
Report on Transformational Leadership Training

First cohort: District Personnel

JONATHAN MBUNA and MARY WAYA

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SELECTED ACRONYMS

ADC	Area Development Committee
AI	Appreciative Inquiry
DC	District Commissioner
DPD	Director of Planning and Development
DHO	District Health Office
MP	Member of Parliament
NGO	Non-Governmental Organization

EXECUTIVE SUMMARY

The first series of transformation leadership training was delivered to district heads of departments from 18th to 20th May, 2015 at Matechanga, in Chikwawa. This training was critical as it set the tone for the other trainings. From the 22 participants, about 90 % of participants expressed satisfaction with the training content where satisfaction ranged from being good to excellent. In terms of facilitation, 54% expressed satisfaction that the facilitation was excellent while 36% stated that facilitation was good.

It should be stated that during the expectations, participants strongly expressed need to have exposure to conflict management noting that development work in Chikhwawa is sometimes stalled by inadequate skills to handle conflict. This was readily accommodated and the facilitation team included presentation on that and adjusted the training program. Some comments that participants gave on facilitation, helped the facilitation team adequately prepare during the other interventions.

Overall, the district heads of departments expressed that they would have wished if this training was conducted at a higher level where maybe senior chiefs, Members of parliaments (MPs), the District Commissioner (DC), Director of Planning and Development (DPD) and other senior leaders should also be exposed to transformational leadership. They expressed concern that usually this level sometimes believe in hero worshipping and favour the culture of handouts and entrench subservient leadership.

It was encouraging to note that during the start-up of the training there were few participants but later on more came and did not miss the sessions. Some participants at first decided to attend another workshop within the vicinity but later on turned up after some of their colleagues told them the importance of the leadership training. This group also expressed their desire that this training should cascade down to lower levels. This had already been planned for and agreed by the project management hence it just confirmed the earlier suggestions made.

Key moments were those when heads of departments re-affirmed their commitment to change as leaders. As one participant remarked and even put it in the evaluation form, *'the training has transformed me not only in my work but also in family'*.

It may be important to engage some of these people in assessing how the communities are developing on the leadership ladder. For the district to develop, it requires that all players work in cooperation and not in competition.

INTRODUCTION

Chikwawa District is one of the districts in the Southern Region of Malawi which has a population of over 438,895 based on 2008 Malawi Housing and Population census. Some parts of the district lie along the Shire River and are usually prone to malaria. The 2008 Malawi poverty report indicated that Chikwawa is one district which has some worrisome indicators on health, education and poverty. For instance, by 2008, the district had large proportion of children under five who were either stunted, wasted or underweight yet the district lies in the lower shire which is ideal for agricultural production. By 2008, the district had one of the lowest proportions of literate people in Malawi, only 55% were literate. The University of Strathclyde has worked with Chikwawa District Health Office (DHO) in preventative health projects for over 15 years. These community health projects have included research and interventions in remote rural areas including elements of maternal health, water and sanitation, disease control and prevention, through health education, capacity building and supporting capital investment.

These programmes have been supported by the Scottish Government International Development Fund for Malawi with 4 grants spanning from 2006 – 2016. These grants operate under the Scotland Chikwawa Health Initiative, a consortium led by the University of Strathclyde, with University of Malawi (Polytechnic), Ministry of Health (Malawi) and the Chikwawa DHO.

Besides structural issues that are known to accelerate poverty, some factors that have been noted to contribute to poverty levels both at community and household levels are to do with leadership. The Healthy Settings project therefore identified this as a critical area and hence interventions were planned to address this gap. Research has shown that transformational leadership plays a major role in transforming the lives of people even in low resource settings. Scotland Chikwawa Health initiative planned to expose a cross section of participants to transformational leadership trainings and follow up mentorship sessions.

