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CHANGE **FUTURE** AFRICA LEAD

**Scaling up for Food  
Security in Africa  
Champions for Change  
Leadership Training  
Trainer's Guide**

## 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.

## OBJECTIVES:

By the end of the training, 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 networks to increase agricultural performance and food security.

## **Coursework**

Participants will complete a five-day training course, together with a cohort of their peers from across the following four key types of institutions who will identify opportunities for capacity strengthening:

- Government, with a focus on policy analysis and implementation; data systems development and utilization; monitoring CAADP performance and results; telling the CAADP/Country/Region success story (PR) and coordination of the CAADP agenda;
- Private sector, with a focus on trade, finance and agribusiness services;
- Civil society, with a focus on producer organizations, women's groups, community organizations, civil society groups that have the capacity to focus on smaller group/individuals in the value chain as well as the poor; and,
- Agriculture research, with a focus on scientific, research and extension skills.

The course comprehensively addresses the following topics and leadership competencies:

- CAADP/FTF frameworks
- Assessing the status of change in food security
- Identifying challenges to change
- Leading and managing effective teams
- Leading and managing change
- Strategic planning and priority setting
- Advocacy
- Changing mindsets to enable change
- Prioritizing and planning for individual and country/region change initiatives

## **Self-Assessment and Personal Learning Goals**

Participants will complete self-assessment inventories that will help them to identify their individual strengths and limitations and to establish personal learning goals for the program and beyond. They will use a leadership journal to reflect on their learning, the application of new knowledge and skills, and progress towards their learning goals.

## **Reading Assignments**

Participants will read and reflect on articles on leadership and management topics. Articles will be assigned as homework and in class to help them prepare for the coursework and to enrich their learning.

## **Mutual Support**

Participants will engage in activities to identify opportunities and resources for future support. They will also participate in planning ways to work with each other as appropriate both in their own countries and within the region to be better champions for food security. Local trainers for the program will receive ongoing consultation and coaching from the Master Trainers through on-site monitoring, electronic and voice contact.

**SCALING UP FOR FOOD SECURITY IN AFRICA  
COURSE SCHEDULE**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Themes:</p> <ul style="list-style-type: none"> <li>* <b>CAADP / FTF Frameworks</b></li> <li>* <b>Status of Change in Food Security</b></li> <li>* <b>Opportunities for Success</b></li> </ul>	<p>Themes:</p> <ul style="list-style-type: none"> <li>* <b>Leading and Managing Change</b></li> </ul>	<p>Theme:</p> <ul style="list-style-type: none"> <li>* <b>Strategic Thinking &amp; Planning</b></li> <li>* <b>Advocacy: Analyzing Stakeholders</b></li> </ul>	<p>Themes:</p> <ul style="list-style-type: none"> <li>* <b>Advocacy: Developing Messages</b></li> <li>* <b>Leadership Skills for Change Initiatives</b></li> </ul>	<p>Themes:</p> <ul style="list-style-type: none"> <li>* <b>Capacity Needs Assessment</b></li> <li>* <b>Monitoring and Evaluation</b></li> <li><b>Creating Plans for Using Skills</b></li> </ul>
<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/GHFIS Guiding Principles)</li> <li align="center">- <b>Lunch</b>-</li> <li>• Status of Food Security (Inclusive Approach-Gender, the Poor, Climate Change &amp; Nutrition)</li> <li>• Challenges to Food Security Initiatives in Countries/Region</li> <li>• Individual Planning / Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Overview of the Day</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</li> <li align="center">-<b>Lunch</b>-</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</li> <li>• Strategic Thinking &amp; Planning</li> <li align="center">- <b>Lunch</b>-</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</li> <li>• Advocacy: Creating Messages for Stakeholders</li> <li align="center">- <b>Lunch</b>-</li> <li>• Individual Change Leadership Action Plan</li> <li>• Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Overview of the Day</li> <li>• Action Planning (Country &amp; Region Team Planning, Networking &amp; Regional Cooperation)</li> <li>• Capacity Assessment &amp; Development</li> <li>• The Basics of M&amp;E</li> <li align="center">- <b>Lunch</b>-</li> <li>• Training Program Wrap-Up</li> </ul>

## **GUIDE FOR TRAINERS & DEPUTY CHIEFS OF PARTY**

### **PARTICIPANTS**

1. Preferred maximum of 25 participants with up to three trainers, including at least one lead trainer from Africa with approximately 10 years of experience in participatory or experiential learning methodology. (Thirty trainees are possible and may be necessary if we do five countries plus the region in each EA/WA workshop, but undesirable.)
2. Participants will be from all FTF countries and the Regional Mission partners (5 each in East and West Africa, 3 in Southern Africa, plus 3 regions).
3. Participants will come from various sectors, which may run from farmer associations to government ministries.
4. Participants from sectors less likely to have been actively involved in CAADP or CIP should be invited in pairs so they can support one another. These might include nutritionists, NGOs, environmentalists, farmer associations, women's groups, etc.
5. Participants may include one or more media people who write about food security issues. They will be full participants and develop their own plans for advocacy among the media.
6. There will be up to 24 workshops in East and West Africa, 16 in Southern Africa.
7. Participants will complete a registration form, which will provide some information for the training and for their Champion Portraits.
8. Participants will be expected to fully participate, including on the last day.

## TRAINERS

1. Trainers should have had extensive experience in participatory training, working with different learning styles and experiential learning methodology and should be able to adapt sessions using these methods.
2. Senior trainers (at least one, preferably two per group) should have at least 10 years of experience with these methods. They will be assisted by one to two trainers with at least five years of experience with these methods. (This is the ideal scenario.)
3. The TOTs will review the content of Module I and will use the Kolb Learning Style Inventory to understand the trainers' learning styles. There will be a limited amount of time spent reviewing group facilitation skills, and participants will make short presentations of the Module I content.
4. Trainers ideally will be professional trainers in participatory methodology and not, for example, lecturers or stand-up management trainers who use off-the-shelf materials for every workshop.
5. Trainers ideally will have experience with development issues so they can provide examples and stories from their background and engage in dialogue with participants.
6. Trainers should be quick on their feet and skilled in facilitating groups, dealing with curriculum modifications, and responding to changing needs of groups.
7. Trainers should be able to turn group conflicts into learning opportunities.
8. Participants could be extremely diverse in their needs and where they are in the process of contributing to food security initiatives. Trainers should, therefore, be capable of quickly adapting training methods, with advance approval of the respective regional training coordinator, according to needs that arise in the group. Regional coordinators are requested to document such adaptations for review by the training design team. Please note that curriculum redesign, i.e., modifying learning objectives, adding or deleting training content or modifying session sequence is the sole purview of the training design team in Bethesda, who have the responsibility for coordinating the overall design for the AFRICA LEAD program.
9. Trainers will be evaluated after the TOT and further assistance will be provided in facilitating the leadership training. It is preferable that trainers be employed only as consultants during their initial trial period.

## MODULE I WORKSHOP METHODOLOGY

1. Workshop will be highly participatory, with participants also taking roles in facilitation, such as writing on flipcharts, and facilitating small groups.
2. Sessions have been designed with the following criteria in mind: encouraging both extraverts and introverts to participate, such as asking a group question and allowing 2 minutes for individual note taking before opening up for large group discussion, appealing to the head and the heart, building enthusiasm, self-confidence, and idealism for being a champion of change, and finally engaging visual, auditory and kinesthetic learners. The training will also be appealing to both left brain (schedules written, instructions clearly given, logical flow, etc.) and right brain participants (visual stimulation with drawings, music, quotations, etc.)

Sessions will include attention to the four phases of experiential learning: experience, observation, analysis, and application.

Accessories will encourage an atmosphere of creativity, energy, color, and out-of-the-box thinking. (Wall posters, quotations, cartoons, poems, drawings, etc. will help set the scene. Music can also be used during breaks.)

The training will motivate participants to think of themselves as champions of change -- change agents -- joining a portrait gallery of a long line of famous champions in African history.

Newsprint notations will not be written in red, to accommodate people who are color blind and/or are sitting at some distance from the charts.

Trainers will be encouraged to be creative with flipcharts, including the use of drawings and icons whenever possible.

This Trainer's Guide and a Participant Manual will be available. Trainers are encouraged to make their own notations in each.

## TRAINING SCHEDULE

1. There will be a total of 24 trainings per region in East and West and 16 in southern Africa in total.
2. Some events will be held simultaneously in the same facility and may have coordinating sessions between the groups.
3. The ideal 5-day training could begin on the weekend and end on a weekday, such as beginning Sunday night with the first session until Friday noon. The goal should be fixing a schedule to ensure maximum participation of extremely busy people as well as sensitivity to religious practice, e.g.
4. A dinner could be held the next to last day. Certificates could be awarded at the final working session.
5. The training will begin anywhere from 7:30 to 8:30 with at least six hours of training per day.
6. Lunch will be one hour, preferably with all participants together.
7. Occasional assignments or meetings may be held at night, depending upon the group.

## SESSION I: BUILDING OUR TEAM

Time	Day I 2 hours
Session Objectives	<ol style="list-style-type: none"> <li>1. Begin to build a learning community for the week</li> <li>2. To understand our expectations and realistic objectives for the week.</li> <li>3. To develop guidelines for operating in a group.</li> </ol>
Session Procedures	<ol style="list-style-type: none"> <li>1. Welcome Welcome and Introduction to the Program (DCOP) (30 minutes)</li> <li>2. Participant Interviews and Introductions (60 minutes) <ul style="list-style-type: none"> <li>*Pair up</li> <li>*Interview: Champion for Change dialogue</li> <li>*Introduce partner</li> <li>*Expectations: “This training program will be a success if…” (Board the results)</li> </ul> </li> <li>3. After Introductions (10 minutes): Post personal information on Champions For Change Portrait sheets</li> <li>4. Objectives for the Program for the week (5 minutes) Reconcile objectives with any expectations that won’t be met</li> <li>5. Guidelines for Working Together this week (15 minutes): Brainstorm a list of Norms for Effective Participation during the training. Get agreement to abide by guidelines and hold each other accountable</li> <li>6. Journal: <ul style="list-style-type: none"> <li>“How was my data-gathering?”</li> <li>“How was my presentation?”</li> <li>“What can I practice more this week?”</li> </ul> </li> </ol>
Participant Manual	☐

# **SESSION I: Building Our Team**

## **Day One: AM: 2 Hours**

### **PREPARATION:**

#### Materials:

- Flipchart half-sheet for each participant and staff/trainer.
- Camera and facility for immediate printing.
- Quotations on yellow paper.
- Cards to make tent card names for participants at the tables.
- Markers: at least one pack for each table.

#### **PERMANENTLY ON THE WALL & FOLDED UP UNTIL INTRODUCED**

1. Module I Objectives (abbreviated)
2. Course schedule
3. Norms (to be created by participants)
4. Kotter Model after Kotter is introduced. (Either on double flipchart or with large index cards for each step.)
5. Parking Lot

#### **GALLERY OF CHAMPIONS OF CHANGE**

##### **PERMANENTLY ON WALL INSIDE TRAINING ROOM**

- Create a portrait gallery of CHAMPIONS WHO ARE CHANGING AFRICA.
- This consists of a "Portrait" (half-sized flipchart) for each participant with their photograph, name, and country on the portrait.
- Photographs are taken as participants arrive and printed and posted as quickly as possible on the Portraits.
- Sprinkle the leadership and change quotations on yellow paper throughout the workshop, starting with the area of the Gallery of Champions.
- Optional: Decorate the room with African artifacts to make a warm and welcoming environment.

#### **OTHER PREPARATIONS**

- Set up five or six tables (preferably round) with all materials on each table, including items such as flags, markers, tent cards, kaleidoscopes, notepads, pens. If tables are rectangular, set up in herring bone fashion if possible.

## STEPS:

1. **OPEN** title slide and invite participants to take their seats and write their names on tent cards.
2. **WELCOME** participants to the Africa Leadership Training Program. Say a few words about yourselves and explain that in the next two hours we will begin to build our learning community for the rest of the week by learning more about each other and also about the agenda.
3. **INTRODUCE** DCOP to provide AFRICA LEAD overview. **CUE UP** slide deck for this presentation.
4. **GALLERY OF CHAMPIONS: EXPLAIN** that they will be joining a long list of Champions for Change in their countries and in Africa. We have created a Gallery of Champions and their photographs will be taken this morning and posted on the wall in the training room.
5. **INTRODUCE** the “Participant Interviews and Introductions” by saying the activity has two purposes: It will enable us to get to know our fellow learning community members for the week and it will be an opportunity to practice interviewing skills.

**HAND OUT** 5x8 index cards to participants to capture information about their partner.

**SHOW** slide with directions and invite participants to:

\*Pair up with someone they do not know.

\*Interview their partner, using the interview guide in the participant manual, to ask the following questions:

- 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?

6. **INTRODUCTIONS OF PARTNERS & EXPECTATIONS: ASK** them after 10 minutes, to introduce their partners. **TELL** participants that they will have no more than one minute to introduce their partner. Have another trainer **RECORD** the expectations on a flipchart.
8. **POST INTERVIEW RESULTS ON CHAMPION PORTRAITS: ALLOW** five minutes for writing on 5x8 cards, and then **ASK** participants to post personal information about their partners on the Champion Portrait sheets.
9. **OBJECTIVES FOR THE PROGRAM: SHOW** and **DESCRIBE** the two Module 1 objectives slides and reconcile objectives with any expectations that won't be met. **Note:** Refer to the complete version of the objectives in the participant manual when describing the objectives.
10. **SCHEDULE FOR WEEK. REVEAL** the schedule for the week and keep it posted in a visible spot throughout the week. Do not put times on the schedule.
11. **NORMS: SHOW** *Norms for the Week* slide and **ASK** participants to turn to page 6 in the participant manual and take a few minutes to think of effective training that you have attended

and what helped create a great learning community. What guidelines or norms would help us create a great learning community this week? After two minutes, **ASK** participants to refer to their lists and share one idea for a great learning community. **RECORD** their contributions. **GET AGREEMENT** to abide by guidelines and hold each other accountable.

