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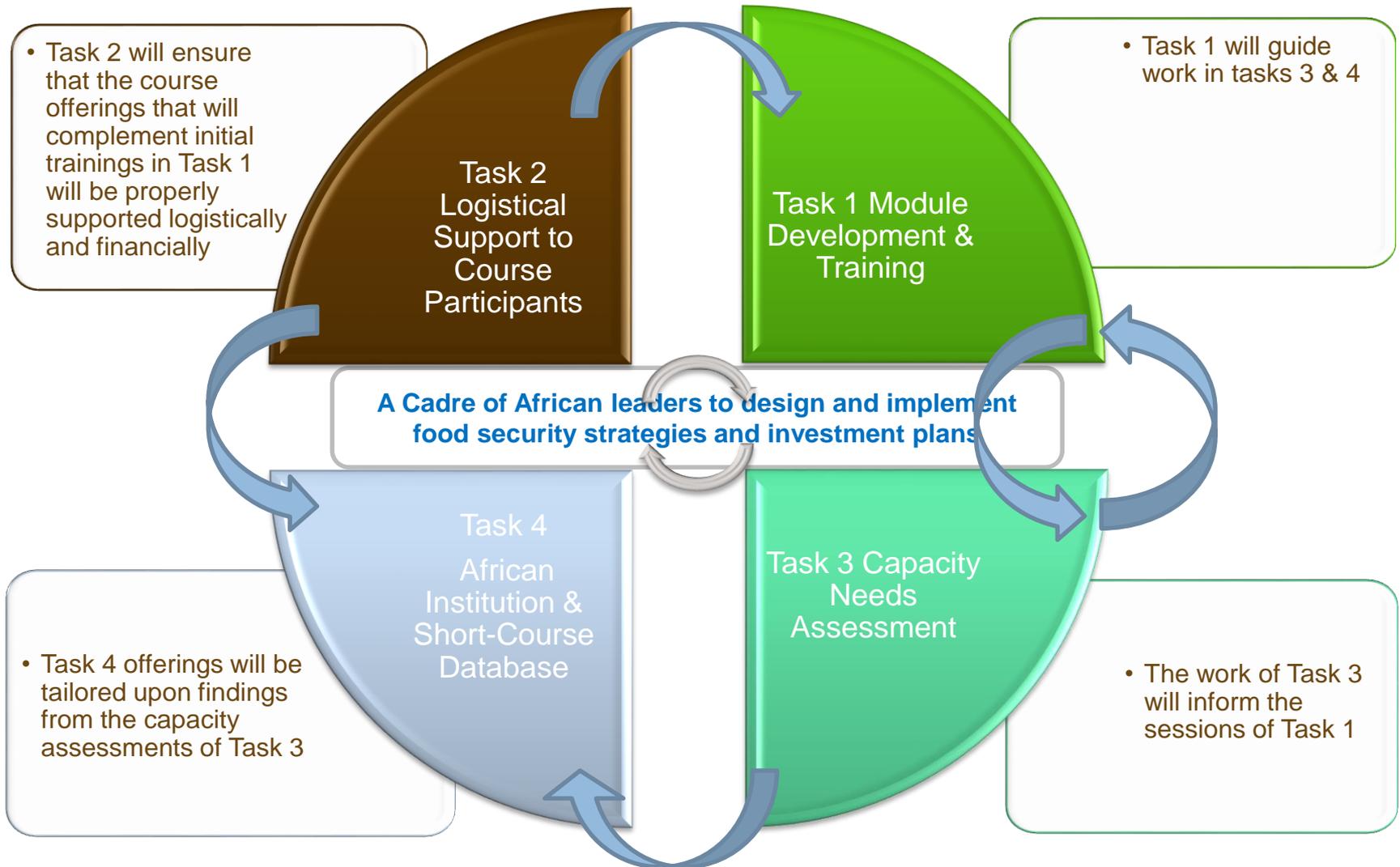
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# Scaling up for Food Security in Africa

**Champions for Change**  
Leadership Training

# INTERLINKAGE OF SERVICES



# Program Objectives

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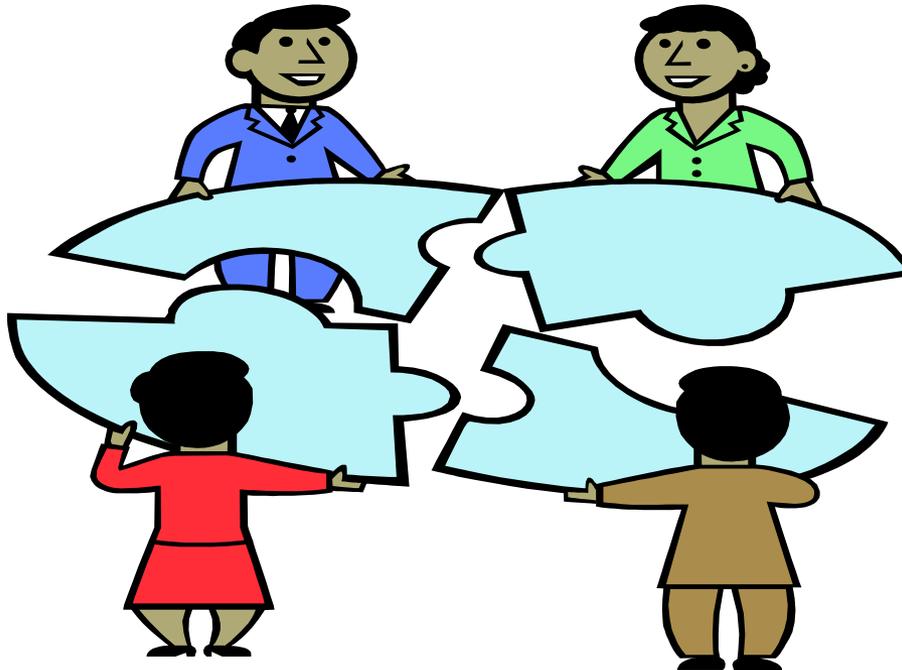
1. To provide training to strengthen capacity of African professionals to assume leadership roles in their own institutions for moving the CAADP agenda forward
2. To assess human resource and institutional capacity to inform the types of training and investment that will impact the ability of key institutions to develop a cadre of African leaders to design and implement food security strategies and investment plans
3. To meet FTF larger goals
4. To develop a data base of African institutions who can provide training in priority areas
5. To provide organizational and logistical support to participant trainings in priority areas



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# SESSION 1: BUILDING OUR TEAM



# Partner Interviews and Intro's

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- Pair up with someone you do not know
- Interview your partner, using the interview guide in the participant manual. p.4
  - What is a name that you would like to be called?
  - Who is 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?
- Take 10 minutes to interview each other
- You will have 1 minute to introduce your partner

# Champions for Change

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- Write down the key information you received from your partner on card provided
- Post information on Champion Portrait sheets
- Take 5 minutes

# Module 1 Objectives

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

- Describe their roles in food security initiatives.
- Explore & analyze major challenges in and identify innovative actions for implementing major agricultural initiatives.
- Demonstrate skills necessary for being a champion for change.
- 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.

# Module 1 Objectives

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

- Expand their views of food security and develop advocacy strategies to change mindsets.
- Understand their roles as part of a pan-African initiative to find innovative ways to meet food security challenges.
- Create sustainable regional networks to increase agricultural performance and food security.

# Norms for the Week

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## Individual Task p.6

- Please think of the best training you have attended
- What made it successful?
- What guidelines or norms will help us this week?

# Journal

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- In your journal (p.2), reflect on the following
  - How was my data gathering?
  - How was my presentation?
  - What can I practice more this week?