The trainings were scheduled to be done at three levels. These levels were the district level where government officers at district level (institutional heads) were exposed to transformational leadership training. The second level was the ADC level where again government officers (extension or technicians on ground), civic leaders and religious leaders were exposed to leadership training. The third level was the community level where traditional leaders and religious leaders were trained. After these initial trainings, it was expected that the interventions would cascade down village level in form of actionable points. The objectives of this session were:-

- Understand meaning of transformational leadership
- Learn how to apply transformational leadership strategies, skills and principles in the workplace and communities

METHODOLOGY AND PRESENTATION FORMAT

The transformational leadership trainings employed various styles and approaches since the group that was involved was diverse and at different levels of exposure. All the approaches and styles that were used embedded the key principles of facilitating adult learning. The key principles were reinforcement, relevance, practical, safety and goal oriented. The training took participants through the self-discovery process of moving from the known to unknown and this mainly was done to aid experiential learning. The following were some approaches used:-

Exercises and games: The facilitation team used lots of interactive exercises with the participants. These exercises were specifically designed to assist the participants move from the known to the unknown especially in understanding some new concepts that relate to their work. The exercises were designed to let participants discover practical learning from theory.

Power point presentation and flip chart illustrations: Power point presentations were made to transfer some information from the facilitators to the participants.

Reflection sessions: Participants were given opportunity to reflect individually and also in groups and during these reflection sessions, they were allowed to challenge some things they thought needed changing.

This report will briefly present the key highlights of the training session since before commencing the training, the consultants produced curriculum and submitted power point presentation. Each participant was presented with bound copy of the workshops presentation. The report format will be broken down into the days the sessions were done.

HIGHLIGHTS OF THE FIRST DAY- EXPECTATIONS

Participants expressed their expectations and these were:-

- To meet new friends
- Gain knowledge about the project
- Seek skills
- To gain skills in conflict management (expressed as major expectation)
- To be certified
- To gain more knowledge about healthy settings
- To get more knowledge in leadership
- To improve the disability health rights
- To share more knowledge on how the community can be involved
- To know how to work as a team

TRANSFORMATIONAL LEADERSHIP AND ITS ROLE IN DEVELOPMENT

Presentations were made on understanding organizations and the role organizations play in development. Exercises were also given to aid understanding of leadership. Based on the exercises and discussions, participants defined transformational leadership in their own language and they came up with the following three definitions:-

- Leadership style that identifies a positive needed change by creating a vision that takes into consideration views of others through inspiration to each a common goal
- The process where leaders and followers are ready to accept positive change for the betterment of the community and where both leaders and followers understand the goals they want to achieve
- Leadership that seeks to bring lasting positive change through role modeling, involvement and motivational of followers

From this understanding they noted that if development is to be seen in the communities, the leadership role at both district and community level should exhibit the following characteristics:



Presentations were made of leadership challenges and importance of leadership especially in development. Different roles leaders play was another discussion point that came up. This was particularly so with the examples given of world leaders who have demonstrated spirit of selflessness by putting their interests second and group interests first. From the presentations made, participants listed some key leadership traits that communities in the district admire:-

- **Inclusiveness**
- **God fearing**
- **Exemplary**
- **Honest**
- **Humble**
- **Empathy**
- **Peaceful**
- **Courageous**
- **Visionary**
- **Selfless**
- **Close to the people**

The first day ended with participants noting the link between leadership, institutions and development. The second day was meant to build on this and assist participants explore leadership skills and styles.

SECOND DAY- STYLE AND SKILLS

From the recap it was clear that the foundation was laid, the next sessions centered on understanding leadership styles and skills. Participants were presented with a presentation on conflict management as part of understanding leadership skills. From the presentations on leadership styles, participants came up with some factors that influence leadership style at their work place or when working with communities. These were some factors:-

- **Situation**
- **The tradition of the community or area (Example given of people being told to relocate to uplands and still staying in the areas along shire river during flooding)**
- **Time given to accomplish the task**
- **The resources they leaders have**
- **Nature of task**

Presentations were made on leadership skills that can be employed when working with communities. Some skills shared were communication, negotiation, problem solving, planning, motivating, networking, team building and inter-personal relationship. These skills were presented inform of exercises and then power point presentations were made later.