## Background Information for Trainers

If participants are not familiar with the concept of group norms, please use the following to explain.

### NORMS (GROUND RULES) FOR TEAMS

All individuals and groups have norms, whether they are stated or not. It is helpful for each group to articulate its own set of "norms" or "ground rules" for working together. What is important in some groups may not be important in others. The purpose of setting norms is to

- *Support behaviors that enhance the group's work* (such as listening, not interrupting, following an agenda), while
- *Limiting behaviors that block the group's work* (such as interrupting, fighting, withdrawing, arriving late to meetings, dominating the discussion).

While it is helpful to set norms at the beginning of a group's life, it is important to revisit them often to measure how well the group is following its norms. The norm that typically gets broken most often in groups is the "time" norm. It is useful to recommit to fulfilling the norm, or to decide that the norm isn't important. If a group is regularly late getting started or runs overtime, then the norm is really to NOT pay attention to time. If the group feels OK about that, fine. If not, the participants need to re-establish the norm.

Norms are often identified when they are broken. My personal norm may be to carry on a lively conversation that includes interrupting others and allowing myself to be interrupted. Your norm may be to carry on a lively conversation that prohibits interrupting. A group may or may not have identified a group norm about interrupting. If I interrupt you, then I have broken your norm and "stepped on your toes." If this happens during the life of the group, it is important for the person who feels "stepped on" to say that, and for the group to review its norms and decide what its "interrupting norm" will be. (It sometimes happens that someone in the group notices a particular behavior, such as interrupting, sees that it is blocking the group, and asks the group to review the norm. One does not have to feel personally wronged in order to review norms.)

Some Norms (or Ground Rules) for Working Together:

- We all participate fully in group discussions and activities.
- We maintain confidentiality (i.e., what we say and do stays here, unless we decide to disseminate the information).
- We start and stop on time and return from breaks on time.
- We turn cell phone volume and vibration off.
- We make decisions by consensus (i.e., everyone can live with the decision, won't sabotage it, and will openly support it).

- We are open, honest, and candid with thoughts and feelings.
- We avoid emotional fighting.
- We listen carefully, for understanding (rather than formulating our response while the other person is speaking).
- We do not interrupt while another is speaking.
- We own personally our individual positions ("I" statements, not "We all").
- We have fun.

**12. JOURNAL: EXPLAIN** that after some sessions they will have the opportunity to reflect on what they are learning and capture it in their participant journal. **TELL** participants we will start right now by reflecting on our interviews. **INVITE** participants to make their first journal entry:

- "How was my data-gathering?"
- "How was my presentation?"
- "What can I practice more this week?"

**13. HOUSEKEEPING: ANNOUNCE** housekeeping items, such as meals, WC facilities, transport, etc. **ASK** participant to put their names on their manuals and journals.

**Break**

**15 minutes.**



## SESSION 2: OUR ROLES IN FOOD SECURITY

Time	Day 1 4 hours
Session Objectives	<p><i>By the end of this session, participants will be able to:</i></p> <ul style="list-style-type: none"> <li>• Understand the background of recent agricultural and Food Security initiatives</li> <li>• Appreciate the current status of Food Security initiatives in countries and regional groups represented in the training</li> <li>• Identify opportunities for successful implementation of Food Security initiatives and plans</li> </ul>
Session Procedures	<ol style="list-style-type: none"> <li>1. Overview of the Guiding Principles (60 minutes) Slide(s) of the various meetings and structures dedicated to improving food security (Rome/L'Aquila, CAADP, FTF/GHFIS) Group sharing: what is our experience: expansion of interview data</li> <li>2. Country and Regional Group Meetings: Review the status of Food Security (60 minutes)</li> </ol> <p><b>LUNCH</b></p> <ol style="list-style-type: none"> <li>3. Country and Regional Reports and Discussion (60 minutes) Process/Efforts, Stock Taking Processes: Successes Lessons Learned from all reports</li> </ol> <p><b>BREAK</b></p> <ol style="list-style-type: none"> <li>4. Introducing the Inclusive Approach: How Mindsets Affect A Life Story (45 minutes) Identification of Often-Overlooked Factors: Stories of a child and her family.</li> <li>5. Journal (20 minutes)  Key Questions to try to answer this week</li> <li>6. Evaluation, Close for day, Preview of tomorrow (Why are skills for managing change important?), Homework, Reconvene time (10 minutes)</li> </ol>
Participant Manual	☐
Resources	<ul style="list-style-type: none"> <li>☐ Profile Interview Sheets</li> <li>☐ Learning Journal</li> </ul>

## SESSION 2: Our Roles in Food Security

### Overview of the Guiding Principles

60 minutes

#### PROGRAM OVERVIEW

- Objective (Knowledge): To understand the parts of the larger food security efforts in Africa, such as CAADP and Feed the Future, and where the AFRICA LEAD program fits into this effort.
- Rationale: This session explains the big picture for everyone about food initiatives that are taking place across the continent. It introduces the overview for those who may not have participated in the national or pan-African discussions.
- Link: This activity sets the framework and will move to where the participants fit into this framework in future sessions. It establishes the powerful, positive phrase of Rebuilding the Broken African Pot for the rest of the workshop.

#### Preparation:

Have a banner/flipchart sign ready to introduce this theme: Rebuilding the Broken African Pot.

#### STEPS:

1. **SHOW** objectives slide and quickly describe what will happen during this session.
2. **SHOW** *What is Food Security* slide and **ASK** participants for their understanding of the term *food security*. **Note: GET** a couple of examples. **TELL** participants that we will now discuss the four main dimensions of food security and what are the guiding principles for food security initiatives in Africa.
3. **USE** the FAO Food Security Slide to **DESCRIBE** the four dimensions of food security.
4. **SHOW** *The Broken African Pot* slide and **ASK** participants to take a few minutes at their tables to discuss how the broken pot could be used as a metaphor for food security issues in Africa. After five minutes, **ASK** for some examples of the metaphors and then **MOVE** into the current hunger status (next slide).
5. **SHOW** Hunger Status 2009 statistics slide to **EMPHASIZE** the need for food security initiatives. The last bullet on this slide is linked directly to the four main dimensions of food security identified on the *FAO Food Security* slide. There are a number of arguments both for and against dealing with food security as an issue. **GO TO** the next slide and review some of those arguments.
6. **SHOW** the *Issues/Debates Related to Food Security* slide and quickly review the arguments. **REFERENCE** that Africa and the larger global community have chosen to focus on food security issues as will be illustrated in the following slides.
7. **SHOW** the *Commitment to Food Security* slide and quickly **REVIEW** the bullet points.

8. **SHOW** the *Enabling Environment* slide and quickly **REVIEW** the bullet points.
9. **SHOW** the *Guiding Principles for Food Security Programs in Africa* slide and quickly mention that these are the most important source of guiding principles.
10. **SHOW** the *L'Aquila Joint Statement* slide (animated) and quickly **REVIEW** the bullet points.
11. **SHOW** the *Rome Principles* slide (animated) and quickly **REVIEW** the bullet points.
12. **SHOW** the *NEPAD and CAADP* slide and quickly **REVIEW** the bullet points.
13. **SHOW** the *NEPAD SPIRIT* slide and quickly **REVIEW** the quote.
14. **SHOW** the *NEPAD 3 GOALS* slide and quickly **REVIEW** the goals.
15. **SHOW** the *Comprehensive Africa Development Plan (CAADP)* slide (animated) and **ASK** participants what they know about CAADP. **TAKE** a few responses and quickly **REVIEW** the bullet points on the slide. **Note:** In response the question: *Who is involved?* Possible answers include African governments, Regional Economic Communities (RECs), the African Union, The New Partnership for Africa's Development (NEPAD), National Roundtables, African institutions and donors.
16. **SHOW** the *AU/CAADP/NEPAD/REC/National Govt's/Partner Inst's* slide and quickly **HIGHLIGHT** the organizational units and relationships.
17. **SHOW** the *CAADP Principles and Objectives* slide (animated) and quickly **REVIEW** the bullet points.
18. **SHOW** the *CAADP Framework* slide and quickly **REVIEW** the bullet points.
19. **SHOW** the *CAADP Pillars and Approaches* slide (animated) and quickly **REVIEW** the pillars.
20. **SHOW** the *CAADP Pillar Leaders* slide and quickly **REVIEW** this information.
21. **SHOW** the *CAADP Capacity Development Framework Intended Outcomes* slide. **POINT OUT** that our work this week is intended to be an important contribution to the second intended outcome of 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

22. **SHOW** the *CAADP Country Investment Plans (CIP)* slide (animated) and **ASK** who, among the participants, has been involved in developing country investment plans. **SHOW** the definition of the CIP and quickly **REVIEW** the CIP Implementation Process. **SAY** that (1) country teams formulate the CIP, (2) and stakeholder reviews are used to insure that the CIP is truly comprehensive. **SAY** that the development and implementation of the CIP is related to outcome number five of the CAADP Capacity Development Framework (previous slide).
23. **SHOW** the *CAADP Implementation Process: Status (updated April 20, 2010)* slide and quickly **REVIEW** this graphic.
24. **INTRODUCE** the *Feed the Future (FTF)* slide by **SAYING** that in response to the meetings in Rome and Aquila, the US Government has created the Feed the Future program to make investments in agricultural development in four ways:
- In regional programs when significant challenges to food security require cooperation across national borders (**ASK** participants if they can identify a typical “regional” challenge)
  - In multilateral mechanisms such as the World Bank-administered Global Agricultural and Food Security Program
  - In countries that are strategic partners where investments will benefit them through technical, policy, and other cooperation (**ASK** participants if they know whether their countries are “Focus Countries” for FTF)
- Note:** The current focus countries include: East Africa (Kenya, Ethiopia, Uganda, Rwanda & Tanzania); West Africa (Ghana, Senegal, Mali, Nigeria & Liberia) and Southern Africa (Malawi, Mozambique & Zambia).
- In global research and innovation that build on new breakthroughs in research and science
25. **SHOW** *The Rebuilt African Pot* slide and **SAY** that the goal of all of these various meetings and structures is to rebuild the African pot. **SAY** that next we will begin to explore some of the food security initiatives that you are currently undertaking in your countries and regions, who the stakeholders are and the status of your country investment plans.
26. **SHOW** the *Country and Regional Group Discussion* slide and assist participants in forming country and regional groups. **TELL** participants that in their country / regional groups, that they will identify the food security initiatives for their country / region, identify the stakeholders in food security in their country / region and review the status of their CIPs or regional plans.
27. **SHOW** the *Group Activity* slide and **TELL** participants that in each of their small groups they should identify a facilitator and someone to take notes, agree on who will report out and prepare a 5-7 minute presentation on flip charts (one for each category – food security initiatives, stakeholders and status of CIPs). **REFER** participants to Section 2.5 in the participant manual. **EXPLAIN** that they will have 30 minutes to complete the task that they will report out after lunch.

**Lunch**

**60 minutes**

28. **SHOW** the *Group Reports* slide and **REMIND** participants that each group will have 5-7 minutes to make their reports. **FACILITATE** the reporting by country / regional teams of their Initiatives/Stakeholders/Status of Plans, stressing that we will identify challenges and future directions later in the week.
29. After all of the reports are completed, **LEAD** a brainstorm of the unique items from all reports. **RECORD** on newsprint (10 minutes) and **DIRECT** participants to record in their own manual what they want to take away.

## Break

15 minutes

30. **SHOW** the *Issues Often Overlooked in Food Security* slide and **INTRODUCE** the issues. **EMPHASIZE** that these four issues are often overlooked when addressing food security and **ENCOURAGE** participants to keep them in mind when developing and implementing strategies.
31. **SHOW** the slide of the young African girl entitled *What's Her Story?* **ASK** participants the answer the questions on the slide, in their table groups, to create a story for the little girl. **TELL** participants that they have 10 minutes to complete the task and should be prepared to deliver a three minute presentation about *their* little girl. **REFER** participants to Section 2.6: Overlooked Issues in the participant manual to complete their work.
32. **SHOW** the *Group Reports* slide and ask each table group, in turn, to present the story of *their* little girl. **MONITOR** the time to keep each report within three minutes.
33. **PROCESS** the reports by asking participants the following questions:
  - a. What did you experience in the telling of these stories?
  - b. What new things did you learn about the importance of overlooked issues?
34. What impact did this exercise have on how you view the initiatives in your country or region?
35. **SHOW** the *Wrap Up* slide and **ASK** participants to do the following:
  - a. Complete the Journal for Day 1.
  - b. Share your ideas with the person next to you.
  - c. Complete the evaluation form for Day 1.
  - d. Read the HBR article: "Leading Change: Why Transformation Efforts Fail" by John Kotter for homework.
  - e. Return tomorrow morning for another exciting day when we will explore a model for facilitating change.