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# BREAK



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# SESSION 2: OUR ROLES IN FOOD SECURITY



**AFRICA LEAD**

# Objectives

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

- 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

# What is Food Security?

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- We all have a concept of Food Security. How would you describe your understanding of the concept of food security?
- The four main dimensions of Food Security
- The Guiding Principles for Food Security initiatives in Africa

## Food Security



"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

# Rebuilding the Broken African Pot



# Hunger Status 2009

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- Worldwide 854 million are food insecure and 2 billion are seasonally insecure
- Poverty is a major driver of food insecurity
- The *stability* of food availability, access and utilization is threatened by the following facts:
  - 60% of calories & proteins consumed by humans today comes from only 3-plant species; maize, wheat & rice*
  - 75% of our food supply comes from only 12 plants & 5 animal species*

# Issues/Debates Related to Food Security

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1. There is enough food for all – the problem is distribution
2. Future food needs can or cannot be met by current levels of production
3. National food security is paramount – or no longer necessary because of global trade
4. Globalization may or may not lead to persistence of food insecurity and poverty in rural communities

# Commitment to Food Security

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- Millennium Development Goal # 1 – Reduce poverty and absolute hunger by ½ by 2015
- CAADP, National Development Agendas

# Enabling Environment

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- Agriculture is crucial for development in Africa
  - Mostly rural, at least 70% of workforce engaged in the sector
- Yet over last 20 years, support to the sector has declined
  - Partly the outcome of SAPs, declining share in aid and government budgets, etc.
- Recent developments have recognized agriculture's role in development
  - Donor pledges made at G8 summit in L'Aquila
  - Maputo Declaration → CAADP

# Guiding Principles for Food Security Programs in Africa

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- L'Aquila
- Rome Principles
- Comprehensive Africa Agriculture Development Programme (CAADP)
  - African Union Maputo Declaration 23 June 2003
- Feed The Future (FTF)
  - To guide US Government support to CAADP and similar programs

# The L'Aquila Joint Statement

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At the G8 Summit in L'Aquila, Italy in July 2009, global leaders agreed to a comprehensive approach to food security to 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
- Support for good governance and policy reform

# The Rome Principles

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- 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

# NEPAD AND CAADP

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- The then-OAU heads of state and governments endorsed the New Partnership for Africa's Development (NEPAD) in 2001, they made clear the critical role agriculture needed to play in pursuing real and sustainable growth.
- This specific agenda, the Comprehensive Africa Agriculture Development Programme (CAADP) was consolidated as the Maputo Declaration 2003.
- 2 Key immediate targets
  - i. Pursuit of 6% average annual agriculture sector growth rate at national level
  - ii. Allocation of 10% of national budgets to support agric. sector

# NEPAD SPIRIT

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“Anchored on determination of Africans to extricate themselves and the continent from the malaise of underdevelopment and exclusion in globalizing world”

# NEPAD 3 GOALS

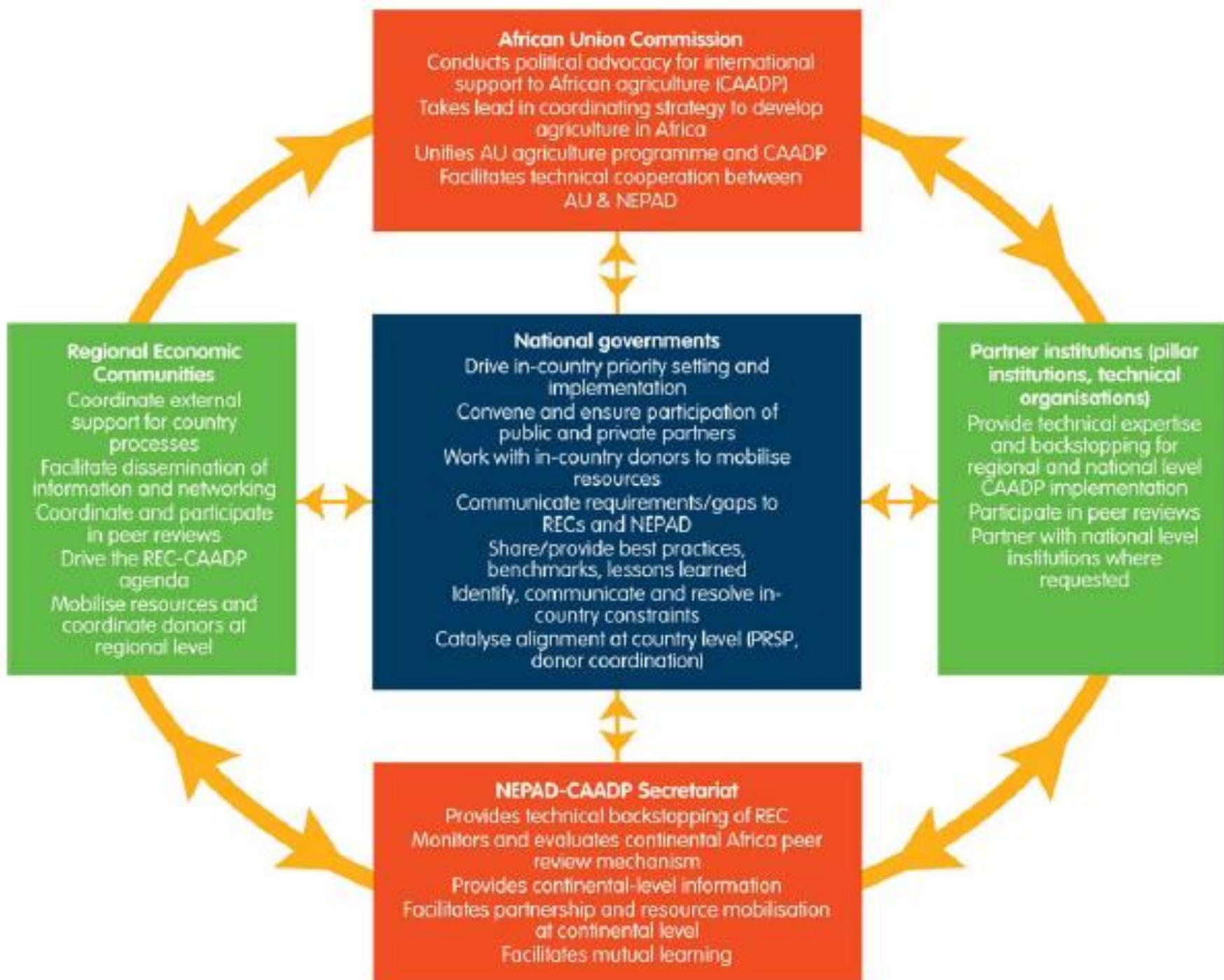
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1. Establish conditions for sustainable development(peace & security, democracy & good political, economic & cooperate governance, regional cooperation & integration, capacity building)
2. Encourage policy reforms & increased investments in priority sectors (agriculture, human development, infrastructure, environment);
3. Mobilize resources( increasing domestic savings& investments, management of public revenue & expenditure, Africa's share of global trade, FDI)

# The Comprehensive Africa Agriculture Development Plan (CAADP)

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- CAADP is a continent-wide framework for developing, implementing and measuring agriculture development investments at national, regional, continent levels
- CAADP is the agricultural component of NEPAD (New Partnership for Africa's Development)
- Who is involved?



# CAADP Principles and Objectives

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- **Principles/Vision**

- Endorsed by African Heads of State and Governments as a vision for the restoration of agricultural growth, food security, and rural development in Africa
- Agriculture-led economic growth on the continent

- **Objective**

- To achieve growth rates in agricultural production of 6% per annum by 2015 in each country in Africa

- **How?**

- Increasing resources for agriculture programs, specifically at least 10% of government spending for agriculture
- Developing dynamic regional and sub regional markets
- Integrating farmers into markets

# CAADP Framework

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- CAADP is therefore a framework for agricultural development and growth for African countries.
- At the continental level, NEPAD secretariat manages the overall accountability of CAADP implementation.
- At regional level, regional economic Communities coordinates the implementation.
- At the country level, the compact is the document that provides strategic benchmarks agreed for implementation based on national priorities within the existing strategies.

# CAADP Pillars and Approaches

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- 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
- Pillar IV: Improving agriculture research, technology dissemination and adoption

