

# The Leadership Program

MANUAL 1.0



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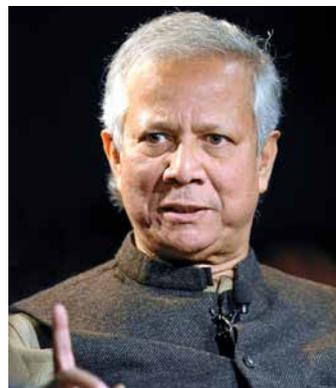
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# Executive Summary

Extreme poverty is a very serious issue facing the world today. It is estimated that over a billion people are currently living in extreme poverty. That means almost 15% of the world's population does not have the resources to eat when they are hungry, drink clean water, read a medicine bottle to buy an appropriate one, or make other choices to improve their lives. Even with trillions of dollars spent on poverty alleviation<sup>1</sup> in the last half century, poverty remains a devastating denouncement on the world, as the following statement from Muhammad Yunus illustrates:



Muhammad Yunus

*"Once poverty is gone, we'll need to build museums to display its horrors to future generations. They'll wonder why poverty continued so long in human society – how a few people could live in luxury while billions dwelt in misery, deprivation and despair."*<sup>2</sup>

President Obama would also agree as he said, "As the wealthiest nation on Earth, I believe the United States has a moral obligation to lead the fight against hunger and malnutrition and to partner with others."<sup>3</sup>



Amartya Sen

Many may agree to the need but more effective solutions appear lacking, as millions continue to dwell in extreme poverty. Nuru International is a young organization but we believe in a different approach to poverty solutions. Instead of focusing on material deprivations, we agree with Amartya Sen who believes poverty is lacking meaningful choices and therefore,

*"development consists of the removal of various types of unfreedoms that leave people with little choice and little opportunity of exercising their reasoned agency."*<sup>4</sup>

*We believe in a different approach to poverty solutions.*

- 1 Over 900 billion USD in net disbursement made in 2011 and 2012 alone according to the OECD <<http://stats.oecd.org/>>
- 2 Muhammad Yunus, *Creating a World Without Poverty*, Perseus Books Group, 2007, p. 223
- 3 President Obama's remarks at the *Symposium on Global Agriculture and Food Security*, May 18, 2012
- 4 Amartya Sen, *Development as Freedom*, Oxford University Press, 1999, p. xii

We also believe that the vehicle that brings poverty solutions must change. President Obama gave a broad framework for this discussion when he said,

*“Foreign Assistance is not an end in itself. The purpose of aid must be to create the conditions where it is no longer needed – where we help build the capacity for transformational change in a society.”<sup>5</sup>*

The conditions needed are the world that Nuru International envisions, that is, all people living in an enabled environment with lasting meaningful choices. Then they will be able to engage in healthy behaviors, feed and nourish their families, cope with natural disasters, overcome other challenges, and be free to exercise their agency.



President Obama

We believe that these conditions can best be created and delivered by local leaders, who produce and manage programs locally and nationally, combining and leveraging their knowledge, innovation and experience with international and western expertise, support and resources. With this new vehicle to create and carry out solutions, we believe extreme poverty can end.

*The Leadership Program seeks to remove physical, emotional and psychological constraints*

The Leadership Program plays a critical role in this mission of Nuru by focusing our efforts on equipping our leaders to discover needs communities are facing, to design solutions that meet those needs, to implement and manage solutions, and to scale the solutions to a greater population. Through a comprehensive strategy and methodology backed by sound research and empirical evidence,<sup>6</sup> the Leadership Program seeks to remove physical, emotional and psychological constraints that prevent local Nuru teams from effectively and permanently ending extreme poverty. This Program Manual outlines the philosophy of the Leadership Program as well as its approach and the curriculum we use so that it can be implemented in any organization to equip leaders who will end extreme poverty. This Manual is one part of a three-part Leadership Program Package. The other components 1) outline the history and evolution of the Leadership Program at Nuru starting with our first project in Kenya and 2) argue for Nuru's approach to leadership development and its value to poverty eradication. Nuru developed the entire package to provide a comprehensive understanding of Nuru's Leadership Program.

5 President Obama's remarks at the *Clinton Global Initiative*, September 22, 2009

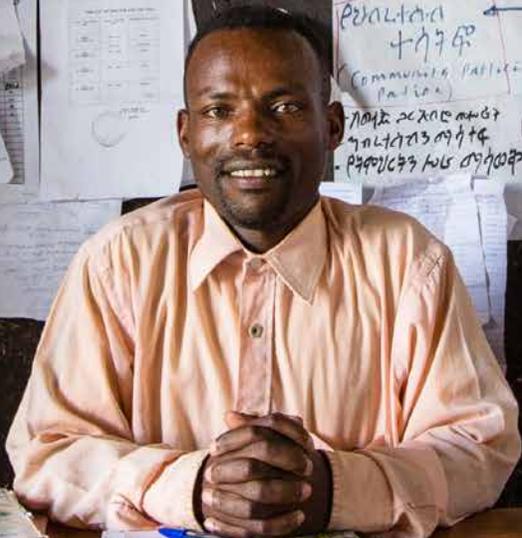
6 Research is referenced throughout this manual as well as in the "Leadership Program's Value Proposition"

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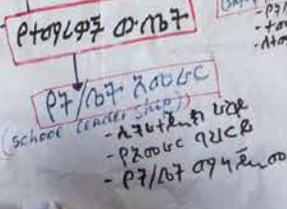
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Average Mind Discuss Events  
Small Mind Discuss People.



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# Overview of Nuru International

Nuru International is a social venture committed to ending extreme poverty in remote, rural areas.

Our vision is to create a world where every person has the ability to make meaningful choices to improve her life in a lasting way. Nuru equips people with tools and knowledge to lead their communities out of extreme poverty by integrating programs that address **four areas of need**:

1. Hunger (Agriculture Program)
2. Inability to cope with economic shocks (Community Economic Development Program)
3. Preventable disease and death (Healthcare Program)
4. Lack of access to quality education for children (Education Program)

These are the most prevalent and fundamental challenges individuals encounter when living in poverty; and these problems also perpetuate cycles, making it difficult to improve one's situation. By addressing all four needs in an integrated way, an individual is not only able to choose to improve her own well being and climb out of the poverty trap, but also avoid falling back into poverty.

*We begin each project with an exit strategy and clearly defined exit criteria.*

Rather than give handouts, we design training-based poverty solutions that promote self-reliance and service-mindedness to enable local leaders to continue scaling impact long after Nuru International staff has exited the project.<sup>7</sup> To this end, we begin each project with an exit strategy and clearly defined exit criteria.<sup>8</sup> Our goal is to go in, equip the community to create effective solutions that create sustainable, scalable impact and then leave.

In addition to the Leadership Program, Nuru Social Enterprises (NSE) seeks to generate enough revenue to fund the running of in-country programs and expansion of Nuru throughout the country. Our dedicated in-house Monitoring & Evaluation (M&E) team monitors progress towards impact of all of Nuru programs and conducts poverty evaluations using the Multidimensional Poverty Index (MPI). The NI M&E team trains and equips a counterpart local M&E team to carry on these critical functions after international staff exit.

The Leadership Program, NSE, M&E, and the four impact programs work together to end extreme poverty in remote, rural areas.

<sup>7</sup> This manual focuses on this aspect of the Nuru model, that is equipping effective Nuru leaders

<sup>8</sup> The Leadership Sustainability Index described later in this manual is used as one part of Nuru's exit criteria

# Leadership Program Overview

The Leadership Program plays a key role in organizational and operational sustainability and is one of Nuru's Sustainability Programs.

## MISSION

*The mission of the Leadership Program is to equip leaders to be able to identify the needs of the community, design solutions to address those needs and effectively and efficiently implement and scale solutions.*

The mission of the Leadership Program is to equip leaders to be able to identify the needs of the community, design solutions to address those needs and effectively and efficiently implement and scale solutions.