## SESSION 3: EIGHT-STEP CHANGE MANAGEMENT FRAMEWORK:

### INTRODUCTION AND STEP 1: INCREASE URGENCY

Time	Day 2 2 hours
Session Objectives	<p><i>By the end of this session, participants will be able to:</i></p> <ul style="list-style-type: none"> <li>▪ Describe an eight-step model for leading change</li> <li>▪ Relate Step 1 – Increase Urgency – to the current objective of scaling up the CAADP agenda.</li> </ul>
Session Procedures	<ol style="list-style-type: none"> <li>1. Session Introduction (5 minutes) <ul style="list-style-type: none"> <li><i>Reflections on yesterday</i> <ul style="list-style-type: none"> <li>○ <i>Goals and agenda for today</i></li> </ul> </li> </ul> </li> <li>2. Out of the box thinking: The 9 dots</li> <li>3. Overview of the Eight Steps Change Management Framework – Interactive Discussion (20 minutes) <ul style="list-style-type: none"> <li>○ <i>Interactive discussion of the eight steps</i></li> <li>○ <i>Step 1: Increase Urgency – Small Groups (1 hour)</i></li> <li>○ <i>Four groups – One each for the four areas for inclusion: 1) The role of the very poor; 2) The importance of gender issues; 3) The role of nutrition in advancing agriculture-led growth and 4) The impact of climate change and environmental degradation on agriculture development.</i></li> <li>○ <i>Identifying real examples of obstacles to change</i></li> <li>○ <i>Group Reports</i></li> </ul> </li> <li>4. Journal (20 minutes) <ul style="list-style-type: none"> <li>○ <i>Individual Task – Complete Step 1 thinking of your own facility or office in light of the previous discussion (15 minutes)</i></li> </ul> </li> <li>5. Close of Session (5 minutes) <ul style="list-style-type: none"> <li>○ <i>Transition to next session</i></li> </ul> </li> </ol>
Participant Manual	<ul style="list-style-type: none"> <li>☐ Section 3.1, <i>The Eight Step Change Management Framework</i></li> <li>☐ Section 3.2, <i>Increase A Sense of Urgency</i></li> <li>☐ <i>Worksheet – Step 1: Increase Urgency</i></li> </ul>
Resources	<ul style="list-style-type: none"> <li>☐ <i>Leading Change: Why Transformation Efforts Fail, Harvard Business Review</i></li> </ul>

## SESSION # 3: EIGHT STEP CHANGE MANAGEMENT FRAMEWORK

### STEPS:

#### Introduction to Session 3

5 minutes

1. **SHOW** the Day 2 title slide and **WELCOME** participants to the second day of the course.
2. **ASK** participants to change their seats and to sit with different people than the ones they sat with yesterday.
3. **ASK**: “What additional thoughts did you have last evening about the CAADP and FTF/GHFS initiatives?” **TAKE** a few comments and **THANK** participants for sharing.

#### Thinking Outside of the Box: The Nine Dots (Optional, depending on time available)

20 minutes

4. **SHOW** the *A Change Activity* slide and **INTRODUCE** this session in the following way:

**Trainer's Note:** These quick morning exercises have three objectives:

- (1) To move people out of their comfort zones of thinking and perceiving.
- (2) To practice new ways of thinking and behaving.
- (3) To relate these experiences to facilitating new ways of thinking about food security and the four mindsets. If people quickly solve it, you may want to ask for solutions after lunch rather than waiting for the next morning.

The solution involves one line going far outside the box and coming back, forming a sharp triangle. This emphasizes the point that people need to think outside the box about food security.

5. **EXPLAIN** to participants that this program is all about thinking about food security in new ways. We'll have some very brief assignments each morning that hope to push you in new ways to look at issues.

6. **SHOW** three rows of 3 dots to form a 3 x 3 block on a flipchart.

○ ○ ○  
○ ○ ○  
○ ○ ○

7. **GIVE** instructions:

Without your pen leaving the paper, draw four straight, connecting lines through all of the nine dots. (Solutions can be done on the spot or presented later in the workshop.)

8. After a person presents a solution, **ASK** participants how this exercise is relevant to their work.
9. **POINT OUT** that as change agents they must think out of the box because their job is to find creative ways to change mindsets and ways of approaching food security.
10. **ASK** the group for some examples of out of the box thinking in food security. **LEAD** a discussion of examples from different sectors and different countries.
11. **ASK:** What can we conclude from these examples?
12. **POINT OUT** that it will take out of the box thinking to solve the food insecurity and malnutrition problems on the continent. We will be looking at other examples, and we are asking for examples from you –either on food security or other topics – that solved or illustrated problems that were addressed by out of the box thinking. We will have examples at least every morning and possibly after lunch. So put on your thinking hats.
13. **SHOW** the Session 3 title slide and **TELL** participants that this morning we will introduce them to an eight-step change management process and also explore Step 1 of the process.
14. **SHOW** the objectives slide and **PRESENT** the rationale and objectives for Session 3.

### **Kotter Article, *Leading Change: Why Transformation Efforts Fail* – Plenary Discussion** **10 minutes**

15. **SHOW** the *Leading Change Plenary Discussion* slide and **ASK:**
  - What were your reactions to the homework article – *Leading Change: Why Transformation Efforts Fail*?
  - What points especially rang true for you?

**Trainer Note:** *General points from the article that the trainer needs to reinforce are the following:*

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

16. **SHOW** the *General Points from the Article* slide and briefly **HIGHLIGHT** the points (above).  
**Trainer Note:** If participants have already addressed most of these points, then skip this slide.

17. **EXPLAIN** that this Harvard Business Review Article was the basis for several books about leading change by the same author – John Kotter. The *Heart of Change* is the most recent book. The change management framework for this course is based on this latest book.

### **A Change Activity: Cross Your Arms**

**5 minutes**

18. **LEAD IN TO** the eight-step change management process with a brief activity: Cross Your Arms.
19. **ASK** participants to cross their arms (fold their arms together, as they would naturally. You can demonstrate this). Then **ASK** them to fold their arms the other way, with the reverse arm on top. Most people will struggle with this.
20. **POSE** the following questions:
- How did it feel when you were asked to cross your arms the other way?
  - Were you comfortable with doing this differently from your normal process?
  - What are some things that make people resistant to change?
  - What can you do to make it easier for your teams to accept change?
21. **ENCOURAGE** participants to consider and share their own personal emotions related to making changes.
22. **SAY** that the challenge in the change process (“making the change stick”) is *changing the behavior of people*. Changing behavior is less a matter of giving people analysis to influence their thoughts than helping them to see a truth to influence their feelings.
23. Quickly **SHOW** the *Some Key Points About Change* slide and the *Leading Change* slide. **USE** these slides to **EMPHASIZE** that change initiatives are very emotional processes and that the biggest challenge that they will face when leading change initiatives will be changing the behavior of people.

### **Overview of the Eight Steps – Interactive Discussion 20 minutes**

24. **ASK** participants to turn in their *Participant Manual* to 3.1 *Eight Steps to Leading Change*.
25. **SHOW** the *Eight Steps to Leading Change* slide and **USE** the slide to **INTRODUCE** the eight-step change management framework. **LINK** the eight-step change management framework 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 and FTF agendas.
26. **SAY** that change is a *process*, not an event. Kotter suggests that change efforts go through eight stages that build on each other and they can take time.
27. **MENTION** that some leaders try to skip stages, but shortcuts never work. **SAY** that we will use this model as we talk about the importance of leading change to support the scaling up new and innovative approaches and activities in the areas of agriculture and food security.
28. **PRESENT** a brief overview of the eight steps, **USING** the slides for Steps 1 through 8, and **LEAD** a brief discussion on each step.

**PowerPoint Slide**

<b>EIGHT STEPS TO LEADING CHANGE</b>		
<b>Step</b>	<b>Action</b>	<b>New Behavior</b>
<b>Set the Stage</b>		
1	Increase 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
<b>Decide What to Do</b>		
3	Get the Vision Right	Creating a vision to help direct the change effort  Developing strategies for achieving that vision

<b>Make it Happen</b>		
4	Communicate for Buy-In	<p>Using every vehicle possible to communicate the new vision and strategies</p> <p>Teaching new behaviors by the example of the guiding coalition</p> <p>People begin to buy into the change, and this <b><i>shows in their behavior.</i></b></p>
5	Empower Action	<p>Empowering others to act on the vision:</p> <ul style="list-style-type: none"> <li>• Getting rid of obstacles to change</li> <li>• Changing systems or structures that seriously undermine the vision</li> <li>• Encouraging risk taking and nontraditional ideas, activities, and actions</li> </ul> <p>More people feel able <b><i>to act</i></b>, and do act, on the vision.</p>
6	Creating short-term wins	<p>Planning for visible performance improvements:</p> <ul style="list-style-type: none"> <li>• Creating those improvements</li> <li>• Recognizing and rewarding those involved in the improvements</li> </ul> <p>Momentum builds as people try to fulfill the vision, while <b><i>fewer and fewer resist change.</i></b></p>
7	Don't Let Up	<p>Consolidating improvements and producing still more change:</p> <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</li> </ul>

		<p>can implement the vision</p> <ul style="list-style-type: none"> <li>• Reinvigorating the process with new projects, themes, and change agents.</li> </ul>
<b>Make it Stick</b>		
8	Making Change Stick	<p>Institutionalizing new approaches:</p> <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> <p><b><u>New behavior</u></b> continues despite the pull of tradition, turnover of change leaders, etc.</p>

29. **TAKE** clarification questions on the steps.

30. **SAY** that we will thoroughly work through the first three steps today and that we will reference the remaining steps as we engage in country and regional planning during the remainder of the course. **ENCOURAGE** participants to take time in the evenings to thoroughly read through all of the steps, as laid out in the *Participant Manual*.

31. **SUMMARIZE** by making the following points:

- The challenge in the change process is to change the behavior of people.
- Emotions are powerful players in the change process. In *Heart of Change*, the word “heart” refers to emotions.
- 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.
- On the other hand, tapping positive emotions – often associated with vision and values – can bring about the change.

32. **SHOW** the *Set the Stage* slide, which illustrates Step 1: Increase a Sense of Urgency and Step 2: Build the Guiding Team. **SAY** that we will now work through Step 1 together.

33. **ASK** participants to turn in their Participant Manual to Document 3.2, *Increase A Sense of Urgency*, and to take a few minutes to read through the document.

34. **SHOW** the two *Step 1: Increase a Sense of Urgency* slides and **USE** these slides to **DESCRIBE** this step. **NOTE** that the impact of behaviors associated with complacency, false urgency and the No-No’s (people refusing to change and/or denying the need for change – who are determined to keep

a group complacent) is that a change effort doesn't start or doesn't start well. **EXPLAIN** that dealing with these behaviors is the main challenge of Step 1.

35. **SAY** that we want to look more at ways to address these behaviors and to do so within the context of CAADP and FTF, which represent a massive change initiative.
36. **ASK** participants to review the food security initiatives that they identified yesterday. Then, **ASK** participants, in light of these initiatives, "How do you increase urgency about food security issues in your country or region? **TAKE** several responses. **ADD** your examples from the progress reports.
37. Then, **ASK** participants to think about their own change plans and progress. Specifically, **ASK**: What behaviors of staff and others do you see that are holding back the launch of needed change? Try to bring out specific behaviors, and **ASK**: What do you think is the "emotion" behind that behavior?

## Step 1: Increase Urgency – Small Groups

1 hour

38. **ASK** participants to count off by "4's" to form four groups. These four groups will be mixed to include participants from represented countries and regional organizations.
39. **SHOW** the *Increasing A Sense of Urgency Small Group Task* slide and **PRESENT** the small group task, as follows:

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

40. After 25 minutes, **STOP** the small group discussion. **SHOW** the *Increasing A Sense of Urgency Small Group Reports* slide and **ASK** groups to report highlights.
41. **ASK** about similarities and differences in the reports
42. **SUMMARIZE** approaches and **REINFORCE** key points from Section 3.2.

## Close of Session

5 minutes

43. **ASK:** What ideas do you have in response to question #3 of the Worksheet? [Question 3: *What can you do that is dramatic, attention grabbing, and memorable to increase urgency?*]
44. **TAKE** a couple ideas.
45. **SHOW** the *Summary: Session 3* slide. **SUMMARIZE** the most important learnings from Session 3, as follows:
- 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”.
46. **SAY** that after the break we will look at Step 2 and that this afternoon we will explore Step 3 of Kotter's eight-step leading change framework.

## Break

15 minutes



## SESSION 4: EIGHT-STEP CHANGE MANAGEMENT FRAMEWORK:

### STEP 2: BUILD THE GUIDING TEAM

Time	Day 2 2 hours
Session Objectives	<p><i>By the end of this session, participants will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify ways to strengthen teamwork within work units and teams.</li> <li>2. Begin developing strategies for building and maintaining effective teams.</li> <li>3. Relate Step 2 of Kotter’s Eight Steps for Leading Change – Build the Guiding Team – to the current situation of scaling up the CAADP agenda.</li> </ol>
Key Takeaways	<p>Key takeaways from Session # 4:</p> <ul style="list-style-type: none"> <li>• Successful change initiatives assemble a guiding coalition with enough power to lead the change effort.</li> <li>• In order to be successful, the guiding coalition must work together as a team.</li> <li>• 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.</li> </ul>
Session Procedures	<ol style="list-style-type: none"> <li>1. Session Overview (5 minutes) <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Goals</li> </ul> </li> <li>2. Group Task: “Roadblock” (30 minutes)</li> <li>3. Quick Small Group Sharing - 2 small group conversations and reports (30 minutes) <ul style="list-style-type: none"> <li>• Processing the experience of doing the task.</li> <li>• Generalizing about the characteristics of effective teams</li> </ul> </li> <li>4. Total group: Application to back home teams</li> <li>5. Introduction of Step 2 of Kotter’s Eight Steps for Leading Change – Build the Guiding Team (5 minutes) <ul style="list-style-type: none"> <li>• Successful change initiatives assemble a guiding coalition with enough power to lead the change effort.</li> <li>• Efforts that don’t have a powerful enough guiding coalition can make</li> </ul> </li> </ol>

	<p>apparent progress towards change for a while, but sooner or later opposition gathers and stops the change.</p> <p>6. Individual Self Assessment &amp; Discussion of Self Assessment (30 minutes)</p> <p>7. Large group sharing – key issues from self assessment results (15 minutes).</p> <p>8. Close of Session (10 minutes)</p> <ul style="list-style-type: none"> <li>○ <i>How can we best support one another (and members of other training groups) as members of the guiding coalition?</i></li> <li>○ <i>Transition to next session</i></li> </ul>
Participant Manual	<ul style="list-style-type: none"> <li>▣ Section 4.2, <i>When Teams Work Best</i></li> <li>▣ Section 3.1, <i>The Eight Step Change Management Framework</i></li> </ul>
Resources	<ul style="list-style-type: none"> <li>▣ Materials for Roadblock: Newspaper or half sheets of newsprint.</li> </ul>

## SESSION 4: EIGHT STEP CHANGE MANAGEMENT FRAMEWORK – Step 2: Building a Guiding Team

### STEPS

#### Session Overview

5 minutes

1. **Show** PowerPoint Slides

#### 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.

PowerPoint Slide

#### Session Goals:

1. Identify ways to strengthen teamwork within work units and teams.
2. Begin developing strategies for building and maintaining effective teams.
3. Relate Step 2 of Kotter's Eight Steps for Leading Change – Build the Guiding Team – and to the current situation of scaling up the CAADP agenda.