# CAADP PILLAR LEADERS

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## Pillar 1: Land and Water

- *University of Zambia, Permanent Interstate Committee for Drought Control*

## Pillar 2: Market Access

- *Conference of Ministers of Agriculture of West & Central Africa*

## Pillar 3: Food Supply & Hunger

- *University of Kwa Zulu Natal & University of Pretoria*

## Pillar 4: Agriculture Research

- *Forum for Agricultural Research in Africa (FARA)*

# CAADP's Capacity Development Framework

## Intended Outcomes

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

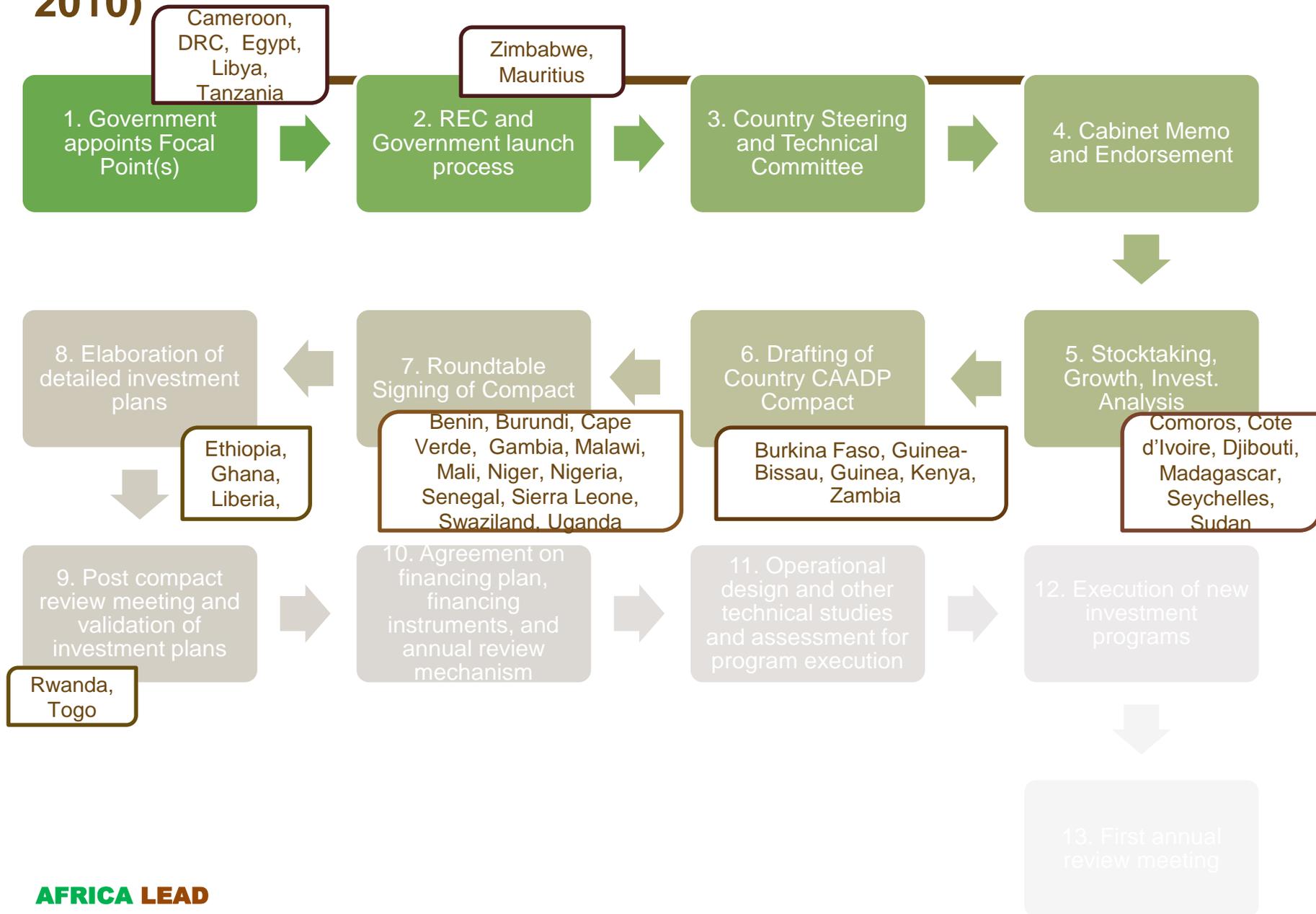
# CAADP

## Country Investment Plans (CIP)

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- The CIP is a multi-year investment plan for food security developed by a country government in consultation with development partners and stakeholders
- CIP Implementation Process
  - Country Teams
  - Stakeholder Reviews
- CAADP Regional Economic Community (REC) plans are designed to support individual country investment plan development and implementation

# CAADP Implementation Process: Status (updated April 20, 2010)



# Feed the Future

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To make investments in agricultural development in four ways:

1. In regional programs when significant challenges to food security require cooperation across national borders
2. In multilateral mechanisms such as the World Bank-administered Global Agricultural and Food Security Program
3. In countries that are strategic partners where investments will benefit them through technical, policy, and other cooperation
4. In global research and innovation that build on new breakthroughs in research and science

# African Pot REBUILT!



# CAADP Implementation Process: Status (updated April 20, 2010)

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Please meet with others from your country or region

- Identify the Food Security Initiatives that your Country / Region is undertaking
- As part of the discussion, please identify stakeholders in food security in your country or region
- Review the status of your Country Investment Plans or Regional Plans

# GROUP ACTIVITY

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1. What are some of the Food Security Initiatives that your Country/Region is undertaking?
2. Who are the stakeholders
3. Summary of status of Country Investment Plans

## PROCESS

- Identify facilitator / someone to take notes
- Agree who will report out
- Take 30 minutes to discuss
- Be prepared to make a 5-7 minute report after lunch
- List initiatives, stakeholders , CIP status on flipchart

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# LUNCH

1 hour

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# Group Reports

5-7 minutes

Brainstorm

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# BREAK

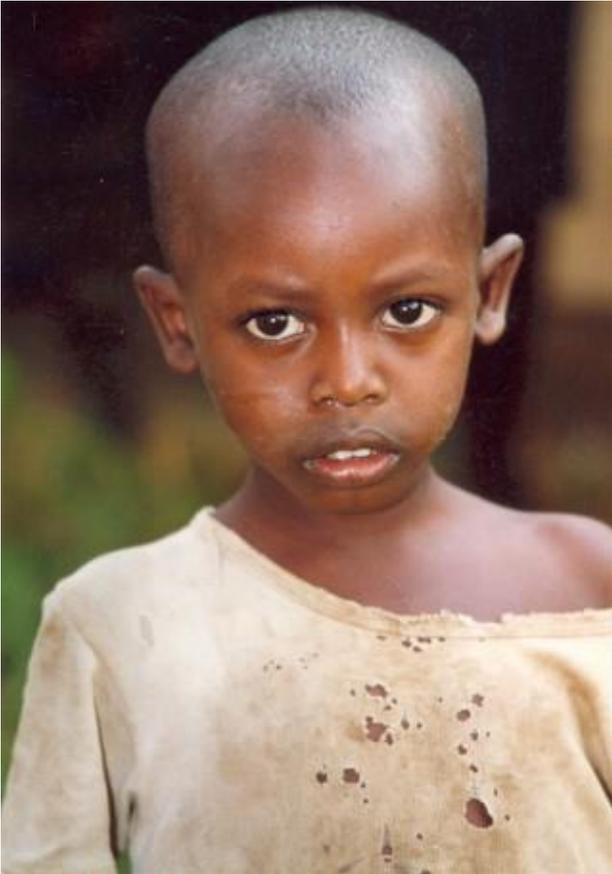
# ISSUES OFTEN OVERLOOKED IN FOOD SECURITY

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

# WHAT'S HER STORY?

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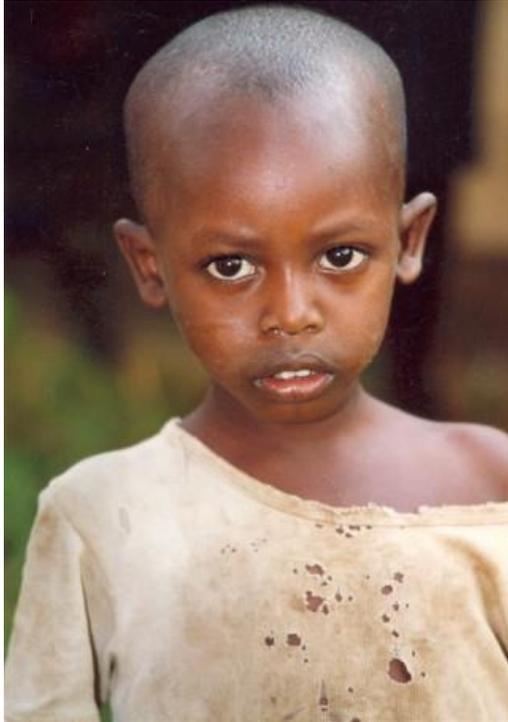
Name this little girl

Create her life story from childhood to adulthood, using your assigned overlooked issue:

1. How might her gender affect her access to food security throughout her life?
2. How might her poverty affect her food security?
3. How might access to and lack of nutritious food affect her life as a growing child and as a mother?
4. How might climate change affect her family's ability to achieve food security?

# GROUP REPORTS

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Introduce your  
little girl

# Wrap-up

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- Complete Journal for Day 1
- Share your ideas with the person next to you
- Complete evaluation form for Day 1
- Homework – read HBR article “Leading Change: Why Transformation Efforts Fail” by John B. Kotter
- Tomorrow’s session: Intro to Model for Introducing Change in Your Organization
- Meet tomorrow morning



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# Scaling up for Food Security in Africa

## Champions for Change Leadership Training **DAY 2**

Sit with someone you didn't work with sit with yesterday

# A Thinking Outside of the Box Activity

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## The Nine Dots Challenge



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**SESSION 3:**  
**JOHN KOTTER'S EIGHT-STEP  
CHANGE MANAGEMENT  
FRAMEWORK:**

**Introduction and Step 1: Increase  
Urgency**

# Objectives

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

- Describe an eight-step model for leading change
- Relate Step 1 – Increase Urgency – to the current objective of scaling up the CAADP agenda.



# Leading Change Plenary Discussion

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- What were your reactions to the homework article – *Leading Change: Why Transformation Efforts Fail?*
- What makes people resistant to change?

