Impact Assessment: African Leadership for Knowledge Society Programme

ALICT-LATIC Forum,

Golden Tulip Nairobi, Kenya, 30 August 2017

Needs Assessment

Identified four 'levers' for leadership change and development:

1. Build leadership **understanding of innovation ecosystem** of ICT, Education and STI pillars
2. Develop leadership capacity to **transform policy into operational models.**
3. Facilitate capacity building for **decision-making that is futures oriented** – moving away from past ways of doing things.
4. Give leaders **room to innovate** to increase productivity and creativity

Impact Research Needs

- Programme **influence** at:
  - **individual** - ALICT-LATIC participants, peers, supervisors, team members),
  - **organizational** -ministries, departments, agencies
  - **larger groupings or networks** - ALICT-LATIC country chapters, ALICT-LATIC Alumni Network sector and national level

Impact Research Questions

- How and to what extent has the ALICT-LATIC Programme **impacted on participants' attitudes, knowledge, skills and behaviour** as demonstrated through their current leadership practices and behaviour?
- How and to what extent have the ALICT-LATIC Programme alumni members **impacted upon their workplaces, organizations, communities or networks, sectors and at national level** through their leadership in ICT and knowledge society roles

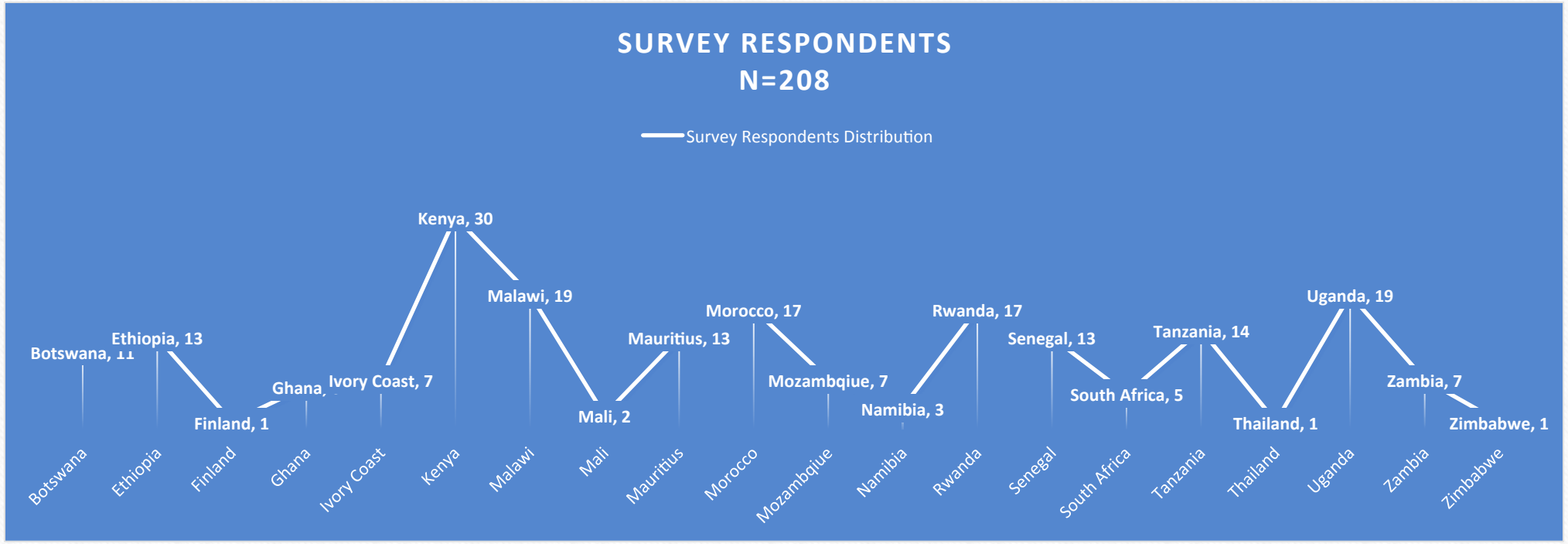
Assessment Levels

- **Reaction** - evaluates how **participants responded** to the capacity development programme
- **Learning** - measures if **participants actually learnt** the material
- **Behaviour** - assesses whether **participants are practising** what they learnt on the job
- **Results** - evaluates whether the programme positively **impacted the organization, sector, national agendas** for development