## CHALLENGE

Members of extremely poor communities do not have adequate knowledge, skills and attitudes to create, implement, and scale poverty solutions independently due to lack of education, opportunities, or both. More importantly, they do not identify themselves as equipped or deserving contributors to poverty solutions. Paulo Freire discusses this difficulty of marginalized groups in his book, *Pedagogy of the Oppressed*,

*"However, the oppressed, who have adapted to the structure of domination in which they are immersed, and have become resigned to it, are inhibited from waging the struggle for freedom so long as they feel incapable of running the risks it requires." (p. 47)*

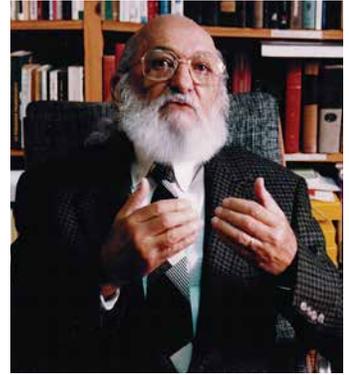
*Without unleashing the talents and experiences of those closest to poverty, there will be unintentional gaps in solution design*

Many staff members join Nuru having been marginalized to different extents due to growing up in poverty and/ or having experienced asymmetrical relationships either as beneficiaries of aid or as employees of western organizations. These marginalized statuses and feelings of oppression result in diminished agency affecting staff's ability and willingness to become effective managers, solution builders, decision-makers and problem solvers. The lack of confidence and misunderstanding of their identity cause them to see themselves only as beneficiaries of aid instead of viewing themselves as genuine change-agents, therefore negatively affecting a program's impact and sustainability. Without unleashing the talents and experiences of those closest to poverty, there will be unintentional gaps in solution design, solution delivery and solution sustainability.

*A co-creation environment helps local and national staff to regain their agency and identity*

## BIG IDEA

The Leadership Program's big idea is to foster an environment of co-creation in which local servant leaders recognize and develop their ability to critically analyze and successfully develop poverty solutions in constantly changing environments. A co-creation environment helps local and national staff to regain their agency and identity that combines with the soft and hard skills gained through the Leadership Program training to produce genuine discourse about needs of the communities and the creation and implementation of solutions to meet those needs. It is our belief that the most effective solutions come from these teams when physical and psychological barriers are removed. They will then be best positioned to overcome obstacles and environmental disruptions to ensure the solutions they build are long lasting.



*Paulo Freire*

# Leadership Philosophy

Nuru abides by a specific leadership approach in all country projects centered on servant leadership and co-creation.

*It is based on the idea that a leader can achieve more by bringing out the best in those they lead with a service-oriented mindset.*

## SERVANT LEADERSHIP

Nuru has adopted a leadership philosophy termed servant leadership. It is based on the idea that a leader can achieve more by bringing out the best in those they lead with a service-oriented mindset. To do this, a leader must “serve” her followers to help them achieve their fullest potential. Many consider this approach good leadership and for-profit companies such as Kindred Healthcare and Popeye’s give credit to their improved performance to implementing servant leadership principles in their companies.<sup>9</sup>

Though there are many characteristics and behaviors consistent with this philosophy, the following traits and actions are highlighted in our training activities:

1. Admit when you make a mistake
2. Seek to understand
3. Be together with your people
4. Do what is right
5. Speak when something is wrong
6. Lead by example
7. Apologize for mistakes
8. Treat all people equally
9. Don't waste resources
10. Represent your team well
11. Make sacrifices for your people
12. Take the initiative to make improvements

Specifying the type of behaviors that represent servant leadership promotes consistency and clarity around expectations and sets the framework for accountability.

Servant leadership is a contrarian approach to the traditional leadership paradigm especially in the developing world where leaders tend to “lord” their leadership over others to promote their own agendas. Nuru International and Nuru X<sup>10</sup> take very active measures to define and promote servant leadership in our staff. This begins during recruitment as hiring managers seek to hire staff who also value this type of leadership.

<sup>9</sup> From speeches made by Michael Tatelbame, Senior Director of Human Resources at Kindred Healthcare and Cheryl Bachelidor, CEO of AFC Enterprises at the Servant Leadership Conference, February 2014

<sup>10</sup> Nuru X represents country projects, e.g., Nuru Kenya, Nuru Ethiopia, etc.



In addition to the evidence for the effectiveness of servant leadership in successful organizations, research and empirical evidence have revealed that discrepancies in power especially marginalize those living in poverty<sup>11</sup>. Traditional approaches to leadership and management perpetuates these disparities, so Nuru counters the norm by engaging staff and communities with a servant leadership mindset.

### CO-CREATION

Another way to counter these norms is through growing the power of those living in poverty and restoring their agency. Diminished agency keeps those living in poverty in a vortex of diminished power at three dimensions: visible power, hidden power and invisible power.

*Visible power manifests itself in the ability to influence decisions and plans made in open decision-making forums.*

Visible power manifests itself in the ability to influence decisions and plans made in open decision-making forums. Hidden power is revealed in the ability to determine the agenda and participants for discourse. Invisible power is demonstrated in the ability to shape beliefs, norms and values. This dimension is called “invisible” because these ideologies tend to be perceived as the “natural” order of things as they become internalized within those who have it but also in those who do not. These dimensions act in a vortex because as one loses visible power in public forums, one loses hidden power as their needs are no longer discussed or they are not present in the discussions, which in turn leads to loss of invisible power as their marginalization becomes the norm. The diagram on the following page depicts an example:

## HOW VISIBLE & INVISIBLE POWER ARE LOST



Incumbent president is declared winner of presidential election. He is sworn into office, despite accusations of electoral fraud.



Protests occur all over country, but receive very little coverage from media. (all state-owned). Pro-president posters are hung in major public spaces. Textbooks are re-written to include heroic tale of president rising from peasant childhood to become savior of his people.



Over time, people are not particularly happy with president's performance, but don't see need for protest. Protests are remembered as rowdy riots put on by unpatriotic dissenters. No one sees change as a possibility.

Co-creation is the process Nuru uses to restore agency in local leaders and to build the opportunity structure necessary to sustain and scale programs. Opportunity structures are those aspects of the context within which individuals operate that affect their ability to transform agency into effective action.

## THE CO-CREATION PROCESS

### 1 PROMOTE AGENCY AND DIGNITY OF LOCAL STAFF

Agency, humanity and dignity are reestablished resulting in those living in extreme poverty and local Nuru teams seeing themselves as change agents and not merely passive recipients of aid.

### 2 SUSTAIN OPPORTUNITY STRUCTURES TO ENCOURAGE CRITICAL THINKING, FEEDBACK AND DEBATE

Barriers to critical thinking, feedback and debate are removed resulting in those living in extreme poverty and local Nuru teams becoming change agents by actively and informatively providing their viewpoints in open and safe environments.

### 3 LOCAL STAFF MANAGES THEIR PROGRAMS AND MAKES ALL DECISIONS

Involve and equip local teams in program planning and management from the beginning resulting in local Nuru teams becoming fully sustainable and effective without support from the international staff.

*By promoting agency, those living in poverty do not resign themselves to the present, but have meaningful choices to shape their own futures.*

These three steps in co-creation deliberately attempt to reestablish the three dimensions of power. By promoting agency, those living in poverty do not resign themselves to the present, but have meaningful choices to shape their own futures. The opportunity structure allows those living in poverty to not only effectively engage in and act on discourse, but also frame and shape what is to be dialogued. Management and decision-making shows the restoration of visible power and becomes more possible as the hidden and invisible powers are also restored.



## OUR LEARNING PROCESS

*The need and desire to progress towards sustainability led to the creation of the Leadership Program.*

We learned a lot from Nuru Kenya's launch and growth, and the gaps we discovered in leadership development. The need and desire to progress towards sustainability led to the creation of the Leadership Program. One lesson from initial leadership training in Kenya specifically led to the development and growth of the Leadership Training Team. We held monthly "Nuru Days" where managers came to learn various management skills, such as budgeting and planning. These training sessions were not very effective as they were given on an ad-hoc basis by the western teams who were experts in their technical fields, but not in facilitation or management. We knew then that we needed a more strategic approach and a dedicated local training team to facilitate leadership lessons.