#### Getting Started Activity

30 minutes

2. **WELCOME** participants to the session.
3. **SAY** that we will be spending time in this session talking about team effectiveness and what leaders can do to promote teamwork.
4. **SAY** that because they have lived with the concept of teamwork since they were school children, we will start with an activity that draws on their experience of working together to achieve a common goal.
5. **EXPLAIN** that they will be in teams of 10-12 people. They will be split into two groups, standing on newspaper sheets spread out in a straight line with an empty sheet in the middle of the groups. The groups will be facing each other and the objective is to get everyone from each group to the other side in the same order as their beginning lineup.
6. **REFER** the participants to page 24 in the participant manual and show the Slide which also highlights the rules:

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

(The participants may be split into two teams and do the exercise separately with each trainer observing and advising them about the rules. Do not intervene unless they are consistently getting into a roadblock which is a situation where they cannot move without violating the rules. If they are really struggling, the trainer may simply invite them to start over and encourage them at every decision point to consider the implications of their move upon the possible next move. At one level the game is quite simple: at every juncture the team has two possible moves, but only one allows them to keep moving.)

7. After they have completed the exercise, **ASK** participants to process by using the questions on page 25 and share the characteristics of effective teams. **TRY** to get at least one characteristic from each participant. **RECORD** the characteristics on flipchart. (Do this in the separate teams)
8. **In total group**, have them share their characteristics and then lead a brainstorm around the application questions on page 25.

## Present and Discuss – “What is a Team?”

PowerPoint Slide

**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)

PowerPoint Slide

A team has:

- Explicit goals/vision/mission that requires collaboration to accomplish
- A sense of shared responsibility and accountability for achieving goal
- 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 that support achievement of goals

### **Self-Assessment Activity - 4 Effective Team Member Behaviors**

**5 minutes**

9. **SAY:** Take a moment to think about which of the 4 team member behaviors that you consistently do well. Also think about which of the 4 team member behaviors that you do not demonstrate consistently or which may be difficult for you.

### **Small Group Sharing - 4 Effective Team Member Behaviors**

**30 minutes**

10. **SAY:** Go stand by the flipchart of the team member behavior that you feel you are consistently doing. With your colleagues, share why you chose this behavior and give an example of the impact of demonstrating this behavior consistently. Choose one group member to briefly summarize your group's discussion and stories.
11. **GIVE** participants 5-6 minutes to talk in their small groups.
12. **GET** very brief reports from each group (about 2-3 minutes per group).
13. **SAY:** Now I would like for you to go and stand by the flipchart of the team member behavior that is most difficult for you; one that you would like to work on so that you can demonstrate it more consistently. Share with the other members of your small group why this team member behavior has been a challenge for you. Choose one group member to briefly summarize your group's discussion and stories.
14. **GIVE** participants 5-6 minutes to talk in their small groups.
15. Again, **GET** brief reports from each group (about 2-3 minutes per group).

### **Introduction of Step 2 of Kotter's Eight Steps for Leading Change –**

#### **Build the Guiding Team**

**5 minutes**

16. **MAKE** the following points:
  - 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.

### **Close of Session**

**10 minutes**

17. **CLOSE** the session by **ASKING:**

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

18. **ASK** participants to respond to this question in Section 4.4 of the participant manual.

19. **TRANSITION** to **LUNCH** and what we will do when we return this afternoon.

**LUNCH**

**1 hour**

## SESSION 5: EIGHT-STEP CHANGE MANAGEMENT FRAMEWORK:

### STEP 3: CREATING COMPELLING VISIONS

Time	Day 2 - afternoon 3 hours
Session Objectives	<p><i>By the end of this session, participants will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify best practices in creating compelling visions.</li> <li>2. Practice crafting vision elements that will motivate and inspire different audiences to support the CAADP agenda.</li> <li>3. Begin identifying vision elements relevant to strategic priorities and key audiences.</li> </ol>
Session Procedures	<ol style="list-style-type: none"> <li>1. Introduction (10 minutes) <ul style="list-style-type: none"> <li>○ <i>Overview of session goals and procedures</i></li> </ul> </li> <li>2. Exploring the Role of Vision in Leadership – Plenary Discussion (20 minutes) <ul style="list-style-type: none"> <li>○ <i>Developing compelling visions with achievable outcomes.</i></li> <li>○ <i>Identifying memorable words and images to convey the vision.</i></li> </ul> </li> <li>3. Best Practices in Creating Compelling Visions (20 minutes) <ul style="list-style-type: none"> <li>○ <i>Presentation on vision and positive outcomes</i></li> </ul> </li> <li>4. Crafting Positive Outcomes (45 minutes) <ul style="list-style-type: none"> <li>○ <i>Small Group Vision Activity</i> <ul style="list-style-type: none"> <li>- <i>Crafting positive outcomes to support the vision (tied to previously identified food security initiatives)</i></li> </ul> </li> </ul> </li> </ol> <p>Break (15 minutes)</p> <ol style="list-style-type: none"> <li>5. Crafting Positive Outcomes for Different Audiences (45 minutes) <ul style="list-style-type: none"> <li>○ <i>Groups Report</i></li> </ul> </li> <li>6. Journaling (10 minutes) <ul style="list-style-type: none"> <li>○ <i>How can we best support one another (and members of other training groups) as members of the guiding coalition?</i></li> <li>○ <i>What compelling visions do I see and feel for achieving food security in my country and/or region?</i></li> </ul> </li> <li>7. Large Group Summary Discussion (15 minutes)</li> </ol>

Participant Manual	<ul style="list-style-type: none"> <li>☐ Section 5.1, <i>Summary Handout, Skill #3: Crafting and Communicating Inspiring Visions</i></li> <li>☐ Section 5.2, <i>The Heart of the Matter (See-Feel-Change Model)</i></li> <li>☐ <i>Individual Planning Worksheet</i></li> </ul>
Resources	<ul style="list-style-type: none"> <li>☐ <i>Leadership for Change: Enduring Skills for Change Masters, Kanter</i></li> <li>☐ <i>Leadership Challenges</i></li> </ul>

# SESSION 5: EIGHT STEP CHANGE MANAGEMENT FRAMEWORK – Step 3: Creating Compelling Visions

## Afternoon of Day 2

### Steps

#### Introduction

10 minutes

1. **WELCOME** participants back from lunch.
2. **ASK** if anyone had further thoughts about *Step 1: Increase Urgency* or *Step 3: Creating Compelling Visions* of Kotter's eight-step change management process.
3. **PRESENT** the session objectives, as follows:

*By the end of the 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

#### Exploring the Role of Visioning for Leaders

20 minutes

4. **BEGIN** by showing a compelling photo of an agricultural scene in Africa.
  - ASK participants to describe what they are seeing in the scene -
  - Ask what they are feeling about the scene. Push them to focus on FEELINGS / EMOTIONS
    - **Explain** that we need to really feel some emotions so that we don't become complacent / that we make a commitment to do something about this situation
  - Then ASK if they were a leader in this situation, what need for change might they see (this is a preview of the see-feel-change model)?
5. **REFER** to photo on opening slide. **EMPHASIZE** the following points:
  - Many initiatives stop at this point of strategic priorities – lots of statements consist of names and titles.
  - These lists are just the first steps in the leading change process – but important first steps.
  - In most cases we already know these names and titles, because we live with them every day.
  - What we often are not clear about or in agreement about is what outcomes we are looking and hoping for; in other words, what will be different if we address the initiatives.

For example, in the photograph that you just observed: If you were a leader in this situation, what need for change might you see?

- In this session on vision, we will take you to this next step of leading change; identifying the positive outcomes that make up your vision of the future.

## Visioning Skills

20 minutes

6. **ASK** who has created a vision in the past. What was it, what were the elements of the vision?
7. **ASK** participants to look in their *Participant Manual* at *Section 5.1, Visioning Skills*. **PRESENT** the key points and **ANSWER** any questions they have.
8. **REFER** back to the photo we showed at the beginning of the session as an example of a memorable image that might be used in conveying a message.
9. **REVIEW** 5.2 – The Heart Of The Matter – see – feel –change model. Explain that you need to find out what motivates people to help you create a vision. The important part of this model is that you have to move beyond “seeing” to “feeling” so that people are motivated to changes
10. Refer participant to the pair task worksheet in the participant manual. **ASK** participants to read through all of the examples of outcomes in 5.2 in the participant manual and then find examples that contain compelling words and images. **Discuss** with a partner or trio:
  - What compelling *words and images* did you find in these examples?
  - What *words and images* might be even more compelling?

**GIVE** them several minutes to identify compelling words and then ask for some examples. Ask them what images the compelling words bring to mind.

Then ask them what words / images might be even more compelling – give them a few minutes to jot down their words after they have heard the response to the first question

11. **ASK**:
  - Is it possible that a positive outcome for one audience might be a negative outcome for another audience?
12. **TAKE** some examples and **SAY** that a leader must craft different messages for different audiences.
13. **EXPLAIN** that we will begin to look at audiences now and that we will explore message development strategies in detail a little later in the week.

## Crafting a Vision and Positive Outcomes: Small Group Task

45 minutes

14. **TELL** participants that it is one thing to talk about positive outcomes and another to try crafting them. So we will spend some time practicing this skill. **ASK** participants to work in table groups, with between six and eight participants per group.

15. **GIVE** the following small group task:

- Develop a vision – a picture of what could be. Answer the following questions:
  - *As a leader who can influence this situation, what could you realistically hope to achieve by 2015?*
  - *What will the “end state” look like when we can declare a success?*
  - *If we were successful in achieving this vision, what would be the expected outcomes?*
- Enrich your vision with descriptions of “positive outcomes” waiting at the end – positive outcomes that they can see or feel, that they will want and value. Answer the following questions:
  - *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?*
- Infuse your vision with memorable images and words. Answer the following question:
  - *What memorable images and words convey the vision?*
- Record on flipchart. Be prepared to share with the full group some highlights of your discussion.
- You have 50 minutes

16. When time is up, **STOP** the small group discussions.

## **BREAK**

**15 minutes**

## **Crafting Positive Outcomes: Reports**

**45 minutes**

17. **ASK** each group to share the outcomes for their vision of the photograph.

18. With each outcome, **CHECK** with the other groups to see how compelling the outcome is.

19. After all groups have had the chance to report on several of their outcomes, **ASK**:

- If the audiences you identify would be motivated and inspired by these outcomes, how should you as leaders begin to convey these outcomes to them?

20. **TAKE** just a few examples and **SAY** that we’ll discuss strategies for crafting messages for different audiences a little later in the week.

## Journaling

10 minutes

- *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?*

## Summarize & Close

15 minutes

21. **SUMMARIZE** highlights of Session 5.
22. **ASK** participants some reflection and application questions on the session:
  - What are you learning about the importance of crafting positive outcomes for different audiences?
  - How can we best communicate our positive visions for achieving food security in Africa?
23. **TAKE** some responses to each question in the large group.
24. **ASK** participants to fill out evaluation form for Day 2 and complete the personal journal, p. 3
25. **PREVIEW** Session 6. **SAY** that we will be working on strategic thinking planning skills tomorrow. These skills will help participants to transform their visions for change into concrete actions. We will also look at how to analyze the primary stakeholders for our food security issues.