# General Points from the Article

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- A change process goes through a series of phases, or steps, that usually require a considerable length of time.
- Skipping steps creates on an illusion of speed and never produces a satisfying result.
- Critical mistakes in any of the phases can have a devastating impact.
- Declaring victory too soon can be a critical mistake
- By understanding the stages of change – and the pitfalls unique to each stage – you boost your chances of a successful change effort.

# A Change Activity

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## Cross Your Arms

# Some Key Points About Change

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- The challenge in change initiatives is to change the behavior of people.
- Emotions are powerful players in the change process.
- 70% of change efforts fail if a leader does not address the underlying negative emotions of people in response to change.
- Tapping positive emotions – often associated with vision and values – can bring about the change.

# Leading Change

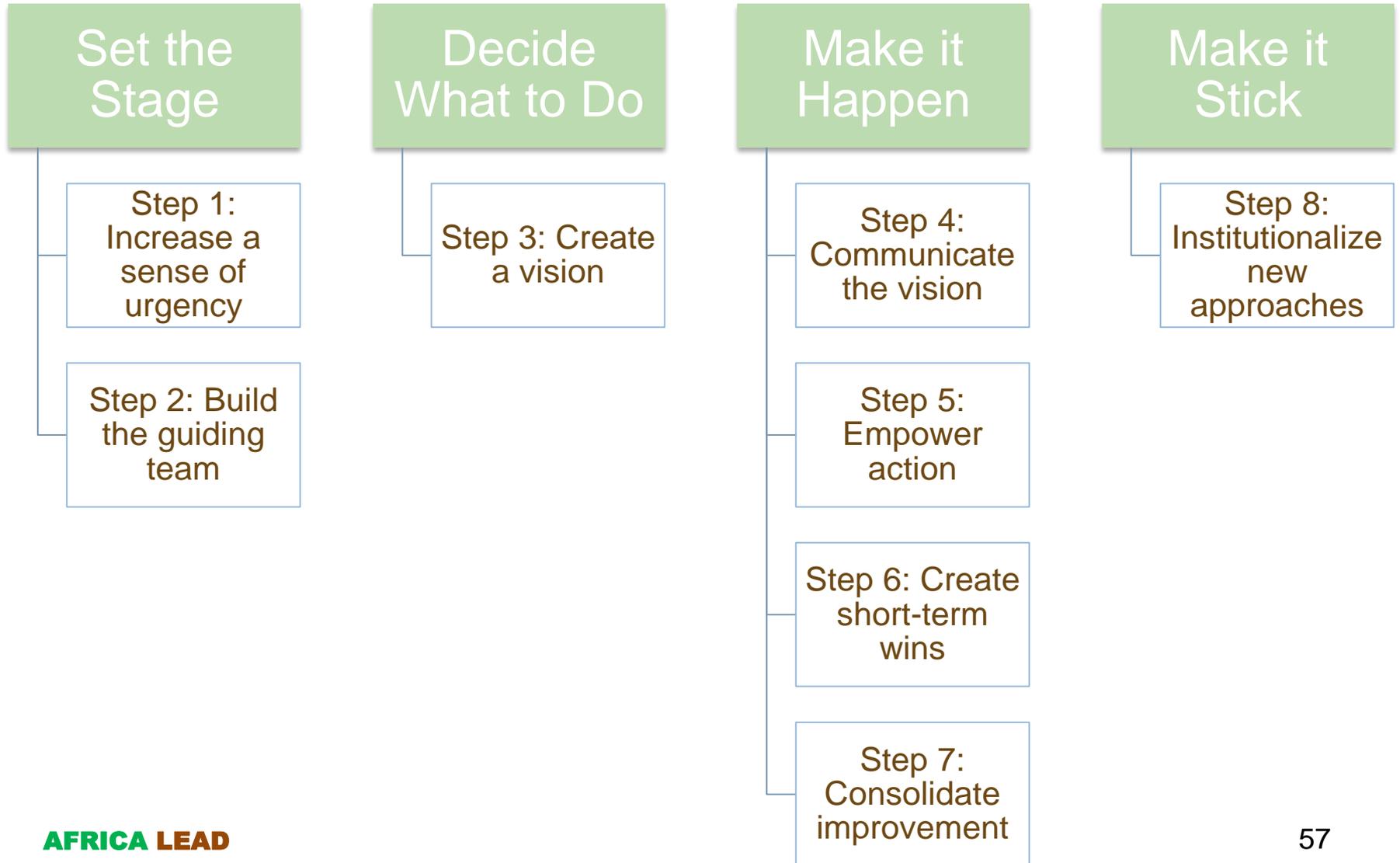
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The challenge...

...changing the *behavior* of people

# Eight Steps to Leading Change

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# Step 1: Increase a sense of urgency

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**Core Challenge:** Get people ready to move.

**Desired New Behavior:** People start telling each other, “Let’s go, we need to change things!”

# Step 2: Build the Guiding Team

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**Core Challenge:** Get the right people in place with trust, commitment, and teamwork.

**Desired New Behavior:** A group powerful enough to guide a big change is formed and they start to work together well.

# Step 3: Create a vision

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**Core Challenge:** Get the guiding team to create the right vision and strategies to guide action in all of the remaining stages of change.

**Desired New Behavior:** The guiding team develops the right vision and strategy for the change effort.

# Step 4: Communicate the vision

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**Core Challenge:** Get as many people as possible acting to make the vision a reality.

**Desired New Behavior:** People begin to buy-into the change; and this shows in their behavior.

# Step 5: Empower action

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**Core Challenge:** Remove key obstacles that stop people from acting on the vision.

**Desired New Behavior:** More people feel able to act, and do act, on the vision.

# Step 6: Create short-term wins

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**Core Challenge:** Produce enough short-term wins fast enough to energize people and build momentum for the effort.

**Desired New Behavior:** Momentum builds as people try to fulfill the vision, while fewer and fewer resist change.

# Step 7: Consolidate improvement

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**Core Challenge:** Continue with wave after wave of change, not stopping until the vision is a reality – no matter how big the obstacles.

**Desired New Behavior:** Momentum continues to build as people try to fulfill the vision, while fewer and fewer resist change.

# **Step 8: Institutionalize new approaches**

**Core Challenge:** Create a supporting structure that provides roots for the new ways of operating.

- **Desired New Behavior:** New and winning behavior continues despite the pull of tradition, turnover of change leaders, etc.

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# Set the Stage

Step 1: Increase a sense of urgency

Step 2: Build the guiding team

# Step 1: Increase a Sense of Urgency (1)

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- Building a sense of urgency by
  - examining realities
  - identifying and discussing crises, potential crises, or major opportunities
- Enough people start telling each other, “*Let’s go, we need to change things!*”

# Step 1: Increase a Sense of Urgency (2)

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- Be clear about complacency
- Be clear about false urgency
- Aim for the heart
- One strategy and four tactics

# Increasing A Sense of Urgency

## Small Group Task

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In your small group, review 3.2 - Increase A Sense of Urgency

1. *What can you do that is dramatic, attention grabbing and memorable to increase a sense of urgency about Food Security in your country 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?*
4. *What can you do to make it easier for people (your teams) to accept change?*

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

Put ideas on flipchart

You have 25 minutes!

# Increasing A Sense of Urgency Small Group Reports

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How will you increase the sense of urgency for your leadership food security initiatives?



# Summary: Session 3

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- In order for large-scale change to take place, a leader must change the behavior of people.
- Emotions are powerful players in the change process.
- 70% of change efforts fail if a leader does not address the underlying negative emotions of people in response to change – emotions such as anger, disappointment, fear, etc.
- Tapping positive emotions – often associated with vision and values – can bring about the change.
- You want a sufficient number of people to act with sufficient urgency that energizes colleagues, and communicates “let's go”.

---

# BREAK



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# **SESSION 4:**

## **JOHN KOTTER'S EIGHT-STEP CHANGE MANAGEMENT FRAMEWORK:**

### **Step 2: Building the Guiding Team**

# Objectives

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*By the end of this 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.
- Relate Step 2 of Kotter's Eight Steps for Leading Change – Build the Guiding Team to the current objective of scaling up the CAADP agenda.

# Characteristics of an Effective Team

## Group Task – ROADBLOCK

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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

# Characteristics of an Effective Team

## Group Task – ROADBLOCK (2)

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### 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

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*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.*

# A team is:

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...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).

# A team has

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- Explicit goals/vision/mission
- A sense of shared responsibility and accountability
- A scope of work and resources to carry out the work
- The ability to relate successfully to the external environment
- A designated leader and defined membership
- Clear roles and norms of behavior
- Agreed-upon ways of working together

# Characteristics of an Effective Team

## Group Task – Processing

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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?