The program was also shaped by various ideas and theories both in academics and in practice. Our research helped to determine what kind of leaders were best suited, why we needed those leaders and how to go about developing and equipping them as well as concluding on the co-creation process. Amartya Sen's discussion on capabilities and poverty, Paulo Freire's *Pedagogy of the Oppressed*, and John Gaventa's work on social power were foundational in creating a program focused on leadership sustainability in the developing world.

In order for programs to continue and thrive post- Nuru International exit, local staff has to begin managing their programs which include: understanding the problem and needs of communities, designing appropriate solutions, running daily operations, making and implementing strategic decisions, innovating past challenges, improving team performance, keeping teams accountable, and other

Without restoring agency to those living in poverty from the outset, they will remain passive beneficiaries of aid, not decision-making agents of poverty solutions.

daily tasks. However, logic and practice indicate that giving one the title of manager and setting these expectations are insufficient. As important as these skills are in running a project, however, the practice of them is much more nuanced. It is difficult to conceptualize without first-hand experience in poverty but the mental toll of this situation negatively affects the agency of those having grown up in poverty, especially when working with expat staff. In order to genuinely partner with our local leaders we first had to acknowledge this lack of agency and seek to restore and promote it. Without restoring agency to those living in poverty from the outset, they will remain passive beneficiaries of aid, not decision-making agents of poverty solutions.<sup>12</sup>



This idea of agency is crucial to leadership sustainability and poverty solutions.

*“Agency is an actor’s ability to make meaningful choices; that is, the actor is able to envision and purposively choose options.”<sup>13</sup>*

If Nuru X staff members do not have agency, it will be almost impossible for them to lead their programs. Even those who join Nuru with education and experience could lack agency especially if coming from a traditional development context, as agency is shaped by institutionalized relations of power that are repeated until they form patterns and norms that drive behavior.<sup>14</sup>

The Leadership Program takes active measures to build agency in all our teams so that it is the norm in the organization and not the exception.

The Leadership Program takes active measures to build agency in all our teams so that it is the norm in the organization and not the exception. This begins during expat teams’ training, as their interactions with the local teams could have great impact, positive or negative, in the agency of the staff and the community. Though joining Nuru with good intentions, it is important to create awareness about the dangers of diminished agency and to institutionalize processes to actively include local teams in all that Nuru does. It is important to avoid the situation that Paulo Freire speaks of in *Pedagogy of the Oppressed*.

*“Attempting to liberate the oppressed without their reflective participation...is to treat them as objects which must be saved from a burning building; it is to...transform them into masses which can be manipulated.” (Freire, 47)*

12 Andrea Cornwall, *Making Spaces, Changing Places: Situating Participation in Development*, Institute of Development Studies, 2002

13 Ruth Alsop, *Power, Rights and Poverty: Concepts and Connections*, World Bank Publications, 2005

14 John Gaventa, *Power and Powerlessness*, University of Illinois Press, 1982

# Training and Facilitation Approach

In order to apply the ideas of co-creation to best end extreme poverty and to honor the process, the Leadership Program has designed its training modules

to ensure Nuru teams have confidence in their own experiences and expertise, have the skills to engage in critical thinking and debate about poverty solutions and program management and can put into practice these skills by setting the strategic direction and making tactical decisions. Both the training content and methodology illuminate the agency and opportunity structure of local leaders.

*The following Q&A were prepared by Chelsea Barabas during the development of the Leadership Program in 2011*

## TRAINING METHODOLOGY

*The Leadership Program created "snapshots" to share the research around the Program's training methodology.<sup>15</sup>*

### **In a nutshell, what's the Leadership Program's approach to training?**

We use experiences to teach new concepts and skills.<sup>15</sup>

### **What does that mean?**

That means we create or draw upon specific, concrete experiences that demonstrate a new concept or skill. Then we help people to reflect on that experience through discussion. From the reflection on this specific experience, we generalize the key insights. Finally, we identify opportunities to apply this new information through review or direct application to the learners' work.

### **Why is this the Leadership Program's preferred approach?**

For most adults, learning is a highly practical process. Adults informally acquire the information and skills necessary to solve problems or meet identified goals. Likewise, formal adult learning tends to flourish in experiential learning environments with a clear practical application.<sup>16</sup> Such an experiential learning process can be broken down into a **four-part cycle**.

1. We experience something
2. We critically reflect on that experience
3. We draw out useful insights and lessons
4. We apply new insights or hypotheses in other situations

<sup>15</sup> This approach is termed experiential learning, first popularized by educational theorist David Kolb in the 1970's. Understanding of this student-centered approach influenced the work of theorists such as Paulo Freire and Peter McLaren, founding thinkers of "critical pedagogy."

<sup>16</sup> Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: a comprehensive guide*. San Francisco: John Wiley & Sons, Inc.

We undergo some variation of this learning process all the time and in a wide range of contexts. The more consciously we engage in each phase of this process, the more thorough learning tends to be.<sup>17</sup> Through this method of teaching we help participants to go beyond a shallow understanding of new concepts in order to grapple with new leadership practices, skills and attitudes.

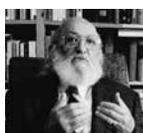
## CREATING A LEARNING EXPERIENCE

### What research is this based on?

Here are some key thinkers and theories we recommend you check out as you are learning more about your program's training process:



**David A. Kolb (and the learning cycle)** — developed the four-part cycle outlined above. For more information and most current publications on this topic check out his web site: <http://learningfromexperience.com/>



**Paulo Freire** — founding thinker of critical pedagogy, a philosophy of education centered around empowering the poor and disenfranchised. Check out: <http://freireproject.org/critical-pedagogy-and-teaching>



**Praxis** — process by which a theory, lesson or skill are put into practice. International NGO Training and Research Center publishes a series of “Praxis Papers” on capacity building and training in the developing world: <http://www.intrac.org/pages/en/praxis-papers.html>



**Jack Mezirow** — Professor of Adult Learning at Columbia, developed theory of “transformational learning,” which focuses on analyzing and re-evaluating one’s assumptions or perspective. Check out: <http://www.ericdigests.org/1999-2/adulthood.htm>

## Essentially speaking, what is learning?

Process of learning can be broken down into the following steps:<sup>18</sup>

1. Taking in new information
2. Storing this information into our memory
3. Retrieving and applying that information later

*A learning experience is any experience in which a person encounters new information or concepts.*

## What is a learning experience?

A learning experience is any experience in which a person encounters new information or concepts. It is the essential first step in the learning cycle we discussed in our first Snapshot: Training Methodology.

## That's really broad. Are all learning experiences created equal?

No. But in order to understand what circumstances foster the deepest learning, we need to understand a bit about what's happening in the brain when we learn new information. Our brains are actively trying to make sense of everything our senses are bringing in, assessing danger, interpreting new information and filtering details to prioritize what should be processed and stored.<sup>19</sup>



This all happens as a natural process, but it's also controllable, kind of like breathing. It will continue whether you are thinking about it or not, but you are also able to shift from a passive to an active form of information gathering in a learning situation, like forcing yourself to breathe faster or slower (CAWST, 2010).

The more actively engaged in processing a new concept we are, the more solid that information will be formed in our long-term memory. Also, new information becomes more deeply embedded in our understanding the more it is connected to other pieces of knowledge that we already know. When students are actively engaged in learning a new concept and can connect that concept to previous knowledge, they are engaging in a participatory learning experience.<sup>20</sup>

This, in a nutshell, is why participatory learning experiences are optimal for training new information.

18 CAWST (2010). Effective Facilitation Skills for Trainers

19 Immordino-Yang, M. 2011. Educational Philosophy and Theory, Vol. 43, No. 1, 2011 doi: 10.1111/j.1469-5812.2010.00713.

20 Cross, P. 1987. Teaching for Learning. AAHE Bulletin, v39 n8 Apr 1987. <[http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED283446](http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED283446)>

We encourage you to keep the following in mind as you design participatory learning experiences.