## SESSION 6: STRATEGIC THINKING AND PLANNING

Time	Day 3 4 hours
Session Objectives	<p><i>By the end of this session, participants will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Use a strategic thinking and planning framework</li> <li>2. Apply strategic thinking techniques that can be used for improving Food Security initiatives</li> <li>3. Identify strategic priorities for achieving Food Security</li> </ol>
Session Procedures	<ol style="list-style-type: none"> <li>1. Introduction (10 minutes)</li> <li>2. Strategic Thinking Skills (20 minutes) <ul style="list-style-type: none"> <li>• Plenary Discussion of Leadership for Change Skills <ul style="list-style-type: none"> <li>○ Skill #1: Sensing Needs and Opportunities – Tuning Into the Environment</li> <li>○ Skill #2: Kaleidoscope Thinking – Stimulating Breakthrough Ideas</li> </ul> </li> </ul> </li> <li>3. Identifying Challenges and Opportunities in Food Security in Africa (1 hour 30 minutes) <ul style="list-style-type: none"> <li>○ Individual Task: (10 minutes) <ul style="list-style-type: none"> <li>- Read background material for one of four overlooked issues for achieving food security in Africa</li> </ul> </li> <li>○ Group Task: (25 minutes) <ul style="list-style-type: none"> <li>- Each country or institution group brainstorms challenges and opportunities (across four mindsets)</li> </ul> </li> </ul> </li> </ol> <p>Break (15 minutes)</p> <ul style="list-style-type: none"> <li>○ Group Reports: (25 minutes)</li> <li>○ Plenary Discussion (15 minutes)</li> </ul> <ol style="list-style-type: none"> <li>4. Strategic Thinking Filters – Changing the Angles of the Kaleidoscope (55 minutes) <ul style="list-style-type: none"> <li>• Brief presentation of strategic thinking filters <ul style="list-style-type: none"> <li>○ If not addressed soon, there could be adverse consequences</li> <li>○ Needs to be tackled before other priorities can be addressed</li> <li>○ Will be welcomed by clients or other key stakeholders, so should be addressed in order to build goodwill (to get support for tougher challenges)</li> <li>○ There is a good chance that we will be able to achieve it (and it is doable when we consider available resources)</li> <li>○ 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</li> <li>○ Can potentially have a large impact on food security issues</li> </ul> </li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• <i>Filter-specific groups review brainstormed lists</i></li> </ul> <p>Lunch Break (1 hour)</p> <ol style="list-style-type: none"> <li>5. Determining Strategic Priorities – Plenary Discussion (40 minutes) <ul style="list-style-type: none"> <li>○ <i>Big-picture conclusions on strategic priorities</i></li> </ul> </li> <li>6. Individual Planning Worksheet (10 minutes)</li> <li>7. Closing (10 minutes)</li> </ol>
Participant Manual	<ul style="list-style-type: none"> <li>☐ Document 6.1, <i>Strategic Thinking Skills</i></li> <li>☐ Document: <i>Background Reading on the Four Overlooked Issues</i></li> <li>☐ Document 6.2, <i>Strategic Thinking Filters</i></li> </ul>
Resources	<ul style="list-style-type: none"> <li>☐ <i>Leadership for Change: Enduring Skills for Change Masters</i>, Kanter</li> <li>☐ <i>Leadership Challenges</i></li> </ul>

## SESSION 6: STRATEGIC THINKING AND PLANNING

### Steps

#### Introduction to Session 6

10 minutes

1. **WELCOME** participants to day three of the course. **ASK:** “What additional thoughts did you have last evening about the leading and managing change to achieve food security in Africa?”
2. **TAKE** some responses.
3. **SAY** that today we will be focusing on skills and strategies that will enable us to achieve the visions that we talked about yesterday.
4. **PRESENT** the goals for Session 6.  
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

#### Strategic Thinking Skills: Plenary Discussion

20 minutes

5. **PRESENT** the following introductory points:
  - 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? In this session we will give you some approaches and tools to help answer these questions.
  - As leaders in various organizations and institutions, you are each faced with your own sets of needs and challenges. Effective leaders are able to take a “bird’s eye” view and look out over the “landscape” of their services, programs, resources and constituencies, see changing conditions and needs, and determine the optimal strategic responses. These strategic priorities are the starting point leading change.
  - In this session, we are defining strategic thinking and planning as an ongoing process of identifying and responding to strategic priorities. We are not talking here about developing a thick strategic plan document that sits on desktops for five years. With new technology constantly coming on line, and with the multitude of environmental challenges that we face, our local, country and regional environments are changing too rapidly and require more flexible, timely and responsive planning approaches.
6. **REFER** to 6.1 *Strategic Thinking Skills*. Show slide with question and puzzle and **ASK:**
  - What is an example of how you have engaged in strategic thinking recently?
7. **TAKE** a few responses. **TELL** participants to look in their *Participant Manual* at 6.1 *Strategic Thinking Skills* and read through it silently for a few minutes. **USE** the Skill # 1 / Skill # 2 slide to

briefly **DESCRIBE** Skill 1 (Tuning into the Environment) and Skill 2 (Kaleidoscope Thinking) and **REMIND** participants to take the “bird’s eye” view as they prepare to practice these skills.

8. **SHOW** the *Strategic Thinking and Planning Skills Enable Us To* slide and **SAY** that these skills enable leaders to become effective strategic thinkers and planners. They are skills that enable you 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, new solutions, to emerge
  - Prioritize the many challenges and opportunities that you encounter
9. **EMPHASIZE** bullet point #3. One of the most important outcomes for a leader who actively engages people in strategic thinking and planning is that the people involved will have a sense of ownership in the vision and plan for improving the situation. They will therefore be more willing to make the individual changes, commitments and sacrifices that enable a strategic priority to succeed.
10. **PASS OUT** a kaleidoscope to each table and **ASK** participants to view/play with them. **SAY** that by changing the angle on the kaleidoscope, new possibilities emerge. Kaleidoscope thinking allows leaders to construct new patterns and allow new patterns to emerge. It also allows us to initiate change.

***Trainer’s Note:** You may choose to share the following quote (which is on a slide) by Henry Ward Beecher: “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 (June 24, 1813 – March 8, 1887) was a prominent American clergyman, social reformer, abolitionist (one opposed to slavery of African-Americans in the U.S.) in the mid to late 19th century. It is noteworthy that this quote is well over 100 years old. Henry Ward Beecher’s sister, Harriet Beecher Stowe (June 14, 1811 – July 1, 1896) was an American abolitionist and author whose novel Uncle Tom’s Cabin (1852) depicted life for African-Americans under slavery and energized anti-slavery forces.*
11. **SAY** that we’re going to do some strategic thinking together now as a way to try out some different approaches and tools.

## **Identifying Challenges and Opportunities in Food Security in Africa – Small Group Task** **1 hour and 25 minutes**

12. **TELL** participants that for the next activity they will return to their country or regional groups.
13. **GIVE** the following small 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.

14. **REMIND** participants that we are not asking them to reach agreements or specific conclusions, but only to brainstorm possibilities.
- What are the possible challenges and opportunities we should be “strategically thinking” about?

15. **ASK** the groups to stop their small group work after 15 minutes.

### **Strategic Challenges and Opportunities: Group Reports – 30 minutes**

16. **EXPLAIN** that each group will now present highlights of their brainstorming session. Each group report will be limited to five minutes. **EMPHASIZE** that at this point we are only listening to each group’s report. The next activity will help us filter through the ideas with a set of criteria.
17. As they listen to each report, **ASK** participants to jot notes to themselves on challenges or opportunities they think are missing from the brainstormed list and add any that they may have missed.

### **Strategic Challenges and Opportunities: Plenary Discussion 30 min**

18. **USE** Plenary Discussion slide to lead discussion. **ASK** participants whether they see any themes among the highlights of the brainstorming sessions.
19. **ADVISE** participants that opening up a broad range of challenges and opportunities is an important first step in the strategic planning process.
20. **TELL** them that you are now going to look at some strategic filters that they can use to analyze this information.

**BREAK**

**15 minutes**

## Strategic Thinking Filters

55 minutes

21. **SAY** that we now have brainstormed lists of challenges and opportunities for each country and region represented in the training. Now we have to decide what we can do with all these possibilities; how we will sort through them and think strategically about them.
22. **REFER** back to 6.1 *Strategic Thinking Skills* and the earlier points made on how to change the angle of the kaleidoscope; how to see the same information or possibilities through some different lenses.
23. **ASK** participants to turn in their *Participant Manual* to 6.2 *Strategic Thinking Filters*.
24. **INTRODUCE** the strategic filters by saying that these six filters are fairly universal “generic” filters, and that participants probably have some additional filters that are more specific to their type of work, organization or institution. They should be thinking about what they might be.
25. **PRESENT** the six strategic filters:
  - Lens 1 - If not addressed soon, there could be adverse consequences.
  - Lens 2 – Needs to be tackled before other priorities can be addressed.
  - Lens 3 – Will be welcomed by other stakeholders, so should be addressed in order to build goodwill (to get support for tougher challenges).
  - Lens 4 – There is a good chance that we will be able to achieve it (and it is doable when we consider available resources).
  - Lens 5 – 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 – Can potentially have a large impact.
26. **TAKE** clarifying questions from participants, emphasizing that we are not looking to debate these filters but only experience them each as a specific “lens.” Participants may have additional strategic thinking filters when back at their organization or institution.
27. **TELL** participants to think of each filter as a different lens through which to view each challenge or opportunity.
28. **ASK** participants to count off by six, and then to stand together in their groups by number (1, 2, 3, 4, 5 or 6).
29. **TELL** them where to stand, for example – all of the number one's here, the number two's here, etc.
30. **ASSIGN** each group a different color (dot or marker). Each colored dot represents a different filter as follows: **Note: PUT** lens colors and meaning on flipchart as well as PPT.

**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 challenges).

**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.

31. **REFER** participants back to *6.2 Strategic Thinking Filters* in their Participant Manual for definitions of the lenses.
32. **HAND OUT** the colored dots or colored markers assigned to each group. **EXPLAIN** that they have unlimited colored markers ...**BUT** they will still want to use each dot wisely.
33. **GIVE** the following group task:  
For the strategic filter “lens” assigned to you:
  - As a group, get up and walk around the room to review the country / region 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 challenge or opportunity.)
  - You have no limit to the number of dots you use can use across the four brainstorming lists, but think of each dot as special, so you will want to apply your dots *wisely*.
  - You have 20 minutes.
34. **TELL** participants to be prepared to share with the full group some highlights of what they learned about their lens and what different angles of the kaleidoscope it revealed to them.
35. After 20 minutes, **TELL** participants to sit back down at their tables.
36. **ASK** them to take a few minutes to reflect on what they learned about their particular filter during the exercise. **GET** responses from 1-2 participants from each group.

## **Determining Strategic Priorities – Plenary Discussion 35 minutes**

37. **SAY** that we now want to take stock of what the different colors are telling us.
38. **ASK** the following questions:
  - What is the overall picture we are seeing?
  - What are we seeing in each country / region list?
  - Looking at all of the country / region lists together, 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?

**Trainer Note:** The intent of the last two questions is to see if the “angles of the kaleidoscope” change if we are solely considering the “urgency” filter 1; “urgency and core building block” filters 1 and 2; and/or the urgency, core building block, and impact” filters 1, 2, and 6. Oftentimes, these three lenses help determine the most immediate strategic priorities.

39. Then **ASK** participants to look at the country / region lists that they specifically worked on and consider the different strategic filters. **POSE** the following questions:
- Overall, what strategic priorities are surfacing for you as most important?
  - **OPTION:** **ASK** participants to go back into country / region small groups and review their charts to identify the top 2-3 issues that are true priorities. After 10 minutes, **ASK** them to share. Facilitator **CHART – SUMMARIZE** and **SAY** that this gives you a quick summary of the most important priorities across the challenges and priorities identified by the country and region groups. Also **REVIEW** the source of the priorities – from which of the 4 overlooked issues (e.g., 1) The role of the very poor; 2) The importance of gender; 3) The role of nutrition in advancing agriculture-led growth or 4) The impact of climate change and environmental degradation on agricultural development) the priorities emerged.
40. **ASK** for responses to the question. **RECORD** on flipchart the top four strategic priorities that participants identify.

## Journaling

15 minutes

- Which of the filters will be most critical when you consider the overall goals of achieving food security?
- How will you determine specific challenges and opportunities, and the strategic priorities, for your own work unit?
- How will you engage your staff or colleagues in this “strategic thinking” process?

## Reflections and Close

5 minutes

41. **SUMMARIZE** highlights of Session 6. **TAKE** some responses to the journal questions in the large group.
42. **SUMMARIZE** the most important points from Session 6.
- 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
43. **SAY** that next we will be exploring the topic of advocacy and how we can analyze the stakeholders in the food security process.

## LUNCH

1 Hour

## SESSION 7: ADVOCACY PART I

### *ANALYZING STAKEHOLDERS*

<b>TIME</b>	Day 3: Afternoon 2.5 Hours
<b>Session Objectives</b>	<p>By the end of the session, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze stakeholders: <ul style="list-style-type: none"> <li>- their importance</li> <li>- their knowledge</li> <li>- their stands on the issue</li> </ul> </li> <li>2. Identify influences on these stakeholders.</li> <li>3. Identify ways to create a WIN for an opponent.</li> </ol> <p>Outline of Activities:</p> <ol style="list-style-type: none"> <li>1. Introduction to Advocacy – 10 minutes</li> <li>2. Individual Stakeholder Analysis – 30 minutes</li> <li>3. Stakeholder Analysis in Country Groups – 50 minutes</li> <li>4. Stakeholder Presentations and Critique – 60 minutes</li> </ol>
<b>TRAINER'S NOTE</b>	Participants will complete forms to analyze the key stakeholders related to their vision and how to reach them through primary or secondary influencers. Participants may or may not be working on real plans (& real stakeholders) to be used when they return to their countries. Some may just be practicing these skills.
<b>MATERIALS</b>	
<b>PREPARATION</b>	

## SESSION 7: ADVOCACY PART I ANALYZING STAKEHOLDERS

### STEPS

### INTRODUCTION

10 minutes

1. **SHARE** the session 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

2. **SHOW** Blanchard quote and **ASK** participants what it means to them:

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

3. **POINT OUT** that 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. 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.
4. **LINK** this session to Kotter's model, Step 4 – Communicate the Vision. **ASK** what they did in the first 3 steps (created a sense of urgency, created a guiding team and created a vision). Then **SHOW** slides of Step 4 and the description of Step 4 and **SAY** that the next two sessions will deal with Step 4 because the next step is to *communicate your vision* to others.
5. **ASK** - *What do you need to do first before you communicate your vision?* **GET** some responses -
6. **SUMMARIZE** responses by saying that before you can communicate the vision, you must first identify and really know and understand the KEY Stakeholders involved
7. **SHOW** STAKEHOLDER slide and ask how they would define stakeholders. After a few ideas, **SHARE** the rest of the slide: stakeholders – individuals who may perceive themselves as winning or losing if you achieve your goal.
8. Using the *Influencers* slide, **EXPLAIN** that you may need to communicate with other individuals and groups who might help or harm the initiative by influencing your KEY STAKEHOLDERS. We call these Influencers. Ask for some examples of influencers – responses might include a colleague, a friend, a spouse, etc. Then **ASK** how these influencers might impact your key stakeholders?

- **SHARE THE FOLLOWING EXAMPLE** of using Influencers to spread a vision: In the U.S. in the early 20<sup>th</sup> century, schools taught children modern agricultural techniques. The children then went home and influenced their parents to use these new techniques. This led to a revolution in agricultural production and food security in the U.S.
9. **MOVE** to individual task by **SHOWING** Stakeholder Analysis slide and **SAY**: Let's look closely at all the audiences (stakeholders) you identified in your vision (from Session 5). We need to analyze them in several ways:
- What do they know about Food Security?
  - What is their possible position on Food Security?
  - Who currently and potentially influences them?
  - What influencers might have an impact on their reaction to the vision?
  - What might constitute a "win" for them?