# Collaborative Teamwork

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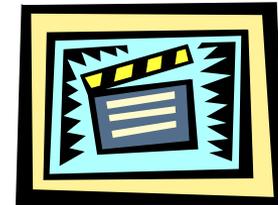
## Collaborative teamwork involves:

- ...a group of people coming together to pursue a common goal
- ...while they may have different perspectives, they are willing to put aside narrow self-interests
- ...they hold each other mutually accountable through giving feedback

# Team Member Behaviors

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- Openness
- Supportiveness
- Action Orientation
- Positive Personal Style



# Self Assessment Activity - 4 Effective Team Member Behaviors

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Take a moment to think about the 4 team member behaviors (openness, supportiveness, action orientation and positive personal style).

*Which of the 4 team member behaviors do you consistently do well?*

*Which of the 4 team member behaviors may be difficult for you?*

# Large Group Sharing – Key Issues from Self Assessment Results

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- *What are some of the things that you will do to become a stronger team member?*
- *What support do you need?*
- *Who are the key individuals and/or organizations that you will be reaching out to?*
- *How will you go about enlisting the support of these key individuals and/or organizations?*

# Session 4 Summary

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- 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.

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

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# LUNCH



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# **SESSION 5: JOHN KOTTER'S EIGHT-STEP CHANGE MANAGEMENT FRAMEWORK:**

## **Step 3: Creating Compelling Visions**

# Objectives

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

- Identify best practices in creating compelling visions.
- Practice crafting vision elements that will motivate and inspire different audiences to support the CAADP agenda.
- Begin identifying vision elements relevant to strategic priorities and key audiences.

**What are you seeing in this scene?**

**What are you feeling about this scene?**

**If you were a leader in this situation, what need for change might you see?**

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Decide What to Do

Step 3: Create a  
vision

# Visioning Skills

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- Develop a Vision - a picture of what could be
- Enrich your vision with descriptions of “positive outcomes” – that audiences can **see** or **feel**
- Infuse your vision with memorable images and words

# The Heart of the Matter

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## SEE

- Help People See



## FEEL

- Seeing Something New Hits the Emotions



## CHANGE

- Emotionally Charged Ideas Change Behavior

# Partner Task

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- Read the examples of “seeing” and “feeling” outcomes in your *Participant Manual*
- What compelling words and images can you find in these examples?
- What words and images might be even *more* compelling?

# Small Group Task (1)

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- Look at photo
- Develop a vision – a picture of what could be.
  - Where do we want to be by 2015?
  - What will the “end state” look like when we declare success?
  - What do we want others to be saying about us?
- Enrich your vision with descriptions of “positive outcomes”
  - 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?

# Small Group Task (2)

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- Infuse your vision with memorable images and words that speak to core values and higher ideals.
  - 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?
- Record on flipchart and be prepared to share highlights with the full group.
- Take 40 minutes

# Small Group Reports

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Share your:

- What would be the expected outcomes?
- Which audiences will respond positively to each outcome?
- Which audiences might respond negatively to the outcomes?
  
- 5 minutes

# Reflections

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- How can you involve your staff or colleagues in crafting positive outcomes that will help you craft your vision?
- What compelling visions are there for achieving food security in your country and / or region?

# Session 5 Summary

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- Creating compelling, eye-catching, dramatic situations helps people visualize problems and solutions
- Seeing something new hits the emotions
- Emotionally charged ideas change behavior or reinforce changed behavior

***If the audiences you identify are to become motivated and inspired by these outcomes, how should you as leaders begin to convey these outcomes to them?***



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# Scaling up for Food Security in Africa

## Champions for Change Leadership Training **DAY 3**

Sit with someone you didn't work with sit with yesterday



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# SESSION 6: STRATEGIC THINKING AND PLANNING

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“ What additional thoughts did you have last evening about leading and managing change to achieve food security in Africa?”

# Objectives

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

- Use a strategic thinking and planning framework
- Apply strategic thinking techniques that can be used for improving Food Security initiatives
- Identify strategic priorities for achieving Food Security

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One of the most important leadership skills is “coping with change.”

If, as a leader, you have a hundred possible choices for actions

- *What are the right things to do at this point in time?*
- *How do you determine what challenges to address?*

# Strategic Thinking & Planning - Defined

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Strategic thinking and planning is an ongoing process of identifying and responding to strategic priorities

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What is an example of how you have engaged in strategic thinking recently?



## **SKILL # 1**

- Sensing Needs and Opportunities
- Tuning into the Environment

## **SKILL # 2**

- Kaleidoscope Thinking
- Stimulating Breakthrough Ideas

# Strategic Thinking And Planning Skills

## Enable Us To:

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- 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.”***

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***Henry Ward Beecher***



# Identifying Challenges and Opportunities in Food Security in Africa – Small Group Discussion

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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.

# Strategic Challenges and Opportunities: Group Reports

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- Listen
- Do not critique! (The next activity will help us filter through the ideas with a set of criteria)
- Take notes in your participant manual

# Strategic Challenges and Opportunities: Plenary Discussion

---

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

- Opening up a broad range of challenges and opportunities is an important first step in the strategic planning process.
- We are now going to look at some strategic filters that you can use to analyze this information.

---

**BREAK**

# Strategic Thinking Filters

---

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

# Strategic Thinking Filters

---

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
6. Can potentially have a large impact on food security

# Strategic Thinking Filters

---

- Lens 1 **RED** - If not addressed soon, there could be adverse consequences.
- Lens 2 **BLUE** – Needs to be tackled before other priorities can be addressed.
- Lens 3 **GREEN**– Will be welcomed by other stakeholders, so should be addressed in order to build goodwill (to get support for tougher challenges).
- Lens 4 **ORANGE**– There is a good chance we will be able to achieve it (it is doable when we consider available resources).
- Lens 5 **PURPLE**– 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** – Can potentially have a large impact.

# Small Group Task

---

For the strategic filter “lens” assigned to your small group:

- Walk around the room together to review the three lists
- Place your colored dot next to specific challenges and opportunities where your group believes that the filter applies
- You have no limit to the number of dots you can use, but apply your dots *wisely*.

# Determining Strategic Priorities

## Plenary Discussion

---

- 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 strategic priorities are surfacing as most important? (top four)

---

What is the overall picture we are seeing?



# SESSION 6 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, opportunities to identify needs
- Conduct the “*brainstorming*” that will enable new possibilities and new solutions to emerge
- Prioritize the many challenges and opportunities that they encounter

---

# LUNCH



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---

# **SESSION 7:**

## **ADVOCACY PART I – ANALYZING STAKEHOLDERS**

# Objectives

---

*By the end of this 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

---

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

*- Ken Blanchard*

# Kotter's 8-Step Model

---

Make it  
Happen

Step 4: Communicate  
the Vision

# Step 4: Communicate the vision

---

**Core Challenge:** Get as many people as possible acting to make the vision a reality.

**Desired New Behavior:** People begin to buy-into the change; and this shows in their behavior.

# Key Stakeholders

---

*Individuals or organizations who may perceive themselves as winning or losing if you achieve your goal*

# Influencers

---

- *Others – not key stakeholders – who may help or harm the initiative by influencing your **KEY STAKEHOLDERS***
- Examples?

# Stakeholder Analysis

---

- What do they know about Food Security?
- What is their position on Food Security?
- Who currently and 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 on the priorities you identified in the strategic thinking and planning session # 6

- Identify one stakeholder – an individual or organization who may perceive themselves as winning or losing if that priority were adopted
- Complete an assessment of your identified stakeholder, responding to the questions that can be found on pp. 51 - 52 in the participant manual.

# Stakeholder Analysis

## Country / Region Group Task, Part 2

---

- As a group, **identify a stakeholder that *may be opposed to your priority***.
- **Analyze** your opposition – use p. 53 in the participant manual as guide.
- *PROCESS*
  - Choose a facilitator and recorder; agree on who will present.
  - Put your analysis on flipchart
  - You will have 3 minutes to summarize your analysis
- You have 30 minutes

---

**BREAK**

# Stakeholder Analysis REPORT

---

- Name of Stakeholder
  - Reason for Opposition
  - Influences
  - What would be a WIN for them
- 
- 3 min summary

# STEPS IN BUILDING ALLIANCES

---

- Reach deeply into, across, and outside your immediate sphere of influence
- Get the support of power holders
- Speak to many people, gather information, and plant ideas everywhere. Prepare people for change by meeting with them one-on-one before holding larger meetings
- Find role models and respected, well-known people and celebrities who could support your objective
- Communicate over and over the vision & positive outcomes for the change
- Keep widening the network over time

*Adapted from Leadership for Change by Rosabeth Moss Kanter*

# SESSION 7

## REFLECTIONS AND CLOSE

---

- What is the most important thing you have learned today about analyzing stakeholders?
- How will you share these insights with colleagues “on your side of the fence”?
- What support can they give you in working with oppositional stakeholders?
- *Manual p. 55*



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---

# Scaling up for Food Security in Africa

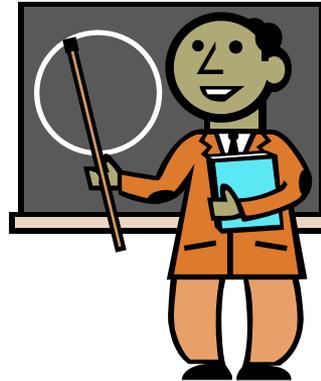
## Champions for Change Leadership Training **DAY 4**



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



# Objectives

---

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

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

# Kotter's 8-Step Model

---



# Tips about Effective Messages

---

- Keep it simple
- Keep it concise
- Focus on the audience
- Provide facts or human stories
- Provide evidence or examples
- Use credible messengers
- Ask for a specific action
- Anticipate the opposition's arguments
- Don't repeat the opposition's arguments

# Elements of Food Security

## Country / Region Group Task (1)

---

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

# Elements of Food Security

## Country / Region Group Task (2)

---

In your country / region group:

- 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.