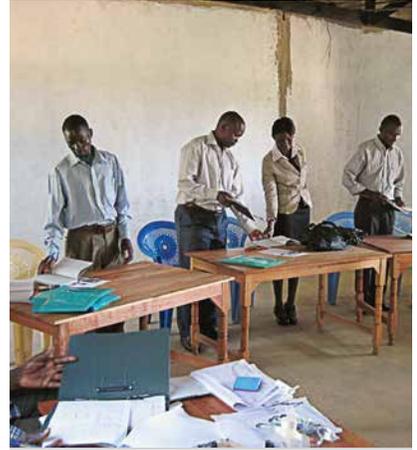
AIM	DESCRIPTION	EXAMPLE
<b>Connect to what learners already know</b>	Before a new topic is introduced, explore what the participants know already. Build from previous knowledge on the topic or connect new information to a concept they already understand deeply. Adopt the language that learners use to discuss the concept.	We connect the concept of servant leadership to being a good farmer who invests his energy into helping his crops come up. We connect qualities of servant leader to things like planting, watering, weeding, etc.
<b>Base discussion in a practical, real Experience</b>	Ask questions that force the participants to reflect and recall information, analyze concepts, make connections from an experience you've given them or they've had in the past.	In our training on the benefits of a Holistic Model at Nuru, we give case studies of farmers who improve in one Nuru program area, but lack knowledge in another. Participants analyze and discuss which program is missing and how it impacts the others.
<b>Draw out understanding</b>	Avoid just telling information to the participants. Ask questions; ask for stories, real-life examples, etc.	In training about community-led, grassroots approaches, we ask for examples of other organizations that implement programs from the "top-down." And how those programs impact the community.
<b>Provide opportunities to Apply new information</b>	Include a variety of activities throughout the sessions that require participants to practice new information.	We do a series of relay races to practice and review skills like effective communication, creating vision, etc.
<b>Create a safe environment for learning.</b>	Research shows the more relaxed a learner's mental state is, the more able they are able to process and recall new concepts and information. <sup>22</sup>	Do energizers (games) at key points during training: beginning, right after break, just before assessment, etc. in order to get people out of formal training mode.

21 Ramirez, G. Beilock SL. Writing about testing worries boosts exam performance in the classroom. Science. 2011 Jan 14;331 (6014): 211-3.

In summary, the Leadership Program embeds experiences into the training modules and walks participants through the learning cycle.

Trainees are required to actively participate in the classroom, after all, few things promote passivity as listening to a lecture, regardless of how engaging the topic or how charismatic the speaker. Activities range from large group discussions, small group work and presentations, role-plays and skits from facilitators and participants alike, games, and debates. The Leadership team is trained in developing participatory lessons using the learning cycle and facilitating them in a way that promotes participation. In addition to

the training the Leadership team receives, our facilitators continuously receive feedback on how they facilitate modules including feedback about how they did or did not help the audience become engaged participants. Skills that promote participation are highlighted and encouraged, such as providing positive reinforcement and walking around the classroom.



*Nuru X teams are not merely “yes-men”; rather, we recruit a workforce of individuals who are willing to challenge assumptions and biases to run effective programs and fix broken interventions.*

A practical application of the methodology is exhibited in the co-creation process. By training the leaders of Nuru X and engaging with them to design and implement programs in this participatory way, agency is restored. This engagement in the lens of the training-based approach complements the co-creation philosophy, i.e., when facilitators explore concepts with trainees to learn together, there is greater symmetry in relationships and power dynamics.

In addition, the hard skills that are trained, e.g., creating Logic Models, budgeting, strategic planning, and other skills allow for genuine discourse in program planning and management supplementing the opportunity structure. Nuru X teams are not merely “yes-men”; rather, we recruit a workforce of individuals who are willing to challenge assumptions and biases to run effective programs and fix broken interventions. Opening dialogue among all levels of staff encourages this at the beginning of a project when programs are being designed and throughout the life of the project within leadership trainings and in everyday operations.

*The Leadership Program's training methodology reinforces the co-creation process and philosophy.*

The Leadership Program's training approach begins this process but their application in the functions of Nuru staff completes it as local management makes decisions and problem-solves to overcome obstacles. Therefore, the Leadership Program's training methodology reinforces the co-creation process and philosophy.

The *Snapshots* highlighted some of the research but there were other resources that helped shape our training and facilitation approach. In particular, adult learning principles, the learning cycle, "the see, do, teach" methodology, participatory approaches, use of role-plays, and other activities were gleaned from the following resources which Nuru is grateful for and would like to acknowledge.

- Sophia Clarke, Rachel Blackman and Isabel Carter, *Facilitation Skills Workbook*, Tearfund, 2004
- Seema S. Chauhan and Ralph U. Stone, *Training Trainers for Development*, The Center for Development and Population Activities (CEPDA), 1995
- *Roles of the Volunteer in Development: Toolkits for Building Capacity*, Peace Corps. 2002
- Mahnaz Afkhami, Ann Eisenberg, Haleh Vaziri, *Leading to Choices: A Leadership Training Handbook for Women*, Women's Learning Partnership for Rights, Development and Peace (WRP), 2001
- *Effective Facilitation Skills for Trainers*, Center for Affordable Water and Sanitation Technology (CAWST), 2010
- *Nonformal Education Manual*, Peace Corps, 2004
- Lydia Braakman and Karen Edwards, *The Art of Building Facilitation Capacities*, Regional Community Forestry Training Center (RECOFTC), 2002
- Chiku Malunga and Rick James, *Using African Proverbs in Organisational Capacity Building*, The International NGO Training and Resource Center, 2004

In addition to Nuru's philosophy on leadership and training methodology, research helped develop the process and techniques in designing Nuru's poverty solutions. Early NI team training included learning and using IDEO's design thinking tools. Lessons from design thinking experts and IDEO's *Human Centered Design Toolkit* were studied to form the basis of Nuru's Program Planning Process (PPP), which is being used to launch new Nuru X projects.



# Phases of a Country Project

## PHASE 1

### Program Design & Launch

Nuru International recruits and trains a local team in Nuru's mission, philosophy and approach to poverty solutions. The team is equipped with knowledge and skills to thoroughly assess community needs and co-create impact programs that are locally relevant, sustainable and scalable.

## PHASE 2

### Program Implementation & Audit

Local teams effectively run and manage the programs while iterating past challenges and improving on interventions to maintain relevance. Once evidence of impact is achieved, teams grow programs throughout the district.

## PHASE 3

### Project Streamlining & Scaling

Local teams identify opportunities to better integrate program activities, staffing, budgeting and more. They ensure maximum efficiencies as the project prepares to become financially independent from Nuru International and positions to scale to a new district.

## PHASE 1

### PROGRAM DESIGN AND LAUNCH

Nuru begins a project in a new country with the Program Planning Process (PPP). An initial cohort of local staff joins Nuru and receives training by Nuru International Team 1. The purpose of the PPP is to co-create Nuru's Impact Programs that will be implemented in the new project site. During the PPP, participants:

1. Develop an understanding of Nuru's mission, philosophy and approaches to poverty solutions,
2. Assess the strengths and needs of the community of a project site through a Strengths and Needs Assessment (SNA),
3. Develop an appropriate problem statement and program goal based on the SNA and Nuru's Quality Solutions Criteria (QSC),
4. Learn and apply the QSC using tools to analyze best practices and case studies in their respective program areas,
5. Learn and apply program planning and design tools to create the impact program model and
6. Create the program proposal that includes the Logic Model, a one-year rollout and budget, a staffing model and an M&E system.

#### The co-creation process in this phase:

1. Promotes agency, dignity and humanity by listening to and working with the team in needs assessment and program design,
2. Provides opportunities and skills for critical thinking, feedback and debate through directed skills training and practice and by holding workshops devoted to analysis, synthesis and design, and
3. The Program Proposal is decided on together.

PPP happens twice in Nuru X projects. The first iteration is to work with a local cohort to design the Agriculture and CED Programs. Following the launch of these programs, the Healthcare and Education Programs are designed through another PPP. After the launch of the impact programs, the Leadership Program enters phase 2.