## STAKEHOLDER ANALYSIS IN COUNTRY / REGION GROUPS

**60 minutes**

10. **DIVIDE** the participants into country and regional groups
11. **SHOW** the Stakeholder Analysis Country / Region Group Task, Part 1 slide.  
Based on the priorities you identified in the Strategic Thinking and Planning session (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.
- TELL** them to take 20 minutes
12. **CHECK IN** periodically with country / region groups to make sure they are clear about the task  
**Note:** Expect that participants may initially have difficulty understanding the task. It may be necessary for facilitators to visit country / region groups to insure that they understand the task and are proceeding according the established time frame.
13. After 20 minutes, **ASK** participants how the analysis went. Were they able to identify a stakeholder and analyze their position on the vision? How difficult / easy was it to analyze the stakeholder?
14. **SHOW** the *Stakeholder Analysis Country / Region Group Task, Part 2* slide and **EXPLAIN** the task:
- In your country / region group, identify select one stakeholders that is adversarial to your vision of food security in your country or region
  - Choose a facilitator and recorder and agree who will report out.
  - On flipchart, summarize your adversary by responding to the questions on p. 53 in the participant manual.
  - Be prepared to provide a three-minute presentation of your summary to the large group.
  - Take 30 minutes.

15. Finally, **REMIND** participants of the kaleidoscope. “You are looking at the same situation as your opponent, but seeing it from different perspectives.”

*How can you get inside the mind of your opponent and find a creative way to turn opposition into support? How can you turn the situation into a WIN for them? Think creatively and outside the box!*

## **BREAK**

**15 minutes**

## **PRESENTATION OF STAKEHOLDER ANALYSES 60 minutes**

16. **ASK** the groups to present and to limit their presentations to five minutes so there will be time for questions. After each group, **ASK** participants (both the presenting group and those listening) if appropriate:

- How or why did you select this opponent? Say more about it.
- What do you think about the influencers?
- Can you think of any influencers that might have been overlooked?
- What about the WIN for the opponent? Is it credible?
- Could the group do anything more creative?

17. After the reports, **ASK** participants for some examples of how influencers have helped in the past in Africa?

**REMIND** participants of the example of influencers from the early agriculture experience in the U.S. *So think creatively, think outside the box, when you are considering communicating your vision.*

18. Wrap up – **SAY** that to bring about major change, there are several steps in building alliances and getting support from key individuals and groups. **USE** ppt to **REVIEW 6 STEPS IN BUILDING ALLIANCES**. **REFER** participants to p. 57 of participant manual.

### Steps in Building Alliances

1. Reach deeply into, across, and outside your immediate sphere of influence
2. Get the support of power holders
3. 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
4. Find role models and respected, well-known people and celebrities who could support your objective
5. Communicate over and over the vision & positive outcomes for the change
6. Keep widening the network over time

Adapted from *Leadership for Change* by Rosabeth Moss Kanter.

19. **ASK** participants to turn to 7.4 Reflections and Close in the participant manual and individually complete the 3 questions

- 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”? **NOTE: ASK and EXPLAIN** what quote means.
- What support can they give you in working with oppositional stakeholders?

20. **HIGHLIGHT** that tomorrow we will continue with our advocacy work by creating messages on specific topics for different stakeholders. We will be looking at the priorities you identified during Session 6.

21. **DISTRIBUTE** the Daily Evaluation Form

**ADJOURN**



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

Time	Day 4 1 hour, 45 minutes
Session Objectives	<p><i>By the end of the session, participants will be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify the characteristics of effective messages.</li> <li>• Create effective messages for specific stakeholders.</li> </ul>
Session Procedures	<ol style="list-style-type: none"> <li>1. INTRODUCTION: Creating Messages (5 minutes) <ul style="list-style-type: none"> <li>• Review previous session</li> </ul> </li> <li>2. CHARACTERISTICS OF EFFECTIVE MESSAGES (15 minutes)</li> <li>3. REVIEW EFFECTIVE &amp; INEFFECTIVE MESSAGES Plenary, Pairs, and Individual Work. (40 minutes) <ul style="list-style-type: none"> <li>- Overview of developing messages. (10 minutes) <ul style="list-style-type: none"> <li>○ Sharing personal experience with effective messages.</li> <li>○ Review of Vision/Advocacy Objectives on flipcharts.</li> </ul> </li> <li>- Characteristics of Effective and Non-Effective Messages. Individual Work and sharing in the plenary. (20 minutes) <ul style="list-style-type: none"> <li>○ Effective Ways to Counter an Argument. Pairs.</li> <li>○ Sharing in the plenary.</li> </ul> </li> </ul> </li> <li>4. DEVELOP &amp; PRACTICE DELIVERING MESSAGES (75 minutes) <ul style="list-style-type: none"> <li>- Country / region groups developing a message in support of the strategic priority identified in Session 7, for a stakeholder with an oppositional view. (45 minutes)</li> <li>- Oral presentation of selected messages and critique (30 minutes). <ul style="list-style-type: none"> <li>- Which messages were particularly effective? Why?</li> <li>- Which messages could be improved? How?</li> </ul> </li> </ul> </li> <li>5. REVIEW ADVOCACY SESSION / IDENTIFY LESSONS TO REMEMBER (10 minutes)</li> </ol>
Participant Manual	☐
Resources	☐

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

## STEPS

### INTRODUCTION: CREATING MESSAGES

5 minutes

1. **WELCOME** people back to session 8, Part 2. **ASK** if they had any other insights about stakeholder analysis since we last met.
2. **EXPLAIN** that this session will be about building on our work of analyzing stakeholders and that we will be develop effective messages for one of the stakeholders you want to target.
3. **SHARE** objectives of the session:  
By the end of the session, participants will be able to:
  - Identify the characteristics of effective messages.
  - Create effective messages for specific stakeholders.
4. **REMIND** participants that we are still focusing on Step 4 of Kotter’s 8 Step Model – Communicate the Vision (ppt).

### CHARACTERISTICS OF EFFECTIVE MESSAGES

15 minutes

5. **EXPLAIN** that during this session, participants will create messages around increasing food security. But, first, we need to quickly review the characteristics of effective messages. **REFER TO** Tips about Effective Messages ppt.
6. **ASK** for some quick examples of what makes messages effective and then **SHARE** the following list, **LINKING** their responses to what is on the ppt.
  - Simple, make only one key point.
  - Concise – no double-barreled messages.
  - Appropriate for the specific audience.
  - Provide facts or human stories to bolster message.
  - Credible messenger.
  - Ask for a specific action.
  - Anticipate the opposition’s arguments.
  - Can contain a statement, evidence, or 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.
7. **ASK** participants to think of examples of effective and non-effective messages that fall under these categories and **LEAD** a brief discussion of how these characteristics apply.
  8. **POINT OUT** the danger of framing your message as a response to your opponent's argument.
    - Example: (Use local example if possible.) In a recent US political campaign, there was a candidate who said she had dabbled in witchcraft when she was very young. There was a big controversy. So she put out a video that started out with the message: "I Am Not A Witch." All she did was cement that image in people's minds and she lost badly.
    - So we don't want to reinforce our adversary's message

## **CREATING MESSAGES TO CHANGE ATTITUDES      45 minutes**

9. **TELL** participants that for the next set of tasks they will work in their country / region groups.
10. **DISPLAY** the two *Elements of Food Security Country / Region Group Task* slides and **ASSIGN** the following 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
11. When the groups finish, **POST** the message with their target stakeholder on a flipchart. If they are doing an oral presentation, **POST** only the stakeholder. The person doing the oral presentation should stand in front of the flipchart with the stakeholder's identity.

## **CRITIQUING MESSAGES      30 minutes**

12. **ASK** each group to present their 30 second message to the larger group

13. **REMIND** the group, as they critique, to refer to the list in their Manual on 8.1 *Characteristics of Effective Messages*.

14. **SHOW** the *Critiquing Messages* slide. As they listen to each presentation, **ASK** participants to take notes and at the end all of the presentations provide feedback on:

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

## **WRAP-UP**

**10 minutes**

15. **SHOW** the *Session 8: Reflections and Close* slide and **ASK** participants to turn to 8.2 in their manual and jot down their ideas to the following questions:

- 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?

16. **ASK** participants to share some of their ideas with their neighbor

17. **WRAP UP** the session

## **Break**

**15 minutes**

## SESSION 9: INDIVIDUAL CHANGE LEADERSHIP ACTION PLAN

Time	Day 4 3 ½ hours
Session Objectives	<p><i>By the end of the session, participants will be able to:</i></p> <ul style="list-style-type: none"> <li>• Appreciate their strengths and challenges as a leader</li> <li>• Identify the necessary actions to be a Food Security Champion</li> </ul>
Session Procedures	<ol style="list-style-type: none"> <li>1. “Animal Game” Leadership Learning Activity (30 minutes)</li> <li>2. Presentation of the Leadership Practices Model, crosswalk with Ubuntu concepts (60 minutes) <i>Challenging the Process</i> <i>Inspiring a Shared Vision</i> <i>Enabling Others to Act</i> <i>Modeling the Way</i> <i>Encouraging the Heart</i></li> <li>3. Individual review of results of the Leadership Practices Inventory (20 minutes)</li> <li>4. Trio Discussions: My personal strengths and challenges, relation of this model to Day 1-3 discussions (40 minutes)</li> <li>5. Post results to Champion portraits, “mall walk” to review (20 minutes)</li> <li>6. Identification of themes from observation of portraits (10 minutes)</li> <li>7. Journal time: Leadership development action steps (20 minutes) “What will I do?” “When will I start”</li> <li>8. Review of the day, evaluation (10 minutes)</li> </ol>
Participant Manual	☐
Resources	<ul style="list-style-type: none"> <li>☐ Leadership Practices Inventory</li> <li>☐ Learning Journal</li> </ul>

## SESSION 9: Individual Change Leadership Action Plan

### Steps:

1. **INTRODUCE** the session by reminding the participants that leadership is the “glue” that often holds successful programs together. Good leaders know themselves. They use their own strengths well and they leverage the strengths of others. In this session we will identify some of our strengths and strategize how to use them for advancing food security efforts.

2. **INTRODUCE** The Animal Game Leadership Learning Activity:

**Note:** Do not provide extensive directions for this activity and allow participants to figure out the details of their assignments on their own.

**DIVIDE** people into groups of five and ask each group to draw an animal using the following instructions:

- **MAKE** assignments for each person to draw a part of an animal (head, neck, trunk, front and hind legs, tail).
- **DO NOT DISCUSS** the type of animal and do not look at what others are doing.
- After the individual parts are drawn, **ASK** the group to piece together and tape their animal on a flipchart and give a name to the animal (not a proper name)
- **TELL** participants they have 10 minutes for their task
- **POST** the flipcharts.

Each group explains the name of their animal and presents it to the total group.

3. **DIRECT** participants to the processing questions for the activity on pages 69 and 70 in their participant manuals. **ALLOW** participants to work in their groups to answer the questions.
4. **LEAD** a reporting out and **RECORD** the responses to the first two questions on page 70.
5. If the participants have not filled out the Leadership Practices Inventory the night before, **ALLOW** time for them to fill it out in their manuals. **Do not score yet.**
6. **USING** slides, **PRESENT** the elements of the leadership practices model.
7. **SHOW** the *Challenging the Process* slide, **HIGHLIGHTING** the two statements.
8. **SHOW** prepared newsprint of 16 squares and ask “How many squares” and have participants suggest a number; the correct answer is 30: 16 1x1, 1 large, 4 2x2 corners, 1 2x2 in middle, 4 2x2 on sides, and 4 3x3, often missed)
9. **ASK** for examples of Challenging the Process with regard to Food Security.
10. **SHOW** the *Inspiring a Shared Vision* slide. **INVITE** participants to identify how a shared vision might have affected the outcome of the animal game, if they have not already done so. **ASK** how this relates to Kotter’s model.

11. **SHOW** the *Enabling Others to Act* slide. **ASK** participants for anything they could have done in the game to enable others
12. **SHOW** the *Modeling the Way* slide. **ASK** participants to suggest other ways to describe this practice, e.g., walk your talk, do as you say, lead from the front, not the rear, etc.
13. **SHOW** the *Encouraging the Heart* slide. **ASK** for the most unique example of how a leader encouraged them when their enthusiasm was failing or they felt pessimistic about a task.

**Trainer Note:** Here are some further definitions of each practice:

### Challenge the process

Leaders thrive on and learn from adversity and difficult situations. They are early adopters of innovation.

### Inspire a shared vision

People are motivated most not by fear or reward, but by ideas that capture their imagination. Note that this is not so much about having a vision, but communicating it so effectively that others take it as their own.

### Enable others to act

Encouragement and exhortation is not enough. People must feel able to act and then must have the ability to put their ideas into action.

### Model the Way

Modeling means going first, living the behaviors you want others to adopt. This is leading from the front. People will believe not what they hear leaders say but what they see leader consistently do. Often referred to as “Walk your talk”

### Encourage the heart

People act best of all when they are passionate about what they are doing. Leaders unleash the enthusiasm of their followers this with stories and passions of their own.

14. For each practice, **ASK** participants for examples of the practice in action with regard to food security. They can refer to earlier discussions during the course or other experiences they have had.
15. (Optional, depending on trainer familiarity). **LEAD** a brief “crosswalk” discussion of this model with Ubuntu concepts (60 minutes)
16. **DIRECT** participants to individually review the results of the Leadership Practices Inventory by scoring and then identifying personal strengths and challenges (10 minutes)

17. **INVITE** participants to post results to Champion Portraits; “mall walk” to review (20 minutes)
18. **CONDUCT** an identification of themes from observation of portraits (10 minutes)
19. **ANNOUNCE** private time: Leadership development action steps (Section 9.3 in Participant Manual, *Change Leadership Action Planning* slide)  
“What will you do?”  
“When will you do it?” (20 minutes)  
**TELL** participants they will need this information for their country and regional meetings tomorrow. **CONDUCT** a short review of the day, and finally
20. **HAND OUT** and **COLLECT** evaluations.