Participants particularly commented on how they can further package their messages as leaders so that followers are able to receive even information that may seem unpalatable. The following were some of their comments:-

- Show love
- Approach
- Choose proper language
- Attitude
- Tone that is relevant
- Style of communication
- Consideration on the situation
- Respect of people's culture
- Proper and conducive environment
- Proper channel
- Mode of delivery
- User friendly channels
- Simplify the message

THIRD DAY- AI AND GOVERNANCE

During recap, participants expressed some things they had appreciated the previous day and some things they needed changing:-

THINGS TO CHANGE IN THE NEXT SESSION

- Time management (14 people)
- Give out handouts for all presentations (3 people)
- Refreshments be available (12 people)
- Time table be followed (4)
- Tension on the drama should have been distilled (1 person)

WHAT THEY LIKED

- Participatory approach (12 people)
- Story of the captain (3 people)
- Drama (11 people)
- The puzzle (2 people)
- Hula hoop (3 people)

DISCUSSIONS ON LIKES AND DISLIKES

From the dislikes, it was clear that most participants who singled out time management mainly it was based on starting time. Usually the starting time had challenges. Right from the first day, only three participants, the Officer In charge, the PEA and the representative from the Forest department came on time. The issue of refreshments arose partly because due to the time which the participants

indicated to knock off and lunch hour break. As facilitators, it was decided that the facilitation time would not be compromised because they wanted to knock off early.

The dislike on the drama was cancelled by likes on the same. Basically this was a short drama on conflict and how to resolve and involved simulation between the facilitator and the receptionist. The receptionist was very real and original and some participants at first thought it was real and not rehearsed. Overall participants liked the participatory nature in facilitating and the mode of allowing them explore things on their own.

Presentations were made on Appreciative inquiry (AI) and how participants can use it to embellish their leadership. The 8 key AI principles were presented and later on presentation on governance was made with its corresponding pillars.

Participants presented the summary of the linkages they were able to see between transformational leadership and good governance.

- Leadership influences the type of governance a community or institution has
- Collective leadership is important if good governance is to be sustained
- Some leaders require change in the communities since they have attitude that stalls development and decision making
- As leaders, our role should be to admire the good things that have made other areas develop and work out how we can be transparent change
- They key is change

WORKSHOP EVALUATION

At the end of the workshop, participants were given evaluation form to rate and these were consolidated results. The key to the scale interpretation was:

5= Excellent

4= Good

3= Average

2= Poor

1= Very poor

1. How would you rate the facilitation?

From the total of 22 participants 12 said the facilitation was excellent, 8 said it was good and 2 thought it was just average

2. What are your views on content on workshop?

Out of 22, 11 rated the content excellent, 9 as good and 2 as average

3. How would you rate quality of discussions?

From 21 recorded respondents, (one missed to tick), 10 said the quality of discussions were excellent, 9 rated the discussions good and 2 said average.

4. What are your views on venue?

Out of 22, 5 thought the venue was excellent, 14 rated it as good and 3 thought it was just average (fair)

5. Were your expectations met?

Out of 22, 16 said their expectations were met and 6 were indifferent. None rated the course as a waste of their time.