## PHASE 2

### PHASE 2: PROGRAM IMPLEMENTATION AND AUDIT

Different Impact Programs may enter this phase at different times depending on when their program is designed and launched. In this phase, Nuru teams need to:

1. Effectively run and manage their programs that have been co-created,
2. Iterate and improve on interventions based on challenges and changing circumstances and
3. Grow the programs to bring impact to more and more people living in extreme poverty.<sup>23</sup>

Following the same framework that was used in phase 1, the Leadership Program continues to use the co-creation process to:

1. Ensure local Nuru teams see themselves as change agents,
2. Act on this belief to become change agents and
3. Continue to do so successfully as to render the international teams unnecessary.

Many topics trained in this phase overlap the first phase since Nuru will be recruiting and hiring new staff to implement program activities. In order for this new staff to be successful, it is important they also understand the organizational philosophies and methodologies as well as how their programs fit strategically and operationally within the organization in achieving Nuru's mission. They also receive training in similar technical skills trained during PPP, as they are useful not only in program design but also in program management, such as working with financial documents and using planning tools. Programs enter Phase 3 as they prove impact with an expansion of services.

## PHASE 3

### PHASE 3: PROJECT STREAMLINING AND SCALING

As the Leadership Program enters this phase, programs have been designed, have overcome challenges and have been evaluated to prove impact. One of Nuru's value propositions is that Nuru is holistic and integrated and does not meet only one need of the community because those who live in poverty are not only vulnerable to hunger, but also to preventable disease and death, economic shocks, and lack of access to quality education. Aside from meeting these four key areas of need, integration is important to leverage organizational efficiencies while not overly taxing the client population. Therefore, in the final years of NI's presence, the Leadership Program works with senior management and department heads to look holistically at the project and find areas that need better integration in program activities, staffing, budgeting, and other areas for improvement. Project alignment helps cut costs and ensure maximum efficiencies as the project prepares to become financially independent from Nuru International. The project will also be better positioned for scaling to a new area that presents similar needs.

As is true in Phases 1 and 2, co-creation happens throughout Phase 3 as teams are engaged in workshops together to discuss and create courses of action to eventually decide on the most effective and efficient option to implement. In this way, agency continues to be advanced, opportunity structures are used and augmented, and decisions are made together.



# Leadership Curriculum

As described above, the Leadership Program uses a training-based approach to developing the servant leaders, who can design, implement, repair and grow Nuru's impact. Therefore, there is a thorough set of curricula to equip Nuru's local and national teams.

## Program Planning Process:

- 1 Introduction to Nuru
- 2 Strengths and Needs Assessment
- 3 Basic Nuru Leadership Training
- 4 Program Planning Training
- 5 Program Proposal

## PROGRAM PLANNING PROCESS

During the PPP, participants go through a series of trainings and workshops to co-create a program proposal. As this is the first exposure to Nuru for the local teams and the community, it is important to go through this process thoroughly to set the stage for the Nuru project so that the philosophy of co-creation is embedded in Nuru X's DNA.

The first series, **Introduction to Nuru** takes the training cohort through Nuru's background and history. Participants interact with teams from other Nuru projects and explore extreme poverty from theoretical and practical viewpoints. Important values for Nuru are also introduced such as servant leadership, sustainability, behavior change, and Nuru's QSC (impact, sustainability, scaling) and then a vision is created for the organization and/ or Impact Program. The purpose of this series is to orient participants to Nuru and agree to move forward with a mutual partnership or to disengage. Nuru invites select participants to join the Nuru team and these leaders commit to the mission of Nuru and go through the rest of the PPP to co-create an impact program. We do this twice, once to build the Agriculture and CED Programs and the second time to design the Healthcare and Education Programs.

The **Strengths and Needs Assessment (SNA)** is accomplished next in the PPP and has **three distinct parts**.

1. The newly hired Nuru team goes through SNA training where they learn about SNA's purpose, various data collection tools and techniques, nuances such as bias and probing and data analysis.
2. After a thorough training, the teams engage in conducting interviews and collecting data by spending time in the community where interventions will take place using the tools and techniques learned in the training.

3. Teams enter and analyze the data collected and use it to develop a specific problem statement for the needs of the community. There are four different problem statements created as a result of the SNA, one for each area of need that corresponds to our Impact Programs.

*“Leadership training has helped me to plan effectively both at work and my personal life, for if you fail to plan then you plan to fail.”*



**John Sabora,**  
Education Field Manager

**Basic Nuru Leadership Training (BNLT)** then builds on concepts introduced during Intro to Nuru to bring participants to a deeper understanding of servant leadership principles and Nuru’s approach to poverty solutions. QSC are explored in greater detail through various case studies and role-plays. Other topics such as a holistic and integrated model of development and bottom-up and group methodologies are also covered. Through thorough training, participants internalize Nuru’s approach. Values of both Nuru X and Nuru International teams are also investigated to bring common understanding and alignment. Taking this understanding of the QSC and the specific problem statement developed during the SNA, the participants create a program goal for each area of need. The problem statements and goals frame the program proposal being built during this Program Planning Process.

After teams have developed a good understanding of Nuru’s ideologies and values, perspectives on specific problems the community is facing, and an achievable program goal, they continue the design process with **Program Planning Training (PPT)**.

Trainees are exposed to Research Packets (RP) for the first time. RPs are compilations of information used to thoroughly analyze the impact, sustainability and scalability of working program models. The information is organized into various tools, most of which also make up the deliverables of the proposal. During PPT the teams begin by examining an RP of a hypothetical program in order to expose trainees to the tools while giving opportunities to practice analyzing and understanding how to use the RP. Following this training, several internationally successful and locally relevant RPs are introduced. RPs differ by program area so one that is relevant to the Agriculture Program would not be for the other programs. Nuru’s in-house technical experts of our four impact programs, the Program Strategic Advisors (PSA), research and develop the RPs. The RPs highlight flaws within the program designs to ensure trainees learn as much as possible. The gaps participants investigate might be a program that shows great impact but that lacks the capacity to become sustainable, or one that appears to last a long time but whose target population is very limited and therefore may not be scalable. Investigating these RPs helps to generate a list of positive aspects of a model the team could incorporate into their program and a list of negative aspects of a model the team should avoid in their program.



## USING RESEARCH PACKETS



**1** Teams frame the problem.



**2** Teams confirm or define the needs and set a program goal to address those needs.



**3** Teams learn the tools described during the Program Planning Training (PPT) portion of the PPP and practice applying them.



**4** Teams explore various RPs using the tools, analyze best practices in the industry, and visit project sites to discover if or how they meet the Quality Solutions Criteria: impact, sustainability, scalability.



**5** Teams combine the best practices that have been identified for the impact program with the strengths and weaknesses determined during the critical analysis of program models. This synthesis helps determine the program design and activity groups that become the basis of the program model.

*"I have become effective in scheduling activities and work with community considering servant leadership"*



**Jared Mokoro John,**  
Health Care Data Clerk

Trainees then research and report on best practices in an area of need to gain technical expertise and visit programs nearby who are implementing interventions matching their impact program. Studying best practices broadens perspectives on specific interventions providing ideas that could be included in the program design. Site visits allow for trainees to see programs in action, interact with staff from other organizations, and interview beneficiaries of those interventions to gain hands-on experience and greater insights into working program models. Lists of strengths and weaknesses grow based on lessons from best practices and site visits.

The teams examine further and synthesize their ideas to create activity groups that are relevant to the region and context applying results of the SNA, and that are scalable and sustainable incorporating lessons from the analysis of Research Packets, best practices, and site visits. The activity groups are the basis of the program model, which can be replicated in regions with similar target populations and needs. There is room for variations in activities within activity

groups, however, to remain relevant and lead to greatest impact especially when scaling to areas that call for adaptation of program activities or if circumstances change in the project site.

Once the program model is decided, details of how the program can be implemented in the community is developed through the Program Proposal. The Program Proposal **consists of the following items:**

1. The Logic Model
2. Tesfaye's Road<sup>23</sup>
3. 1-year program rollout
4. An M&E system
5. A staffing model
6. 1-year program budget

Having learned how to analyze and study these tools during PPT, the team spends the rest of the Program Planning Process learning how to create these documents that make up the proposal. There are classroom trainings on how to create them, then participants and facilitators engage in workshops to create each piece of the program proposal. The final step is to refine and put the proposal together for approval.