# Critiquing Messages

---

During the reports, take notes on:

- Which messages were particularly effective? Why?
- Which messages could be improved? How?

# SESSION 8

## REFLECTIONS AND CLOSE

---

Take a few minutes to individually jot down your ideas about these questions: (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?

---

**BREAK**

# SESSION 9: INDIVIDUAL LEADERSHIP ACTION PLAN

---

## OBJECTIVES

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

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

# Leadership and Teamwork: The Animal Game - Processing

---

- 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?

# The Leadership Challenge

---

## 5 Behaviors That Make a Difference

- Challenging the Process
- Inspiring a Shared Vision
- Enabling Others to Act
- Modeling the Way
- Encouraging the Heart



# Challenges to the Food Security Process

---

- What examples do you have of things that have “challenged the process” with regard to food security?

# CHALLENGING THE PROCESS

---

- Search for opportunities by seeking innovative ways to change, grow, and improve
- Experiment and take risks by constantly generating small wins and learning from mistakes

# INSPIRING A SHARED VISION

---

- Envision the future by imagining exciting and ennobling possibilities
- Enlist others in a common vision by appealing to shared aspirations

# ENABLING OTHERS TO ACT

---

- Foster collaboration by promoting cooperative goals and building trust
- Strengthen others by sharing power and discretion

# MODELING THE WAY

---

- Find your voice by clarifying your personal values
- Set the example by aligning actions with shared values

# ENCOURAGING THE HEART

---

- Recognize contributions by showing appreciation for individual excellence
- Celebrate the values and the victories by creating a spirit of community

# 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 opportunities exist in your country/region which might hinder you?
- What will be different as a result of your doing it?

(See participant manual, p. 66)



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---

# Scaling up for Food Security in Africa

## Champions for Change Leadership Training **DAY 5**

# SESSION 10: ACTION PLANNING

---

## OBJECTIVE

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

- Consolidate 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 challenges

# Country / Regional Action Plans Summaries – Small Group Task

---

- In your country / regional groups, share your responses to qtns 2 & 8 from 9.3 Change Leadership Action Planning
  - What will you do
  - What challenges exist
- Develop a Country Action Plan - How you will work together to advance the CAADP FS agenda in your country / region?
  - Focus specifically on
    - What you will do
    - How you will overcome challenges identified
    - Who will be involved / how will you coordinate your efforts
    - How you will know you have achieved your goal
    - What is the first thing you will do when you get home
- Create a MOTTO that captures your ideas for advancing the CAADP Food Security agenda in your country
  - Flipchart bullets
  - Be ready to present 3 min summary in 35 minutes

# Personal Journal Time

---

Turn to your personal journal p. 6 and **answer the first 3 questions**

- Who will I keep in touch with / How will I do that?
- What do I need from others
- What can I give

# Broken Squares Guidelines

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- There is to be no talking, pointing, or any other kind of communicating.
- Participants may GIVE pieces directly to other participants, but may not TAKE pieces from other participants.
- Participants may not place their pieces into the center for others to take – each participant maintains control over his/her own pieces.
- It is permissible for a member to give away all the pieces to his/her puzzle, even if he/she has already formed a square.
- You must use all the pieces.

# Broken Squares and Regional Cooperation – Table Discussion

---

- 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?



**BREAK**

# SESSION 11: CAPACITY ASSESSMENT AND DEVELOPMENT

---

## OBJECTIVES

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

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

# 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.*

# Capacity for Process

---

- Policy
- Process Management
- Outcomes
- Milestones

# Capacity for Implementation

---

- Human Resources
- Material Resources
- Logistics

# SESSION 12: THE BASICS OF MONITORING AND EVALUATION

---

## OBJECTIVES

*By the end of this 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.

# WHAT IS MONITORING & EVALUATION?

---

**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.

# M&E ADDRESSES MANY QUESTIONS:

---

- 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?

---

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

# WHY DO MONITORING AND EVALUATION? – SMALL GROUP TASK

---

*In pairs, read your assigned situation (on page 75 of the participant manual) and then answer the discussion question by writing your responses at the bottom of the page.*

# 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.

# THERE ARE MANY WAYS TO COLLECT EVIDENCE!

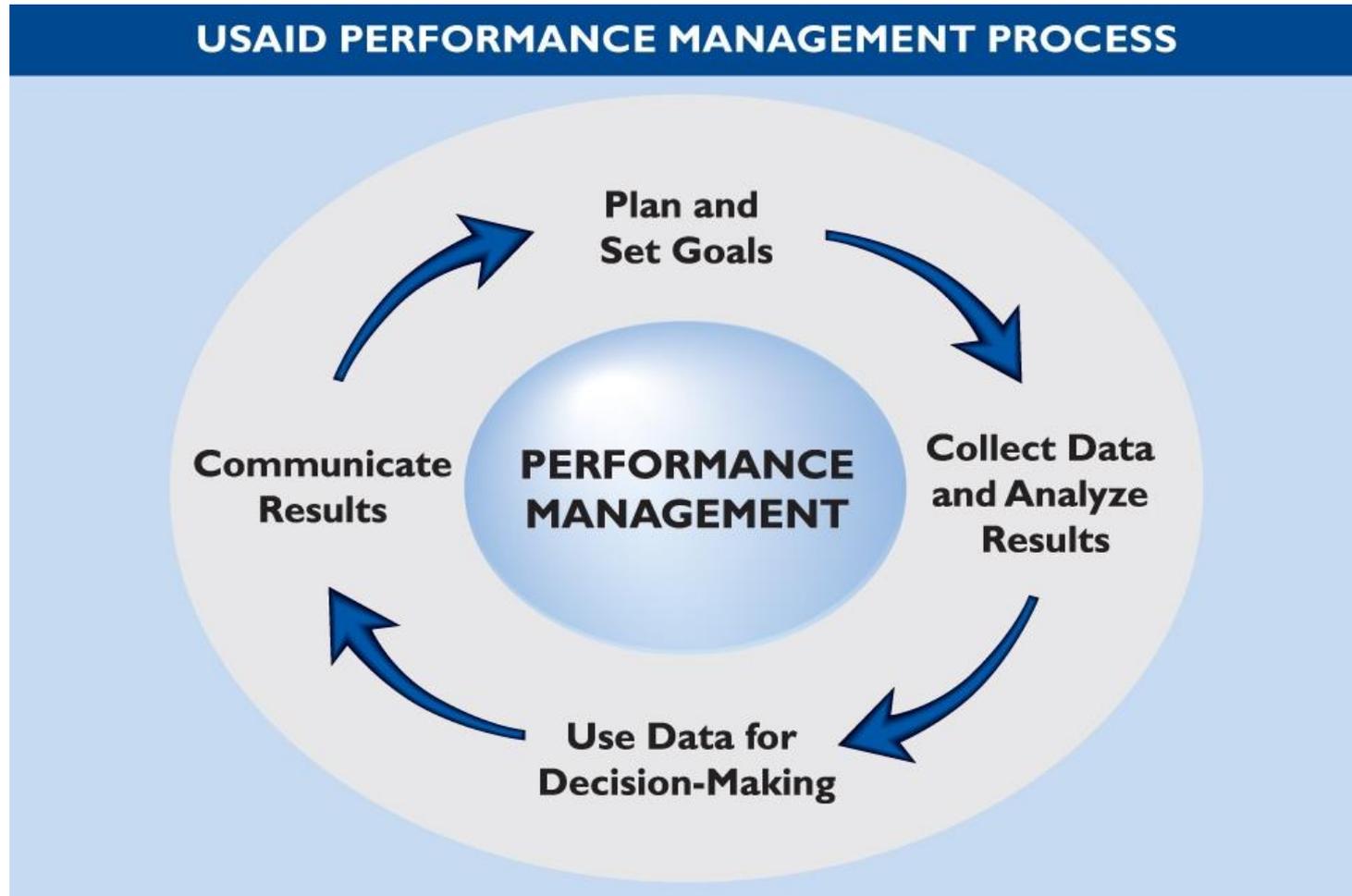
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- Research
- Tests/grades
- Budgets
- Interviews
- Questionnaires/Surveys
- Reports

You're probably already doing it...

but are you doing it well???