## SESSION 10: ACTION PLANNING

Time	Day 5 2 hours, 30 minutes
Session Objectives	<p>By the end of the session, participants will be able to</p> <ol style="list-style-type: none"> <li>1. Consolidate all ideas and recommendations for strengthening Food Security in individual countries</li> <li>2. Identify how to support each other going forward</li> <li>3. Keep a regional perspective in mind when addressing challenges</li> </ol>
Session Procedures	<ol style="list-style-type: none"> <li>1. Review of the work done in day 4, participant identification of highlights (5 minutes)</li> <li>2. Overview and objectives for today (5 minutes)</li> <li>3. Country teams review the work done in the past four days and summarize ideas and recommendations from their vantage points (30 minutes)</li> <li>4. Group discussion of networking possibilities, virtual links, forming or joining a community of practice, and coaching and mentoring possibilities. (30 minutes)</li> <li>5. Personal Journal Time: Who will I keep in touch with? What do I need from others? What can I give? (15 minutes)</li> <li>6. Regional Cooperation: Broken Squares exercise (table groups) and debrief: How do we avoid moving ahead separately? Based on what we have heard of country plans, what are the implications for regional cooperation? (45 minutes)</li> <li>7. Regional DCOP presentation: resources for moving ahead (15 minutes)</li> </ol>
Participant Manual	☐

## SESSION 10: Introduction to Day and Action Planning

### Steps:

#### OPENING

10 min

1. **WELCOME** participants back to the last day of training, start by **ASKING** for a one-word feeling check about where they are at this moment. **ACKNOWLEDGE** their statements.
2. **REVIEW** the work done in day 4, **ASKING** participants to identify the highlights. If they are not forthcoming, **REMIND** of them of the Advocacy session and the 5 Leadership Practices, and **ASK** for their takeaways.
3. **SHARE** session objectives and **DESCRIBE** briefly that this day we will summarize all of our discussions and create closing statements and plans for ourselves, our countries, and our region

#### COUNTRY / REGIONAL ACTION PLANNING

1 hour and 45 minutes

4. **DIVIDE** the group into Country and regional teams. **GIVE** the teams the following task:
  - In your country / regional groups, refer to the exercise at the end of session 9. Share your responses to questions 2 and 8
    - What will you do
    - What challenges exist
  - As a team, develop a Country Action Plan for how you will work together to advance the CAADP Food Security agenda in your country or 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
  - Use flipchart to record bullets

**TELL** the teams they will have 50 minutes to put their ideas on newsprint in bullet form and include at the end a motto that captures their ideas (e.g., Nutritious food for all!).

#### Break

15 minutes

5. After 60 minutes, **ASK** each group to make a **3 minute presentation**. **ALLOW** 45 minutes for presentations and discussion.

## **PERSONAL JOURNALING**

**15 minutes**

**SAY** that the next 15 minutes will be Personal Journal Time. Invite the participants to reflect on the networking discussion and identify:

*Who will I keep in touch with?*

*How will I do that?*

*What do I need from others?*

*What can I give?*

## **REGIONAL COOPERATION**

**45 minutes**

6. **ANNOUNCE** that we have talked at times this past week about issues and challenges across country borders. We would like to explore that issue one more time but before we do, we would like to conduct a short experiment in working together. It is called “Broken Squares”. **Tell** the group that some may have done this exercise before but that we would ask them to participate without sharing that information.

Each table should have 5 players and 1 observer, if possible. If there are 24 participants, use only 4 tables, for example.

7. **USE** slide and **READ** the rules, as follows:

### **BROKEN SQUARES GROUP INSTRUCTION SHEET**

Each of you has an envelope which contains pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form **five squares of equal size**. The task will not be completed until each individual has before him/her a perfect square of the same size as those in front of the other group members.

Specific limitations are imposed upon your group during this exercise.

- 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.

The observer/judge is responsible for maintaining the rules and observing the group for participation patterns and behaviors. He/she may not answer questions about the process.

8. **ASK** what happened and GET some comments from the group.
9. After finishing the task, **ASK** group to work at their tables and discuss the following
  - *“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?”*
10. When all have finished, process the experience by asking each table to provide one idea for each of the questions. Keep the comments moving.
11. **(If DCOP is available) INVITE** Regional DCOP or representative to briefly explain to the group what resources are available for moving ahead. **Otherwise wrap up and move to Session II after the break (15 minutes)**
12. **LINK** to the next session by saying that having ideas and building them into a plan is very important and as we have seen in earlier sessions, weaving our ideas and plans into a compelling vision that others will buy into is often the difference between success and failure. But our dreams will fail if we and our organizations do not have the capacity to carry them out. In the next session we will briefly look at capacity development.

**Break**

**15 minutes**

## SESSION II: CAPACITY ASSESSMENT AND DEVELOPMENT

Time	Day 5 1 hour
Session Objectives	By the end of this session, participants will be able to <ol style="list-style-type: none"> <li>1. Understand the two types of Capacity Development Needs</li> <li>2. Provide feedback on their institution's capacity development needs</li> </ol>
Session Procedures	<ol style="list-style-type: none"> <li>1. Brief presentation: Capacity for Process and Capacity for Implementation (15 minutes)</li> <li>2. Individual completion of Institutional Needs Assessment Form (20 minutes)</li> <li>3. Suggestions for capacity assessment to be as inclusive as possible (brainstorm). (15 minutes)</li> </ol>
Participant Manual	☐
Resources	☐ Institutional Needs Assessment Form

## Session 11: Capacity Assessment and Development

### Steps:

1. **SHOW** slides on Capacity for Process and Capacity for Implementation and distinguish between Capacity for Process and Capacity for Implementation. **ASK** participants for examples of each in the context of food security  
(15 minutes)
2. **DISTRIBUTE** Institutional Needs Assessment form and collect when they are finished.  
(10 minutes)
3. **FACILITATE** a discussion, **ASKING** participants for suggestions about how the capacity assessment tools and processes in the “Scaling up for Food Security” effort can be as inclusive as possible.  
(15 minutes)
4. **THANK** participants for their ideas.

**Break**

**15 minutes**

## SESSION 12: THE BASICS OF M&E

Time	Day 5 70 minutes
Session Objectives	<p>By the end of the session, participants will be able to</p> <ol style="list-style-type: none"> <li>1. Define Monitoring and Evaluation.</li> <li>2. Describe the importance of M&amp;E to program implementation and to successful implementation of CAADP.</li> <li>3. Explain how M&amp;E can improve institutional decision-making</li> </ol>
Key Takeaways	<p>Key takeaways from Session # 12:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The purpose of defining indicators and collecting data is to concretely measure progress towards goals.</li> <li>• When integrated into program management, targeted data collection and evaluation allow evidence-based decision-making.</li> </ul>
Session Procedures	<ol style="list-style-type: none"> <li>1. Opening and What is Monitoring and Evaluation? (15 minutes) <ul style="list-style-type: none"> <li>• Definitions</li> <li>• What questions do we try to answer with M&amp;E?</li> </ul> </li> </ol>

	<p>2. Why do M&amp;E? (25 minutes)</p> <ul style="list-style-type: none"> <li>• Why is M&amp;E important to the management of any program?</li> <li>• Activity: Situations for discussion</li> <li>• Why is M&amp;E important?</li> </ul> <p>3. How should M&amp;E be built into programming? (25 minutes)</p> <ul style="list-style-type: none"> <li>• Performance Management Process</li> <li>• Aligning activities to goals</li> <li>• An extended example of a Results Framework and indicators: AFRICA LEAD</li> </ul> <p>4. Conclusion (5 minutes)</p>
Participant Manual	<ul style="list-style-type: none"> <li>☐ Document 12.1, <i>What is Monitoring and Evaluation?</i></li> <li>☐ Document 12.2, <i>Why do Monitoring and Evaluation?</i></li> <li>☐ Document 12.3, <i>How should M&amp;E be Built into Programming?</i></li> <li>☐ Document 12.4, <i>Results Framework: Aligning Activities to Goals</i></li> </ul>
References	<p>Diaz Monsalve, S.J. (n.d.). The use of epidemiology in local health planning. <i>Zed Books London</i>. Downloaded December 10, 2010 from <a href="http://www.theglobalfund.org/documents/me/ME_Concepts.pdf">http://www.theglobalfund.org/documents/me/ME_Concepts.pdf</a></p> <p>International Federation of Red Cross and Red Crescent Societies. (2007, February). <i>Monitoring and Evaluation in a nutshell. Planning, Monitoring, Evaluation and Reporting Department</i>. Downloaded December 10, 2010 from <a href="http://participation.110mb.com/PCD/M%20and%20E%20guide%20final.pdf">http://participation.110mb.com/PCD/M%20and%20E%20guide%20final.pdf</a></p> <p>Performance Management Plan Development, USAID/Georgia. (2009, September). PowerPoint presentation given by David Callihan of Management Systems International.</p>

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## SESSION 12: THE BASICS OF M&E

### STEPS

#### INTRODUCTION

5 minutes

1. **SHARE** 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.

#### What is M&E?

15 minutes

2. **EXPLAIN** that this session gives a brief, participatory overview of some of the basics of Monitoring and Evaluation. For some participants, this may be new, while others may have lots of experience with M&E.

3. **ASK** participants, “What is Monitoring and Evaluation (M&E)?” Allow several participants to respond.

4. **SHOW** slide 2, read the definitions aloud.  
**What is Monitoring and 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.

5. Briefly **EXPLAIN** the difference between monitoring and evaluation.

- Monitoring is about collecting regular data to show what you’ve done and how you’ve done it.
- Evaluation occurs when you look at the data to assess the effectiveness of what you’ve done.

6. **PRESENT** a flipchart with “What questions do we try to answer with M&E?” written on it. **ALLOW** several participants to respond, and write their answers for all to see.

7. **SHOW** slide on M&E addresses many questions and quickly read it aloud. **EXPLAIN** that without collecting data, it’s often difficult to objectively know the answers to any of these questions.

### **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?

## **Why do M&E?**

**25 minutes**

8. **ASK:** "Why is M&E important to the management of any program?"
9. **EXPLAIN** that, in order to answer the question, we'll break up into small groups. Ask participants to divide up into pairs, and then assign each pair the number 1, 2, or 3. Each group's number corresponds to the "situation" they should read and discuss on Worksheet on page 84 in the Participant Manual. Each group will have five minutes to read the situation and then answer how M&E data could help you in that situation.
10. **SHOW** Task slide and allow each pair 5-6 minutes to read the situation and then answer how M&E data could help them in that situation.

### **Small Group Task – Worksheet - Situations for Discussion**

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 is 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?

11. **INVITE** one group with each situation to read their situation aloud in front of the entire group and then summarize the small groups' conclusions in a couple sentences.

12. **SUMMARIZE** the reasons for M&E mentioned by groups.

- Group 1: M&E data could help you understand if what you are doing is having an impact and how and when to change course or do things differently.
- Group 2: M&E data could help you change policy by providing statistics and proving the efficacy of certain types of interventions.
- Group 3: M&E data could help you to grow your program, seek additional funding, and prove the impact of your institution.

13. **SHOW** slide and **REVIEW** the main reasons why M&E is important.

PowerPoint Slide

### **Why 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.

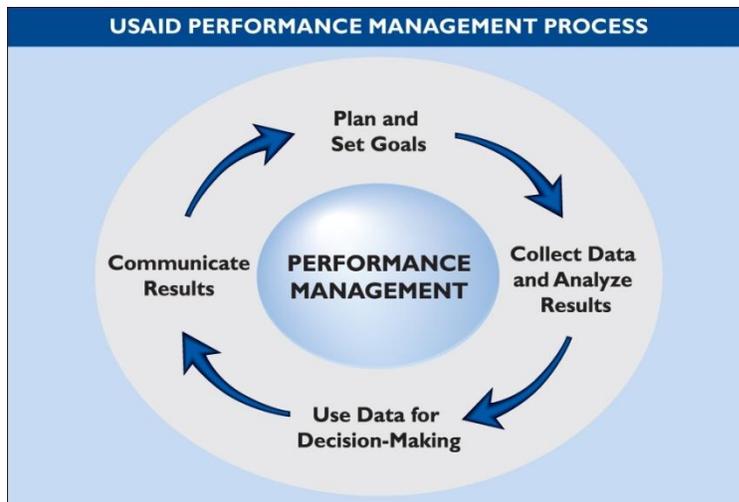
14. **SHOW** slide and **SHARE** ways that you can collect data

15. **EXPLAIN** that participants are likely doing some M&E or evidence collection already. Nearly all donors require it. Then **EXPLAIN** that continued, long-term funding and organizational success require not just doing M&E, but doing it well.

### **How should M&E be built into Programming?**

**25 minutes**

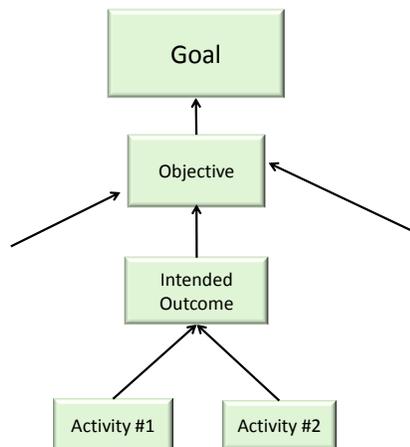
16. **SHOW** diagram and **EXPLAIN** that M&E is most useful when it is built into program development and management as shown in the chart. **READ** through the stages in the chart starting with the top.