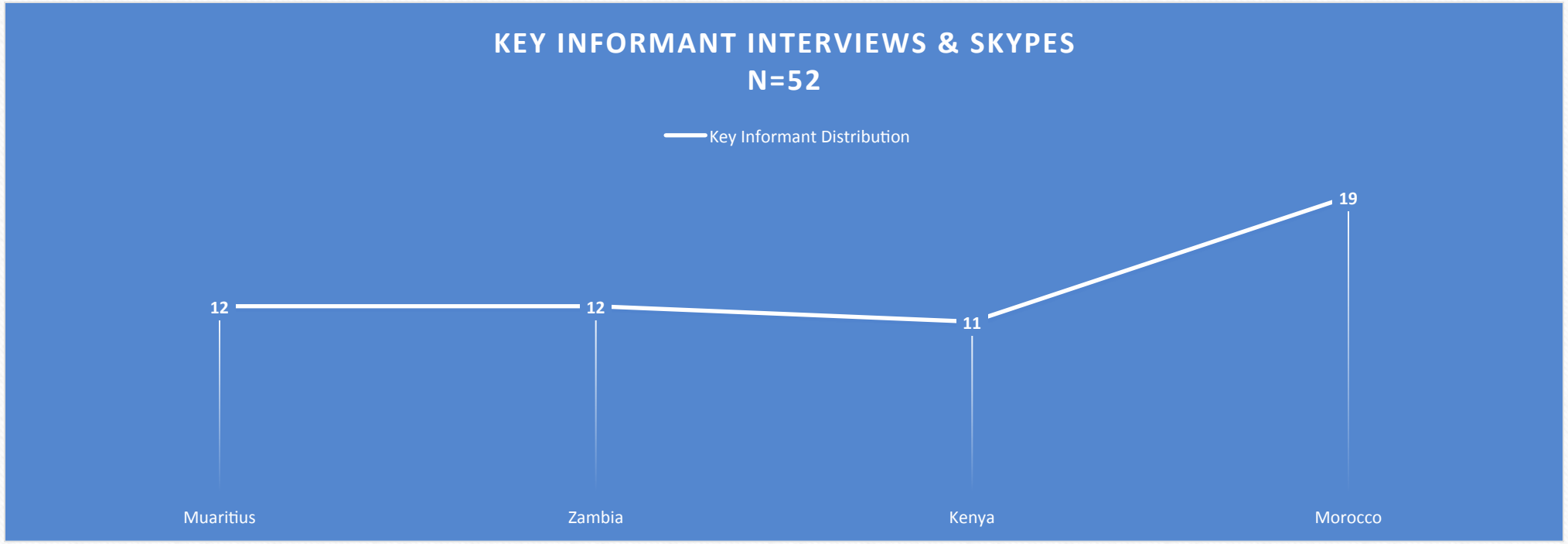
Assessment Approach

- **Quantitative - online survey**, changes in alumni leadership behaviour
- **Qualitative - face-to-face interviews**, in-depth, descriptive information on behaviour and attitudinal changes
- **Qualitative - Skype**, augment data and gather additional details

Survey


SURVEY RESPONDENTS
N=208
Survey Respondents Distribution
Botswana, 11
Ethiopia, 13
Finland, 1
Ghana, 1
Ivory Coast, 7
Kenya, 30
Malawi, 19
Mali, 2
Mauritius, 13
Morocco, 17
Mozambqiue, 7
Namibia, 3
Rwanda, 17
Senegal, 13
South Africa, 5
Tanzania, 14
Thailand, 1
Uganda, 19
Zambia, 7
Zimbabwe, 1
Botswana
Ethiopia
Finland
Ghana
Ivory Coast
Kenya
Malawi
Mali
Mauritius
Morocco
Mozambqiue
Namibia
Rwanda
Senegal
South Africa
Tanzania
Thailand
Uganda
Zambia
Zimbabwe