Any other comments

- The training was so good and helpful only challenge was training period. It was not enough. If possible the same type of training should be organized again for the same group of people.
- The workshop is very very good! Mudzichita pafupipafupi.
- Liked everything because of excellent facilitation skills applied on transformation leadership
- The leadership training came on time and transformed me
- I am now changed person through this training. Do this for higher levels of Malawi government Please! Please! Please!
- The workshop was so educative only day 3 was not enough
- Acquisition of additional knowledge on leadership qualities and styles
- Participation by participants was good and participants were given enough time to discuss. This should be continued
- Fully met based on quality but content number of days should be put into consideration
- Next time if we have same training or another training use the same facilitators. They are good facilitators
- To continue – Malawi will develop- transformed
- The facilitators were very creative that made the whole exercise very successful. They drove me to real situations and that even with no handouts was able to follow sessions
- It was educative for not being employed but even for family issues
- Training was good remainder of our roles as leaders who should be visionary
- Facilitation should spread to other sectors of society such as traditional leaders, church leaders and youth
- One of the facilitators needs to be prepared for the presentations
- The facilitators should prepare well before coming i.e. familiarize themselves with certain words, definitions and use appropriate examples
- Facilitators should familiarize themselves with content and deliver according to the level of participants' literacy wise. Please go through the content together and correct/fine tune each other on any gaps in knowledge/understanding and mastering words
- Use experiential learning approach when dealing with professionals, master content before presenting

GENERAL DISCUSSIONS AND RECOMMENDATIONS

It should be stated that after the training, besides being given workshop evaluation, participants expressed their thoughts through their representatives. Based on the feedback from the participants and also based on the comments participants expressed during the course of training, the facilitation team drew some conclusions which are:-

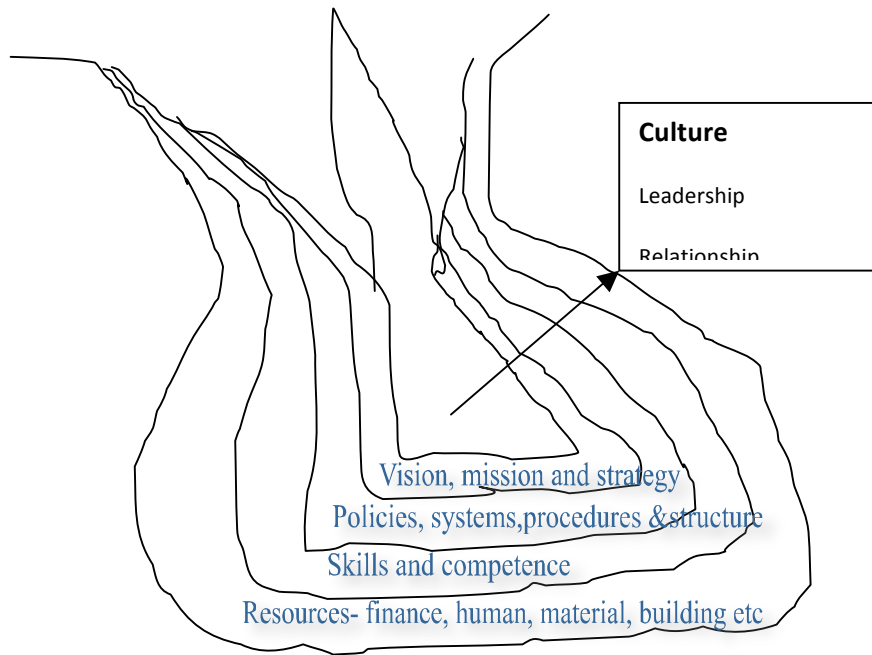
- The training was beneficial to most of the participants. The one chosen as president even stated that he found some leadership principles applicable to his family. It is the view of the facilitation team that the workshop was successful and benefitted the participants. In the words of the Officer In Charge, ‘ we have a long way to go as leaders and if we are to make change as a nation we should strive to exercise the leadership principles learnt’. There was enough hunger and fire within the participants to go and exercise what they learnt. It should be stated that through exploring and discovering issues for themselves, the training imparted practical insights in the participants.
- The other issue was on time which some participants said was limited. Maybe if the participants were taken in a residential training that aspect would not be there. It is the facilitation team’s view that the training should next be run as residential.
- The training of this nature should in future involve visit to one project site and let participants identify leadership challenges and work around that challenge. Since these are government officers, they can in turn have workplans around what they proposed and then engage in monitoring and mentoring visits.