## LEVEL 1 TRAINING

Level 1 (L1) training<sup>24</sup> begins after programs are built and staff is hired to implement program activities. Staff will continue to be hired throughout the life of the project, therefore L1 training continues indefinitely to ensure all teams are trained in its contents. L1 training covers the key features of the organization and basic knowledge, skills and attitudes for staff members to effectively do their jobs.

### The five trainings in Level 1 are:

1. Focus Project 1 (FP1)
2. Basic Nuru Leadership Training
3. Focus Project 2
4. Communications 1 (COM 1)
5. Project Management Training 1 (PMT 1)

**FP1** introduces the Nuru staff with Nuru International's definition of extreme poverty and the importance of meaningful choice and sustainability. The lessons also give opportunities for participants to explore how their programs' goals match the organization's mission. FP1 was created after recognizing that local staff, even upper-level managers, did not have a good understanding of Nuru's overall mission and how each program fits into the goals of the organization. There is some overlap between FP1 and Intro to Nuru Training of the PPP.

*"Leadership training helped me understand what extreme poverty means, know how roles are assigned and understand the old and new ways of doing things e.g. at CED people were not saving but now they save. Even me I never knew how to save"*



**James Magige,**  
CED Field Director

<sup>23</sup> Tool we use to outline the steps a farmer takes to reach their goals when partaking in our interventions. Taking the farmer perspective helps to identify gaps that could be missed if only using a Logic Model

<sup>24</sup> Contact Thomas Hong for more information on the Leadership Curriculum at [thomas.hong@nuruinternational.org](mailto:thomas.hong@nuruinternational.org)

Originally designed to be the first in the training series until a need for more “basic” training was discovered, **BNLT** follows FP1. BNLT introduces servant leadership principles to Nuru staff and provides a foundation for the QSC on which programs should be based and evaluated. Other approaches to poverty solutions important to the Nuru Model are also covered in this module. This training is similar to the BNLT of the PPP.

*“Feedback training has made me face my manager and talk to him if he has done something bad or when I have to improve on something we discuss during one on one.”*

**FP2** follows BNLT and guides staff to investigate their programs more closely. In particular, FP2 focuses on team roles and responsibilities and program activities. By the end of this training, participants should understand their program activities, their roles and responsibilities in performing those activities and their importance in achieving their program goals.



**Feedback** training or **Communications 1** provides essential knowledge and skills to help Nuru staff to do their jobs well by delving into the importance of feedback and methods to give and receive it. This training is especially relevant in Kenya because feedback is not something that is commonly practiced or valued; on the contrary, feedback is greatly feared. It is also important to the co-creation process and aligns well with servant leadership principles.

Both COM1 and PMT1 are part of Level 1 training while their successors, COM2 and PMT2, are taught to management staff as part of Level 2 training. **PMT1** goes over basic work tools all staff needs to know and be able to use to perform their tasks effectively such as work plans and expense tracking forms. PMT is broken into three main clusters: Strategic Planning, Financial Management and Personnel and Performance Management.

## LEVEL 2 TRAINING

Level 2 training was developed to focus on training Nuru managers with greater responsibilities to help them become fully equipped not only to run an existing program but also to adapt and redesign as needed. They are also equipped to effectively manage growing teams and finances. Trainings include COM2, PMT2, Design Summit, Focus Project 3 and Servant Leadership Workshops.

**PMT2** covers more advanced project management tools within the three clusters than does PMT1. Tools participants learn to use include monthly and yearly rollouts, budgets, Performance Evaluations, one-on-one forms, financial statements, and Staff Leadership Reviews. Computer training is also included whereby participants learn and use software programs to apply these tools more effectively and efficiently.

**COM2's** goal is to equip Nuru managers to use communication skills to build cohesive teams and a safe team environment. Participants investigate deeper into communication skills than in COM1 and develop strategies and skills in teambuilding and conflict management.



**Andrew Sinda,**  
Agriculture Field  
Director

*“Through PMT training I am able to use the one-on-one template, cash tracking to track transport, do weekly schedule using [the] monthly plan.”*



**Philip Moseti,**  
M and E Officer

The Design Summit and FP3 are given to Program Managers and department heads. During the two-week **Design Summit**, participants learn planning and design tools and apply them through analyzing a hypothetical Research Packet with the goal of creating or adapting interventions to better meet the community needs that are not met in the example RP. The tools taught and used in this training are based on material from the Program Planning Process. The Design Summit occurs several years into a Nuru project during Phase 2, so many staff members would not have participated in the PPP.

After developing an in-depth understanding of designing poverty solutions and applying them to a fictitious program during the Design Summit, participants use the same tools and methodology to adapt and improve their programs to achieve greater impact during **FP3**. Program Managers investigate their programs by studying relevant M&E reports, identify gaps that need to be addressed and improve on interventions. There is an opportunity to learn about a barrier analysis to conduct one to achieve greater program impact.

These four trainings in Level 2 are conducted on separate occasions throughout the year with well-defined modules. **Servant Leadership Workshops** do not have a specific curriculum; instead they are driven by leadership challenges managers encounter. The goal of these workshops is to present challenges leaders face then discuss them with the group to come up with an approach to respond to these challenges applying the principles of servant leadership. Topics may range from very practical struggles such as dealing with tribal tensions within staff to more strategic challenges such as aligning the vision and mission of the organization.

*"In servant leadership I have learnt to put the community first before my interest and value the community needs."*



**Murimi Zablon Thomas,**  
Social Marketing Field  
Officer

## CASE STUDY OF A NURU ETHIOPIA LEADER

“I’ve worked on many projects before, but I always just implemented. **This is the first time that I have been asked to design a program.** This is very good to co-create, to have a say on how the program evolves.

Other organizations only hire trainers as consultants. But this has a negative impact on the program because there is a lot of confusion and lack of preparation. People do not innovate because they only do what they are told from higher up. **Here, people can talk and share all ideas** between each other and to build a better program



**The PPP is very helpful. It gives you the weapons and strategy to fight extreme poverty.** It is a good investment on the peoples. We are really preparing everyone as development practitioners.”

**Bereket Akele**, NE Country Director





# Monitoring and Evaluation

*The Leadership Program's Logic Model differs slightly from the Logic Model of other programs because it includes not only Leadership Program activities but also the activities of other programs.*

## LOGIC MODEL

The Logic Model was developed through a collaborative effort between the Leadership and the M&E teams. The main activity groups are the training series that the Leadership Program facilitates and the equipping and preparation of local Leadership Program teams and NI teams. The Leadership Program's Logic Model differs slightly from the Logic Model of other programs because it includes not only Leadership Program activities but also the activities of other programs. Other program activities are included because the achievement of Leadership outcomes depends on the successful participation by other program teams, e.g., all staff needs to follow up in discussions and application of the knowledge, skills and attitudes (KSAs) that were covered in the trainings. Evidence and logic indicate that merely going through a training course is insufficient to effectively determine understanding of topics, change in leadership behaviors and achievement of leadership sustainability. Attaining sustainability needs to be a collaborative effort amongst all programs, therefore, activities performed by all Foundation Team members and local teams are included in the Logic Model.

## INDICATORS

The Leadership and M&E Programs collaborated more to devise Leadership Program Indicators from the Logic Model. We divided the KSAs by three levels of staff according to their roles and responsibilities, e.g., Program Leader<sup>25</sup> (PL), Field Manager (FM) and Field Officer (FO). These KSAs were further divided into milestones by year, e.g., by year 1, FOs are able to create and follow a weekly work plan; at year 2, FMs are able to work to fix a problem when conflict happens; and by year 3, PLs are able to use M&E data to make improvements to the program. The language was changed from milestones to indicators in order to remain consistent with M&E terminology. After several iterations and edits, the following became **the complete list of Leadership Indicators**.