# M&E → EVIDENCED-BASED DECISION-MAKING

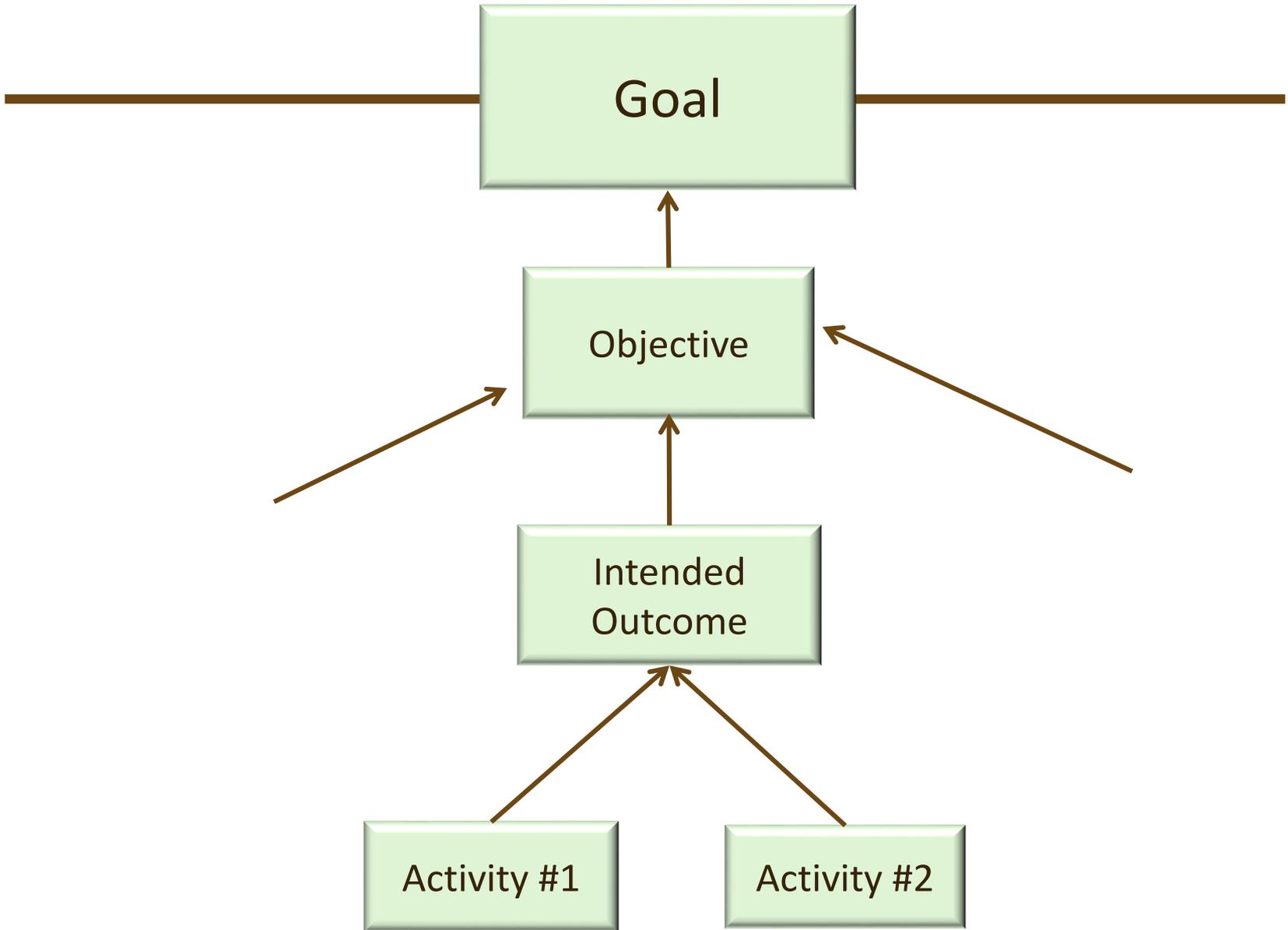


ADS 203.3.2.1

# Individual Task

---

**How does  
your institution  
make decisions?**



# AN EXAMPLE: AFRICA LEAD

---

Design and deliver  
capacity-building  
courses

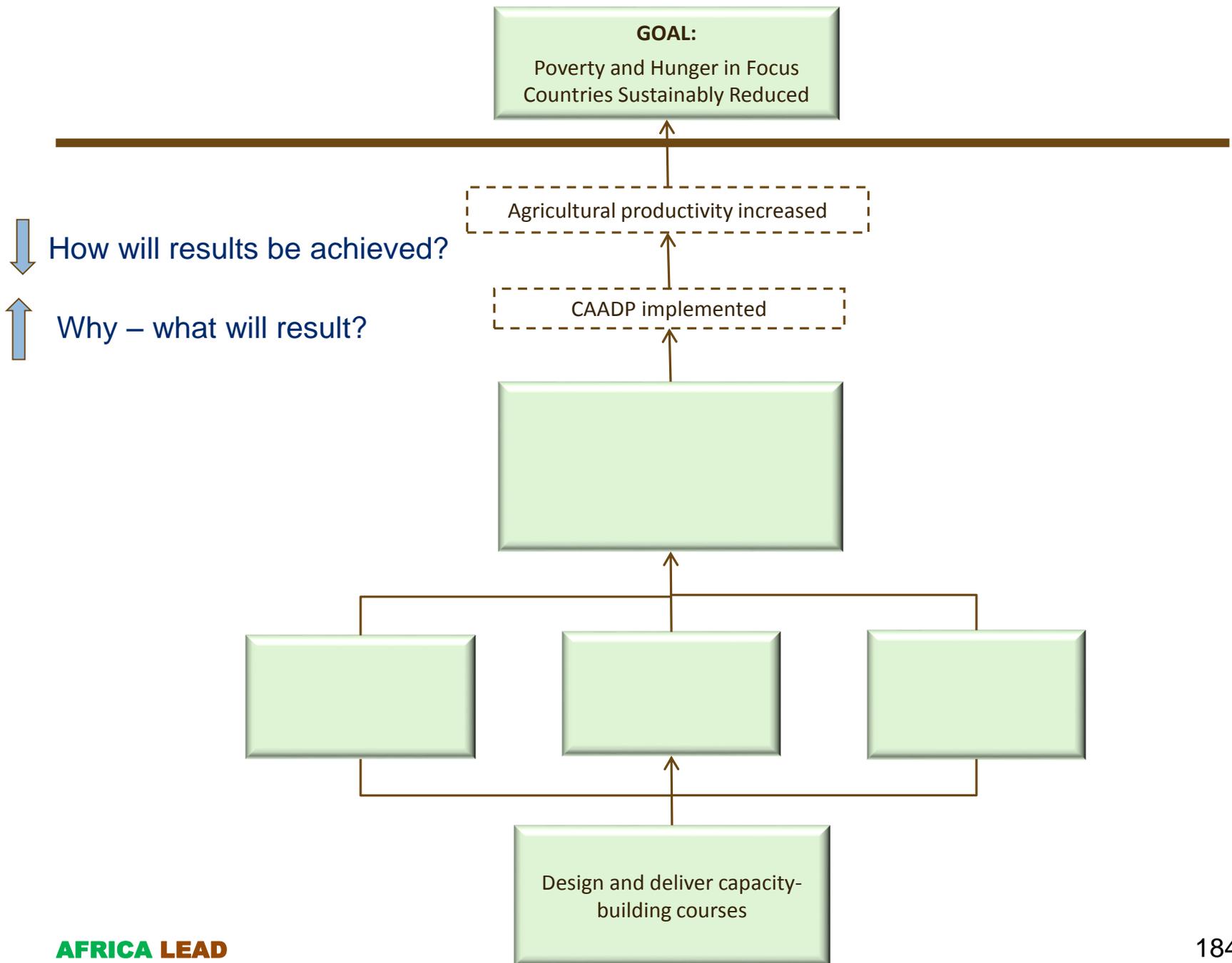
# HOW WILL WE GET TO OUR GOAL?