APPENDIX- PARTICIPANT LIST

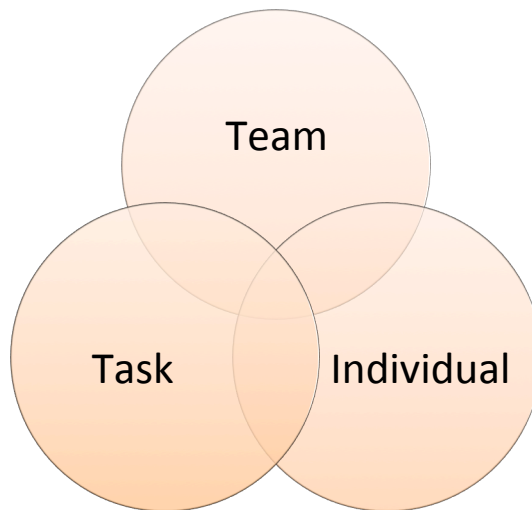
Name	Organisation	Position	Sex
Philip Begwe	Agriculture	DAHLDO	M
George Sinalo	Police	C.P.O	M
Charles Saimon	CK D.Council	Reg. Officer	M
Reuben Chonzi	CDC	MI Supervisor	M
Mwaweka Sapuwa	Lands	DLO	M
Howard Sosola	Ck D. Council	LO	M
Parks Steska	Education	CPEA	F
Frank Kumwenda	Agriculture	NEO	M
Mzikuola Billy	DHO	N.O	M
Gerald Nakoma	DHO	C.O	M
Mc MillanNyirongo	Police	O/C	M
Frackson Pemba	Zonal Education Office	ACCO	M
Bitten Masamba	Christian Disability Mission Network	C/o	M
Charles Kamwendo	Forestry	ADFO	M
Chikumbutso Milinyu	Ck. D Council	Adminstration Clerk	M
Chrissie Chmsale	Education	DEM	F
F. Chilongo	Water	Water Supervisor	M
Chikondi Lupiya	Water	WMA	M
Myles Mhango	Ck DHO	EHO	F
S. Makumbi	SCHI	Field Coordinator	M
M Kaude	DHO	AEHO	M
A. Sululu	Social Welfaire	CPW	F
F Potani	Social Welfaire	CPW	M

TRAINING TOOLS

ONION SKIN MODEL- Defining leadership in a community or organization



Model explaining relationship between individual, task to be performed and the team composition



WORKSHOP TIMETABLE

PROGRAM FOR CONDUCTING TRANSFORMATIONAL LEADERSHIP TRAINING				
TIME	First day	Second day	Third day	Handouts
8:00- 10:00	<ul style="list-style-type: none"> - Climate setting- Opening remarks - Introductions/ Expectations - Outline of objectives and program - Sharing understanding of leadership - Task on building towers 	<ul style="list-style-type: none"> - Recap - Introduction of AI and leadership skills - Understanding AI principles and assumptions - Exploring communication 	<ul style="list-style-type: none"> - Recap - Understanding governance principles 	Manual
10:00-10:20 MORNING TEA/COFFEE BREAK				
10:30-12:30	<ul style="list-style-type: none"> - Understanding organizations - Exercise on guided imagery - Importance of leadership and key characteristics of leadership 	<ul style="list-style-type: none"> - Exploring team building skills - Giving and receiving feedback 	<ul style="list-style-type: none"> - Action planning 	
12:30-13:30 LUNCH				
13:30- 15:00	<ul style="list-style-type: none"> - Understanding leadership challenges - Case study 	<ul style="list-style-type: none"> - Developing team treaty - Understanding governance 		
15:00-15:20 AFTERNOON TEA/COFFEE BREAK				
15:30-16:30	<ul style="list-style-type: none"> - Presentations 	<ul style="list-style-type: none"> - Governance- Group work 		

Note: Some sessions may overflow and there is also likelihood that the sessions may change depending on how the process goes