- 1.1. Leaders feel ready 1) in their program and 2) as leaders for western staff to exit
- 1.2. Leaders demonstrate understanding and commitment to Nuru's mission
- 1.3. Leaders demonstrate understanding of their roles and responsibilities
- 1.4. Leaders demonstrate understanding of program's activities and how they meet the program goals
- 1.5. Leaders demonstrate understanding of Quality Solutions Criteria
- 1.6. Leaders reflect servant leadership qualities in their work
- 1.7. Leaders give, receive and implement feedback
- 1.8. Leaders understand and use tools in strategic planning
- 1.9. Leaders understand and use tools in financial management
- 2.1. Leaders demonstrate understanding of development and collection of monitoring and evaluation indicators
- 2.2. Leaders build cohesive teams and safe team environments
- 3.1. Leaders make data-driven decisions to make improvements to programs
- 3.2. Leaders manage staffing model and team performance

The numbers match the staff level, e.g., Level 3 staff (Nuru's senior management) are measured against all 13 indicators (1.1-3.2), whereas, Level 2, for a subset (1.1-2.2) and Level 1 staff, for a smaller subset (1.1-1.9).

Each indicator has a set of sub-indicators or evaluation questions<sup>26</sup> that determine whether the Nuru leader has met the requirements of that indicator. The Leadership Program works closely with the NI and NX M&E and Admin teams to collect, analyze and report on these indicators.

25 PLs were heads of programs prior to recruiting and hiring District Managers (DMs) who became Program Managers (PMs)

26 List of evaluation questions can be referenced in Appendix A

# Leadership Sustainability Index

The Leadership Sustainability Index (LSI) is how Nuru International evaluates and determines leadership sustainability through analyzing the readiness of NX teams.

## LSI Index

- Staff ready, NI can exit
- Progress towards exit
- Staff not ready for NI exit

The index is calculated and reported using normalized metric scores for each Leadership Indicator. There are several layers of the LSI including *Individual, Staff Level, Program, and Country Readiness*. A color scheme is used for these profiles to easily report and communicate them. These readiness profiles are calculated and reported every six months when the indicators and the LSI, itself, are also reevaluated with the M&E team. The Program and Country Readiness Profiles are used as the exit criteria for Foundation Teams. Some programs may reach green more quickly than others in which case, Nuru International can begin to exit in a staggered manner, e.g., if Healthcare is green and Education is yellow, the Healthcare Program Specialist (PS) will exit but the Education PS will remain.

## INDIVIDUAL READINESS PROFILE

Every staff member receives an Individual Readiness Profile. These profiles are based on their set of indicators. Metric scores are calculated per indicator through a variety of evaluation questions and data sources. Using a weighted formula for these evaluation questions, the Individual Readiness Profile is determined and reported as a color: red, yellow and green according to the following criteria.

### For Level 1 and 2 staff

- Red if average metric score is less than 0.3
- Yellow if average metric score is between 0.3 and 0.75
- Green if average metric score is greater than .75

### For Level 3 staff

- Red if average metric score is less than 0.3
- Yellow if average metric score is greater than 0.3
- Green if average metric score is greater than .75 AND has no metric score below 0.5

Nuru staff is divided into three levels according to their roles and responsibilities. Program Managers and other senior staff are at the highest level, Level 3, while Field Officers and other operators are at Level 1. Because responsibilities and

expectations are greater for upper level staff, the indicators and the weighted calculations reflect this. The color reports help to give a snapshot of where teams stand but specific metric scores are also available for managers so they are aware which KSA needs more development in their teams.

### STAFF LEVEL READINESS PROFILE

The Individual Profiles are used to develop the Staff Level Readiness Profile. These are calculated for the level staff in each program, i.e., Level 1 Ag, L2 CED, L3 Education, and not staff level throughout the organization (all L2 staff). These profiles are also reported as red, yellow and green according to the following:

	L1 within a Program	L2 within a Program	L3 within a Program
 <b>RED</b>	50% or more are red, e.g., 20 FOs: 10 are red and 10 are green	30% or more are red, e.g., 10 FMs: 3 are red and 7 are green	At least one is red, e.g., 3 PMs: one is red and two are green
 <b>YELLOW</b>	Less than 50% of are red AND less than 75% are green, e.g., 20 FOs: 9 are red and 11 are green	Less than 30% are red AND less than 85% are green, e.g., 10 FMs: 2 are red and 8 are green	No reds and not all are green, e.g., 3 PMs: two are green and one is yellow
 <b>GREEN</b>	75% or more are green, e.g., 20 FOs: 15 FOs are green and 5 are red	85% or more are green, e.g., 10 FMs: 1 is red and 9 are green	100% of are green, e.g., all 3 PMs are green

### PROGRAM READINESS PROFILE

Different combinations of the Staff Level Readiness Profiles make up the Program Readiness Profile. A green Program Readiness Profile indicates that that program is ready to be completely owned by the local team and the process for the Program Specialist exit may begin. Since there are three staff levels (L1, L2, L3) and three Staff Level Profiles (red, yellow, green) there are 27 possible color combinations to determine the Program Readiness Profile. Refer to Appendix B to see how Program Readiness Profiles are determined.

### COUNTRY READINESS PROFILE

Program Readiness Profiles are used to determine the Country Readiness Profile that is also communicated through a color scheme. Program Readiness Profiles are assigned a number, Red=0, Yellow=1, Green=2. An average is then calculated of all programs and that average determines the Country Readiness Profile.

Average of Program Readiness Profiles	
	Average >1.5
	0.5 < Average < 1.5
	0 < Average < 0.5

## LSI EXAMPLE

This fictitious example is provided to explain the LSI and all its layers.

**Nuru Brazil: 282 total staff members**

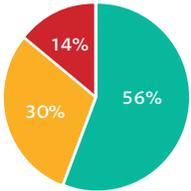
Level 3 staff: 14

Level 2 staff: 50

Level 1 staff: 218

Level	Admin	Agriculture	CED	Healthcare	Education	M&E	Leadership	Total
1	4	102	39	48	21	4	0	218
2	7	14	5	8	6	4	6	50
3	5	2	1	2	1	1	2	14
<b>Total</b>	<b>16</b>	<b>118</b>	<b>45</b>	<b>58</b>	<b>28</b>	<b>9</b>	<b>8</b>	<b>282</b>

Each of the 282 staff members earns a metric score based on their metric data. The scores determine their Individual Readiness Profile according to the above formula. Their profile color is placed in the following dashboards for each program.



*This dashboard shows that out of the 102 L1 AG staff, 56% Individual Readiness Profiles are in the green, 30% are in the yellow and 14% are in red.*

	Agriculture Staff Level Dashboard						M&E Staff Level Dashboard					
	Level 1		Level 2		Level 3		Level 1		Level 2		Level 3	
<b>RED</b>	14	14%	0	0%	0	0%	1	25%	1	25%	0	0%
<b>YELLOW</b>	31	30%	2	14%	0	0%	0	0%	0	0%	0	0%
<b>GREEN</b>	57	56%	12	86%	2	100%	3	75%	3	75%	1	100%

	CED Staff Level Dashboard						Admin Staff Level Dashboard					
	Level 1		Level 2		Level 3		Level 1		Level 2		Level 3	
<b>RED</b>	3	8%	1	20%	0	0%	0	0%	1	14%	0	0%
<b>YELLOW</b>	31	79%	1	20%	1	100%	2	50%	0	0%	2	40%
<b>GREEN</b>	5	13%	3	60%	0	0%	2	50%	6	86%	3	60%

Healthcare Staff Level Dashboard							Leadership Staff Level Dashboard					
	Level 1		Level 2		Level 3		Level 1		Level 2		Level 3	
<span style="color: red;">●</span> RED	3	6%	3	37%	0	0%	NA	NA	1	17%	0	0%
<span style="color: orange;">●</span> YELLOW	23	48%	1	13%	2	100%	NA	NA	2	33%	0	0%
<span style="color: green;">●</span> GREEN	22	46%	4	50%	0	0%	NA	NA	3	50%	2	100%

Education Staff Level Dashboard						
	Level 1		Level 2		Level 3	
<span style="color: red;">●</span> RED	2	10%	0	0%	0	0%
<span style="color: orange;">●</span> YELLOW	2	10%	0	0%	0	0%
<span style="color: green;">●</span> GREEN	15	80%	6	100%	1	100%

Using the Staff Level Readiness Chart and the data on Nuru Brazil staff, we can determine each program's Staff Level Readiness Profile. Level 1 Agriculture is yellow because less than 50% of L1 AG staff is red (14%) and less than 75% are green (56%). Level 1 Education is green because more than 75% of L1 ED staff is green (80%).