17. **ASK** what value M&E has in your institution.

18. **ASK** participants to think about how their institution makes decisions. **ASK** a few leading questions: Do they use data? Intuition? Whatever is easiest? Pause for participants to think. Allow 2-3 minutes for participants to answer the question in their manuals on page 85.

19. **SHOW GOAL** slide and **EXPLAIN** that M&E is about clarifying the change you want to happen and making that process concrete and measurable. It starts with setting goals and objectives... because otherwise, how will you know what to measure? Collecting M&E data requires that you've thought through your project or program to understand what you are really trying to achieve.

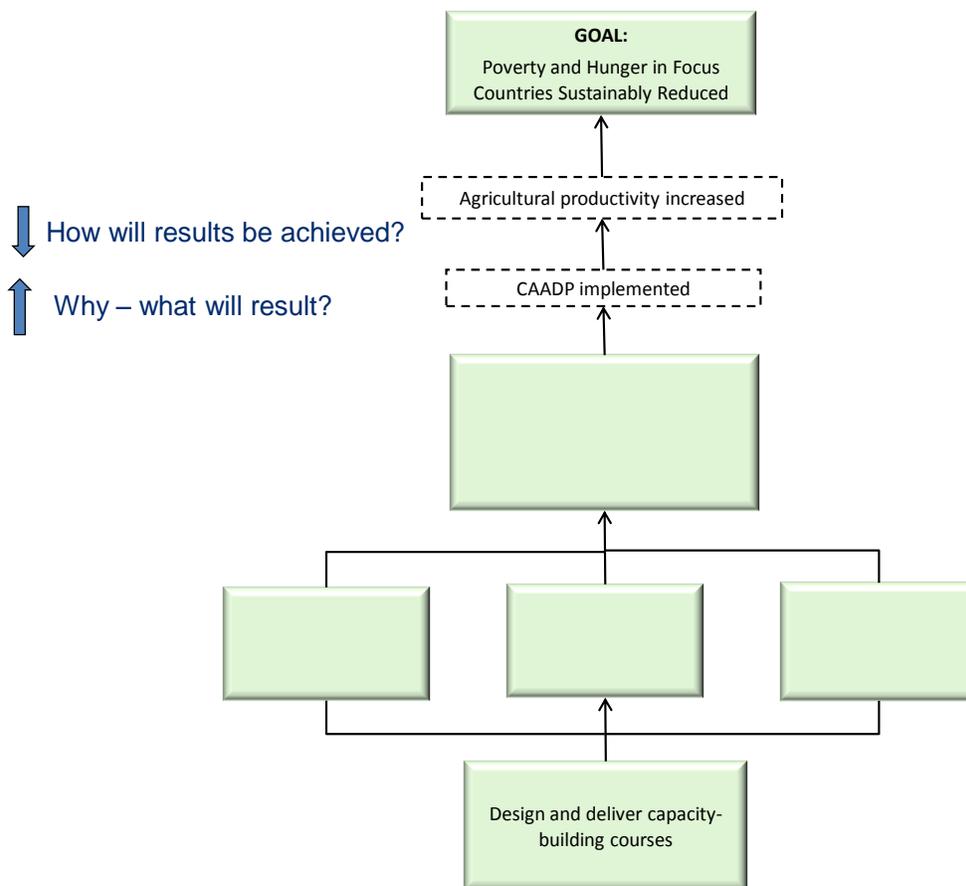


20. **Show** slide and **EXPLAIN** that we will now walk through an example of Africa LEAD project to demonstrate how having clear goals and objectives goes hand-in-hand with M&E and good decision-making.

21. **SAY** that right now, we're all participating in or delivering a capacity-building course. This is one of AFRICA LEAD's main activities. But why? What's the point? What's the goal? Once we figure this

out, then we're well on our way towards knowing what data we need to collect to make good program decisions and show impact. Ask how will we get to our goal?

22. **SAY** that the goal of Feed the Future is to reduce poverty and hunger in focus countries in a sustainable way. So how do we plan to have our training here actually reduce poverty and hunger?
23. **EXPLAIN** that this chart is part of AFRICA LEAD's Results Framework. The top boxes on the chart represent Feed the Future goals (read the top three boxes). As you move down the framework, each lower box answers the question "How will the results be achieved?" As you move up, each higher box answers "What will result?"
24. **SHOW** and **EXPLAIN** the goal and the expected results

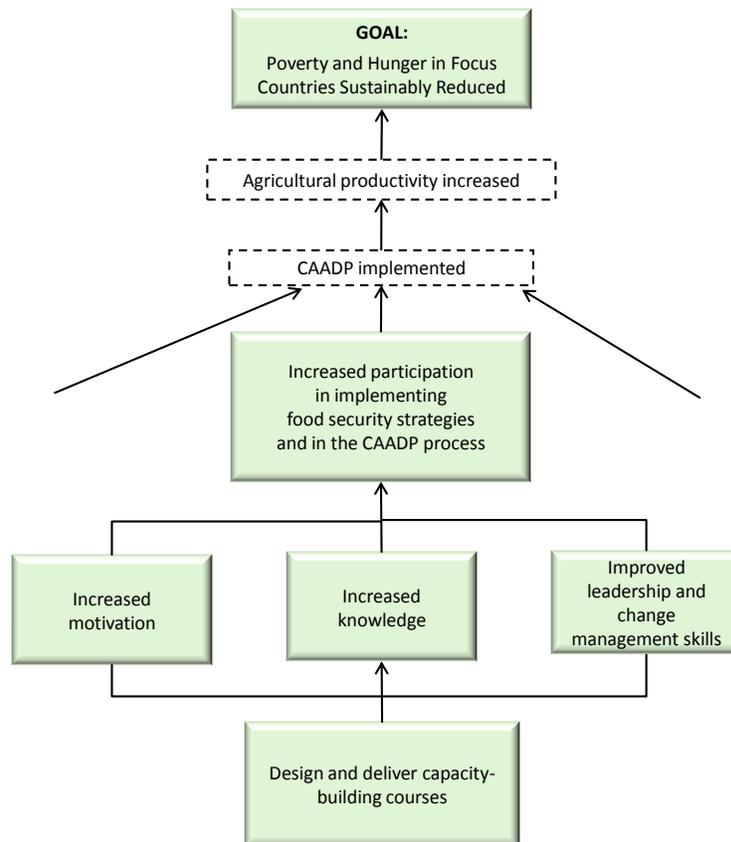


25. **POINT OUT** the three boxes directly over the bottom box that reads "Design and deliver capacity-building courses." ASK participants to guess what we wrote in those boxes: What three things do we expect to result from this course?
26. **GET** several responses.

27. Then **ASK** participants to guess what we wrote in the large blank box in the middle of the slide:  
What is needed for CAADP to be implemented that we can contribute to with this training?

28. **ALLOW** several participants to respond.

29. **SHOW** complete chart and go through the entire chart.



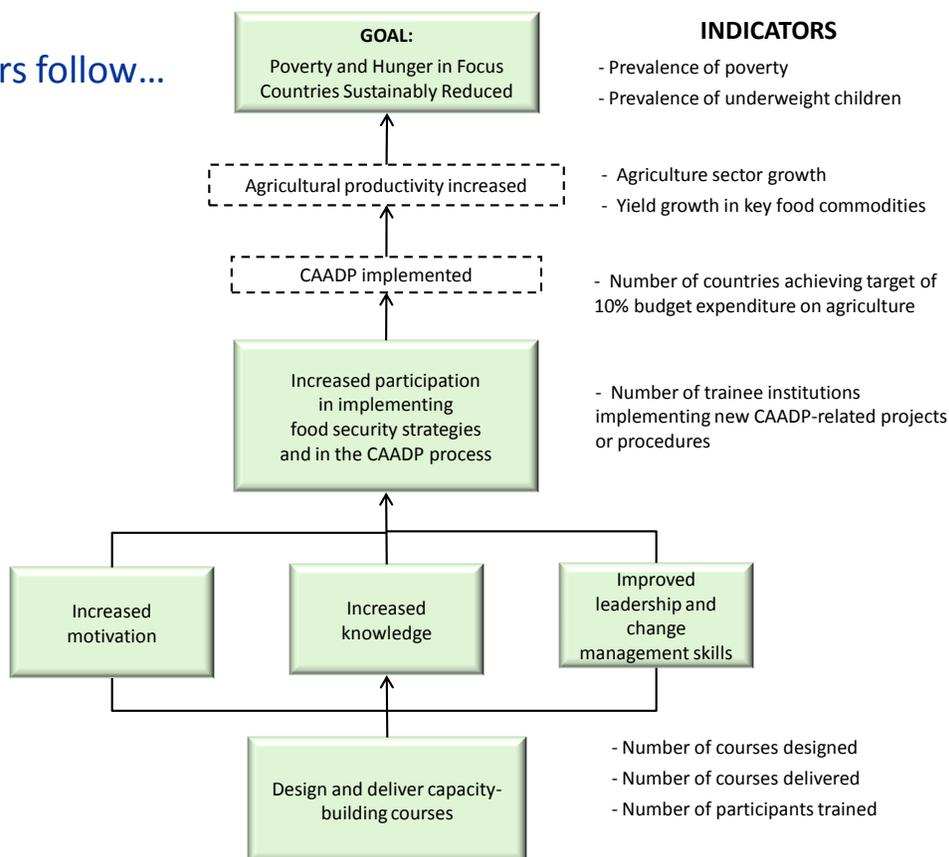
30. **EXPLAIN** AFRICA LEAD expects that, from this training, participants will have increased motivation to participate in CAADP, increased knowledge about how to participate, and improved leadership and change management skills to do that. We believe that these three elements are needed in order to increase participation in CAADP, and we believe that increased participation in CAADP is needed for it to be implemented.

There are other elements of AFRICA LEAD that will play into this to help us promote CAADP implementation, elements that we haven't shown here for the sake of simplicity.

This is the Results Framework that we came up with, but there are many ways to do this. So how does this relate to M&E? Well... they are integrally tied together.

31. **SHOW** Indicators slide and **EXPLAIN** that the indicators AFRICA LEAD is using to measure our effectiveness are directly tied to our Results Framework.

Indicators follow...



32. **READ** through each of the indicators written on the slide, being sure to connect each with the box next to it. **EXPLAIN** that, for the sake of time, the slide doesn't show all the indicators (and none for the three middle boxes that directly result from the training).

## Conclusion

**3 minutes**

33. **EXPLAIN** that we don't have more time to go into greater depth, but that we hope we've conveyed the message that M&E should be an integral part of program design and management, because it gives us the ability to make decisions based on evidence.
34. **SHARE** the following statement.  
**When integrated into program management, targeted data collection and evaluation allow evidence-based decision-making.**
35. **ASK** participants to go to their manual and reflect on what was important about this session, what are they learning about M&E in the CAADP country investment plan and process and how might they use it in their own institution (NOTE: create reflection page for participant manual)

36. After a few minutes **USE** slide to **ASK** “How could your institution improve its M&E? “ **GET** some examples and then **WRAP UP** the conversation



## SESSION 13: LEADERSHIP TRAINING PROGRAM WRAP-UP

Time	Day 5 2 hours
Session Objectives	<p>By the end of this session, participants will be able to</p> <ol style="list-style-type: none"> <li>1. Identify their individual learning from the week</li> <li>2. Appreciate the status and directions of each country's program from their perspectives</li> <li>3. Give and receive feedback about their participation in the program</li> </ol>
Session Procedures	<ol style="list-style-type: none"> <li>1. Personal journal time: what has been my most significant learning this week: personal, organizational, country, region (10 minutes)</li> <li>2. Trios: sharing and theme identification (10 minutes)</li> <li>3. Group discussion: highlights of trio conversations (10 minutes)</li> <li>4. Final country meeting and report: opportunities for us to influence the process (30 minutes)</li> <li>5. Final feedback circle: "I appreciated it when you ..." (30 minutes)</li> <li>6. Presentation of certificates of successful participation (15 minutes)</li> <li>7. Final evaluation and farewell (15 minutes)</li> </ol>
Participant Manual	☐
Resources	☐ Personal journal

# SESSION 13: LEADERSHIP TRAINING PROGRAM WRAP-UP

## STEPS:

### INTRODUCTION

1. **INTRODUCE** this last session by **SAYING** “We are now in our last session but as you leave here, we hope you have gained some new tools or refreshed old ones to put your ideas into action. We have tried to build a community of food security change agents working on CAADP initiatives

We want to be intentional in summarizing what we have gotten out of this week, clarify possible next steps, and finally show our appreciation for each other as we have worked together and built a strong community.

2. **OBJECTIVES**

- a. Identify their individual learning from the week
- b. Appreciate the status and directions of each country’s program from their perspectives
- c. Give and receive feedback about their participation in the program

3. **SHARE** course objectives and participant expectations

4. **DIVIDE** the group into trios for one last sharing and theme identification **(35 minutes)**

5. **FACILITATE** a group discussion: highlights of trio conversations **(10 minutes)**

6. **CONDUCT** Final feedback circle: “I appreciated it when you ....”

Have participants stand in two rows facing each other. **EXPLAIN** that we will have a final opportunity to share appreciation of each other’s contribution to the week. **DIRECT** participants to say to the person across from them – “I appreciated it when you ...” Identifying a contribution the other person made. Their partner repeats the process and then they move to their left to face another partner and repeat the process using the same formula.

**Trainer note:** if the participants are talking for a long time, gently urge them to move. When they reach their original partner, close the exercise and have them return to their seats.  
**(30 minutes)**

7. **DISTRIBUTE** the final evaluation and **COLLECT** it from everyone as they leave.

8. **ASK** the DCOP to come forward for the presentation of certificates of successful participation  
**(15 minutes)**

9. **COLLECT** final evaluation and bid farewell. If a song such as “We are the Champions” or other appropriate closing fits, **USE IT!**  
**(15 minutes)**