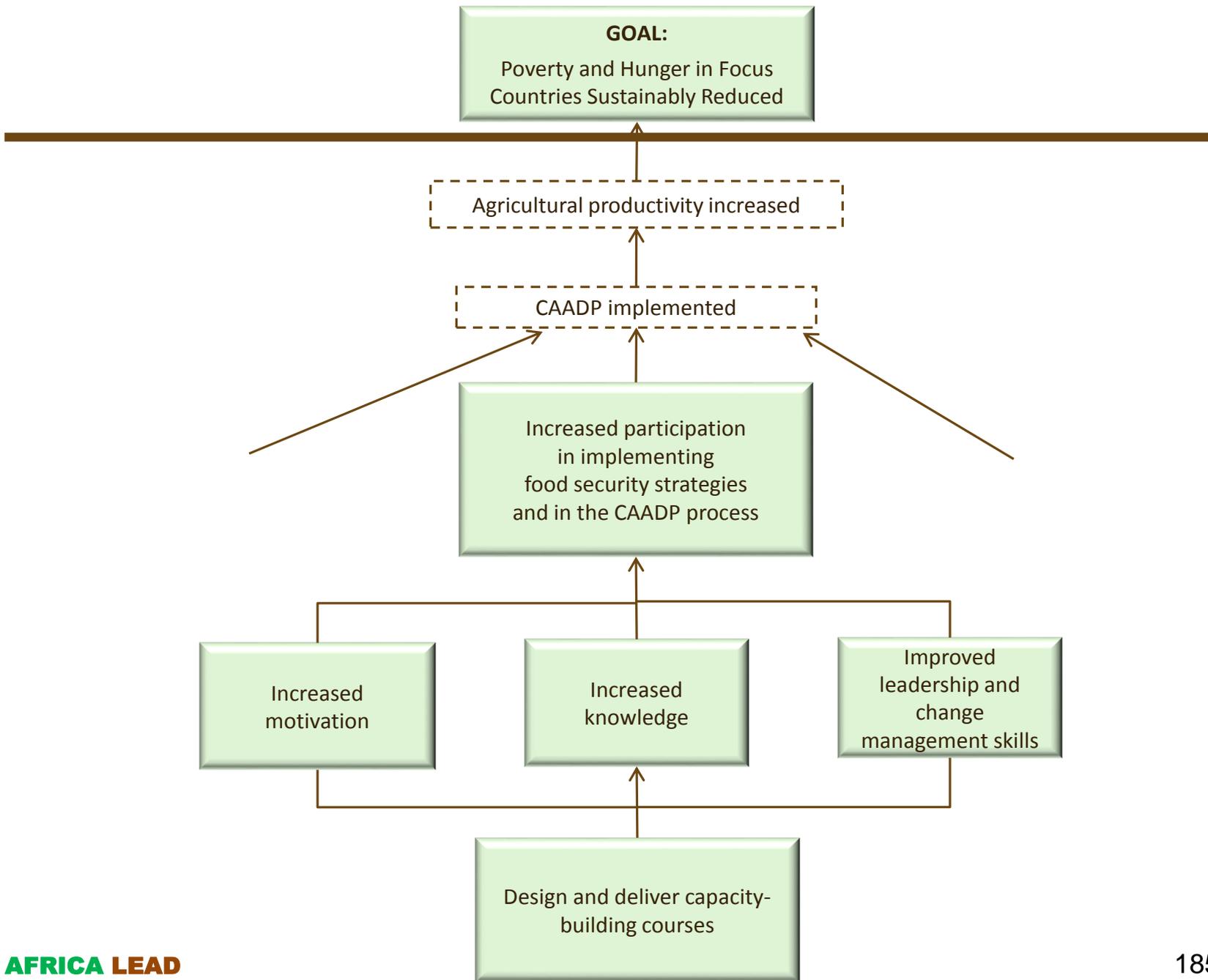
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**GOAL:**  
Poverty and Hunger in  
Focus Countries  
Sustainably Reduced

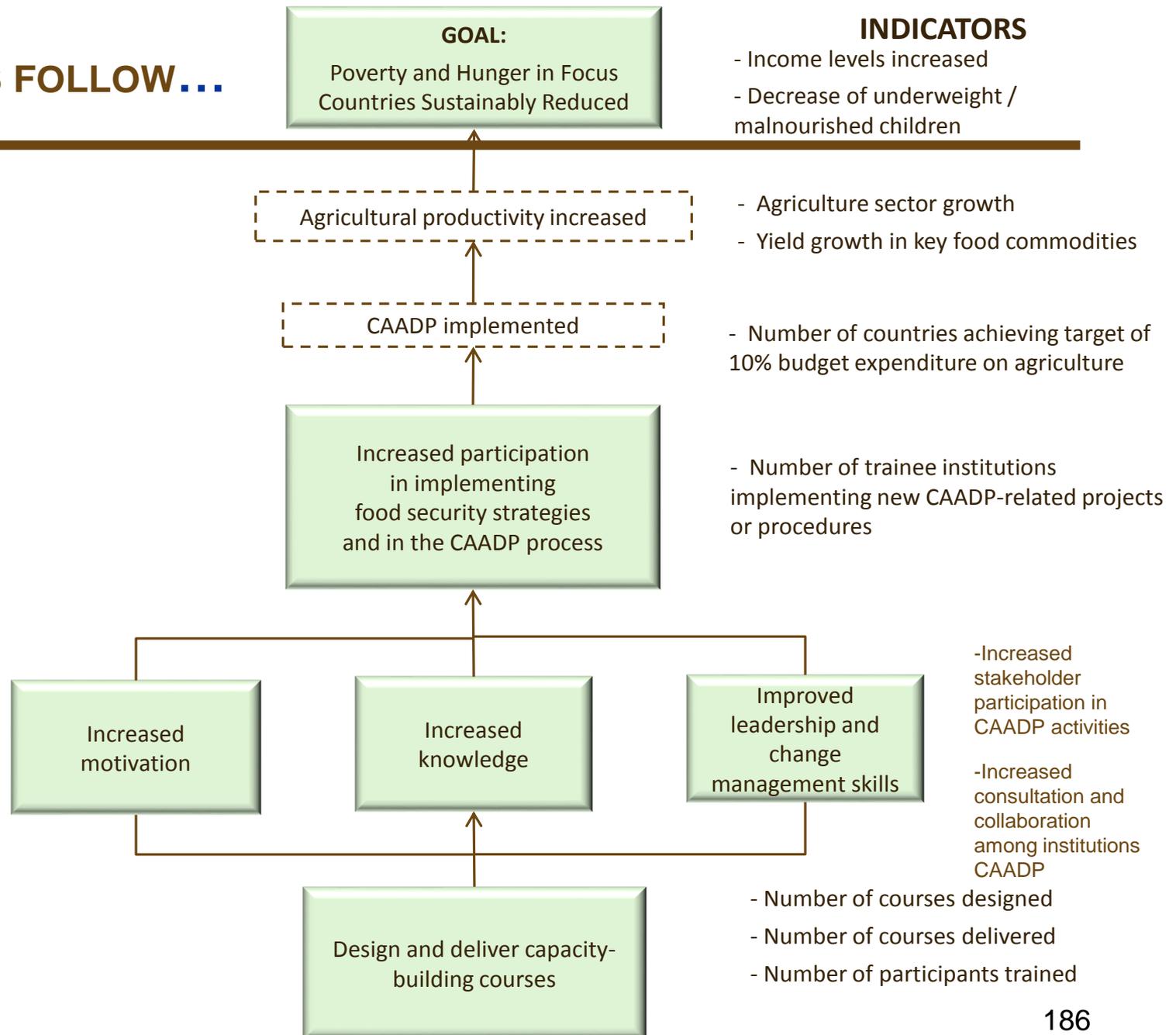


**AFRICA LEAD ACTIVITY:**  
Design and deliver capacity-  
building courses





# INDICATORS FOLLOW...



---

**When integrated into program  
management --  
targeted data collection &  
evaluation allow evidence-  
based decision-making**

## SESSION 13: TRAINING PROGRAM WRAP-UP

---

### OBJECTIVES

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

- Identify their individual learning from the week
- Describe the status and directions of each country's program from their perspective
- Give and receive feedback about their participation in the program

# Module 1 Objectives

---

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

- Identify their roles in CAADP food security initiatives.
- Explore & analyze major challenges in and identify innovative actions for implementing major agricultural initiatives.
- Demonstrate skills necessary for being a champion for change.
- Develop Individual Action Plans to expand their roles and to become active and creative participants in their country and region's ownership of CAADP food security initiatives.

# Module 1 Objectives

---

- Expand their views of Food Security and develop advocacy strategies to change mindsets.
- Understand their roles as part of a pan-African initiative to find innovative ways to meet Food Security challenges.
- Create sustainable regional networks to increase agricultural performance and Food Security.

# Trio Conversation - Task

---

- Share the significant things you have learned during the week:
- Report out the themes from the trios:
- Application:  
Is there anything I need to add to my change leadership action plan?

See participant manual, p. 92.

# 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.

---

# Final Comments

# **We Are the Champions**

---

***Thank you for your participation  
in the Leadership Training***

***Good fortune as a Champion of  
Change for Food Security in  
Africa!***