Program	Level 1	Level 2	Level 3
Agriculture	<span style="color: orange;">●</span> YELLOW	<span style="color: green;">●</span> GREEN	<span style="color: green;">●</span> GREEN
CED	<span style="color: orange;">●</span> YELLOW	<span style="color: orange;">●</span> YELLOW	<span style="color: orange;">●</span> YELLOW
Healthcare	<span style="color: orange;">●</span> YELLOW	<span style="color: red;">●</span> RED	<span style="color: orange;">●</span> YELLOW
Education	<span style="color: green;">●</span> GREEN	<span style="color: green;">●</span> GREEN	<span style="color: green;">●</span> GREEN
Admin	<span style="color: orange;">●</span> YELLOW	<span style="color: green;">●</span> GREEN	<span style="color: orange;">●</span> YELLOW
M&E	<span style="color: green;">●</span> GREEN	<span style="color: orange;">●</span> YELLOW	<span style="color: green;">●</span> GREEN
Leadership	n/a	<span style="color: orange;">●</span> YELLOW	<span style="color: green;">●</span> GREEN

The Staff Level Readiness Profile informs the Program Readiness Profiles; using the chart in Appendix B, we can conclude the profile of each program.

Agriculture	● YELLOW
CED	● YELLOW
Healthcare	● YELLOW
Education	● GREEN
Admin	● YELLOW
M&E	● GREEN
Leadership	n/a

This indicates that Agriculture and Education are in the green, therefore, the AG and ED PSs can prepare to exit Nuru Brazil. To calculate the Country Readiness Profiles, the Program Profiles are given numbers and averaged according to the above formula.

$$2 (AG) + 1 (CED) + 1 (HC) + 2 (ED) + 1 (Admin) + 1 (M\&E) + 1 (LDR) = 9 / 7 = 1.29$$

1.29 makes Nuru Brazil's Country Readiness Profile yellow.

Similar analysis is performed in Nuru's project sites and the above dashboards are reported every six months. Evaluating leadership is highly nuanced and hard to quantify. The LSI gives a formula for leadership sustainability but it is important to be aware of subjective elements. Though this index was created in-house, several leadership and organizational development experts<sup>27</sup> were consulted and we are pleased that most had very positive feedback.

<sup>27</sup> Nancy Ortberg, Founding Partner of teamworx.co and Consulting Partner at the Table Group; Christie Gilbert, Organizational Development Consultant, Gilbert Consulting Services; Paul Chiames, Former SVP Global Leadership & Organizational Development, Sony Corporation



# Conclusion

Nuru International exists to end extreme poverty in remote, rural areas. This is an ambitious mission but the needs of people living in extreme poverty are real and urgent.

**We have an opportunity to learn from the history of international development to devise and apply a different approach to poverty eradication. The Leadership Program offers a new vehicle to end extreme poverty by going beyond local capacity building and focusing on the restoration of agency among individuals in a community. The Leadership Program fully liberates the potential of local leaders by removing constraints built by history and uneven power relations and enables them to design, implement and grow poverty solutions in a sustainable way.**

# Appendix A: Evaluation Questions

Using the results of these evaluation questions or sub-indicators, Nuru can determine how well local staff members are achieving their set of Leadership Indicators.

## Staff Surveys

- |       |  |
|-------|--|
| 1.1.1 | How confident are you in your ability to lead your program after western staff exit? |
| 1.1.2 | How confident are you as a leader at Nuru after western staff exit?                  |
| 1.1.3 | How much are you currently contributing to the program's strategic direction?        |
| 1.1.4 | Who makes most or all of the decisions in your program?                              |
| 1.1.5 | What additional knowledge and skills do you need to do your job well?                |

## Performance Evaluations

- |       |  |
|-------|--|
| 1.2.3 | Demonstrate understanding and commitment to Nuru's mission |
| 1.6.1 | Always seek to improve your performance                    |
| 1.6.2 | Put the community before yourself                          |
| 1.6.3 | Have a humble attitude                                     |
| 1.6.4 | Eager to learn new things                                  |
| 1.6.5 | Accept responsibility for your mistakes                    |
| 1.6.6 | Treat everyone fairly and do not give handouts             |
| 1.7.1 | Give, accept and implement feedback                        |
| 1.8.1 | Create and follow weekly work plans                        |
| 2.2.1 | When conflict happens, work to fix the problem             |

## Post-assessments

1.2.1	What does it mean to be living in extreme poverty? (define Nuru's mission) (FP1)
1.2.2	What is your program goal and how does your program goal help to achieve Nuru's goal of ending extreme poverty? (FP1)
1.3.2	How are roles and major activities linked to program goals? (FP2)
1.3.3	Describe program's reporting structure (PMT1)
1.4.1	What are the (major and small) activities in your program? (FP2)
1.4.2	How do program activities meet community needs? (FP2)
1.4.3	How do these activities help achieve your program goal? (FP2)
1.4.4	Describe how programs develop the program goal and major activities (FP2)
1.5.1	What does Nuru need for it to scale? (BNLT)
1.5.2	Explain the two parts of sustainability. (BNLT)
1.5.3	What does impact mean? (BNLT)
1.7.2	Why is it important to give feedback? (COM1)
1.8.3	Explain importance and usefulness of strategic planning (PMT2)
1.8.6	Apply Research Packets and best practices to the program (FP3)
1.9.1	Able to track expenses (PMT1)
2.1.1	Define monitoring and evaluation indicators (FP3)
2.1.2	Explain purpose of M&E indicators (FP3)
2.2.3	Demonstrate understanding and ability of building teamwork and team morale (COM2)
3.1.4	Understand the purpose of and when to use a barrier analysis (FP3)

## Staff Leadership Reviews

1.3.1	Able to explain roles and responsibilities
1.8.2	Able to read and follow a program rollout
1.8.4	Create a program rollout with appropriate activities and milestones
1.8.5	Ensures that the program is following the logic model
1.9.2	Read and understand the budget
1.9.3	Create a program budget
1.9.4	Use budget v. actuals to adapt program and the budget
2.2.2	Understands and responds to subordinate concerns

<b>3.1.1</b>	Track program targets to make data-driven decisions for program
<b>3.1.2</b>	Create and iterate on a logic model
<b>3.1.3</b>	Improve programs by applying Quality Solutions Criteria
<b>3.2.1</b>	Effectively assign responsibilities to members of teams
<b>3.2.2</b>	Create a staffing model with appropriate team roles
<b>3.2.3</b>	Adapt staffing model to accomplish program goals
<b>3.2.4</b>	Demonstrate ability of improving performance of teams

# Appendix B: Program Readiness Profiles

Profiles	Level 1 Staff	Level 2 Staff	Level 3 Staff		Program Readiness
1	●	●	●	=	●
2	●	●	●	=	●
3	●	●	●	=	●
4	●	●	●	=	●
5	●	●	●	=	●
6	●	●	●	=	●
7	●	●	●	=	●
8	●	●	●	=	●
9	●	●	●	=	●
10	●	●	●	=	●
11	●	●	●	=	●
12	●	●	●	=	●
13	●	●	●	=	●
14	●	●	●	=	●
15	●	●	●	=	●
16	●	●	●	=	●
17	●	●	●	=	●
18	●	●	●	=	●
19	●	●	●	=	●
20	●	●	●	=	●
21	●	●	●	=	●
22	●	●	●	=	●
23	●	●	●	=	●
24	●	●	●	=	●
25	●	●	●	=	●
26	●	●	●	=	●
27	●	●	●	=	●