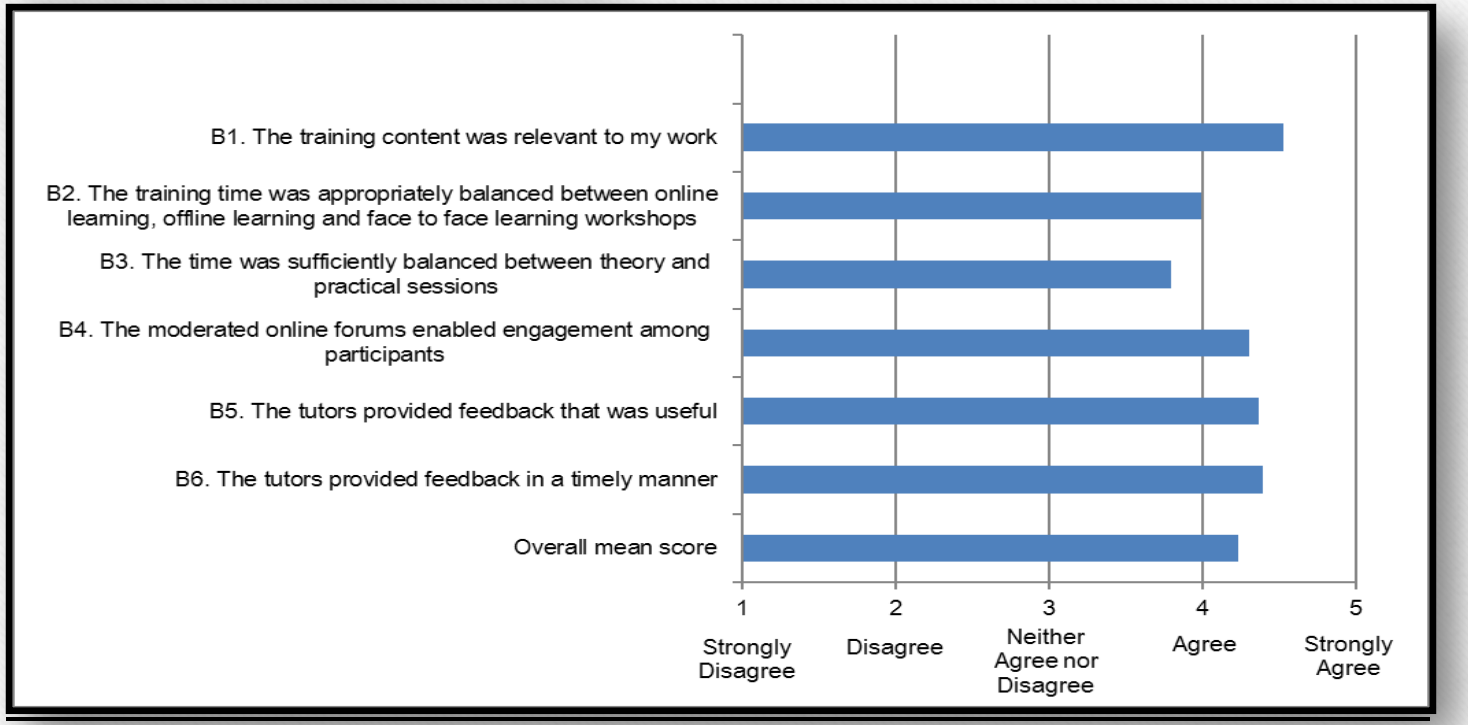
Interviews & Skypes



Key Findings

Reaction

Reaction to the programme positive



Relevance, course content & format

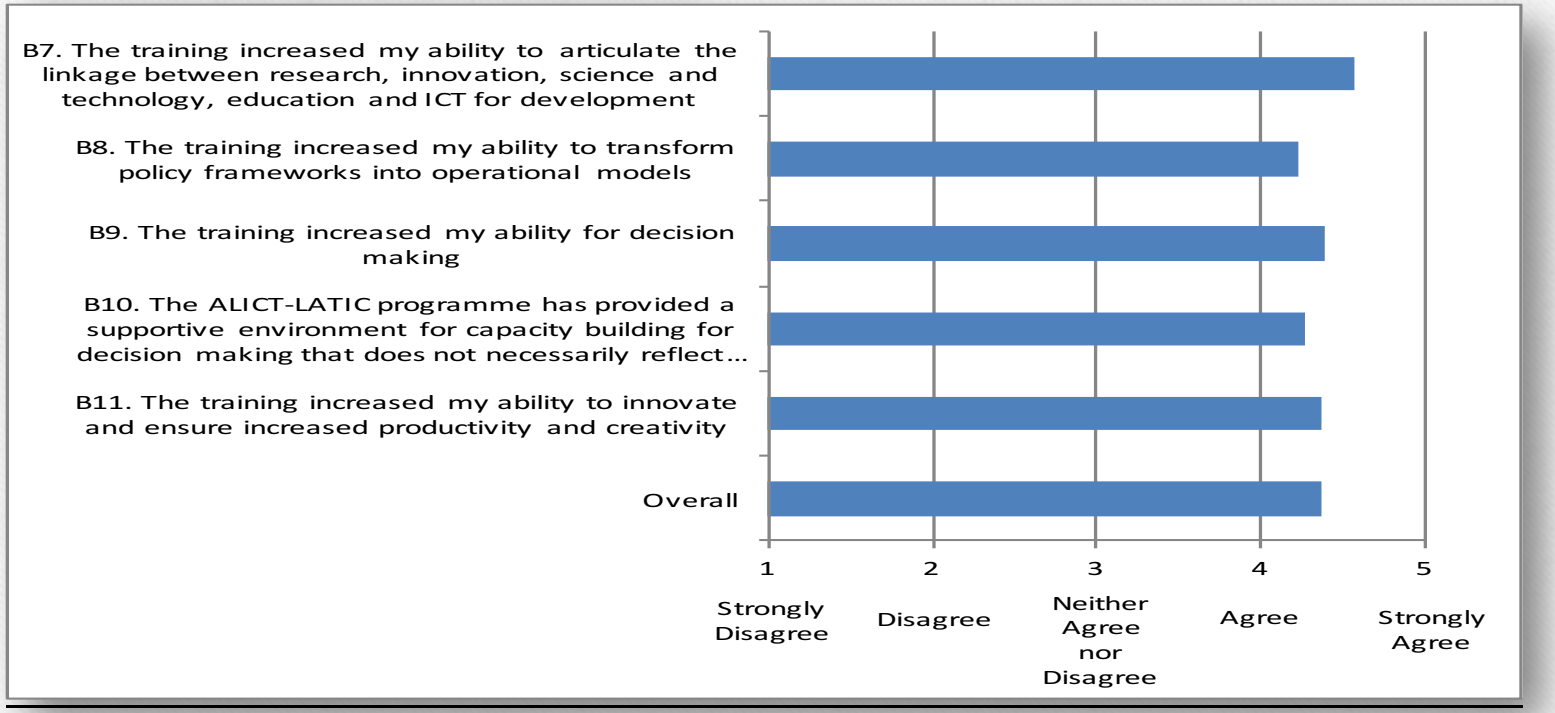
- course new & different to expectations
- lessons applicable to work areas
- innovation across borders
- reflection in and on practice
- blended learning approach
- tutor-participant-participant-chat-discussion-interaction
- new ways of collaboration & south-south cooperation

"In fact, when we went for the course, the main thing that I learnt was the kind of reflection we had to do and leadership and knowledge" (Participant Mauritius)

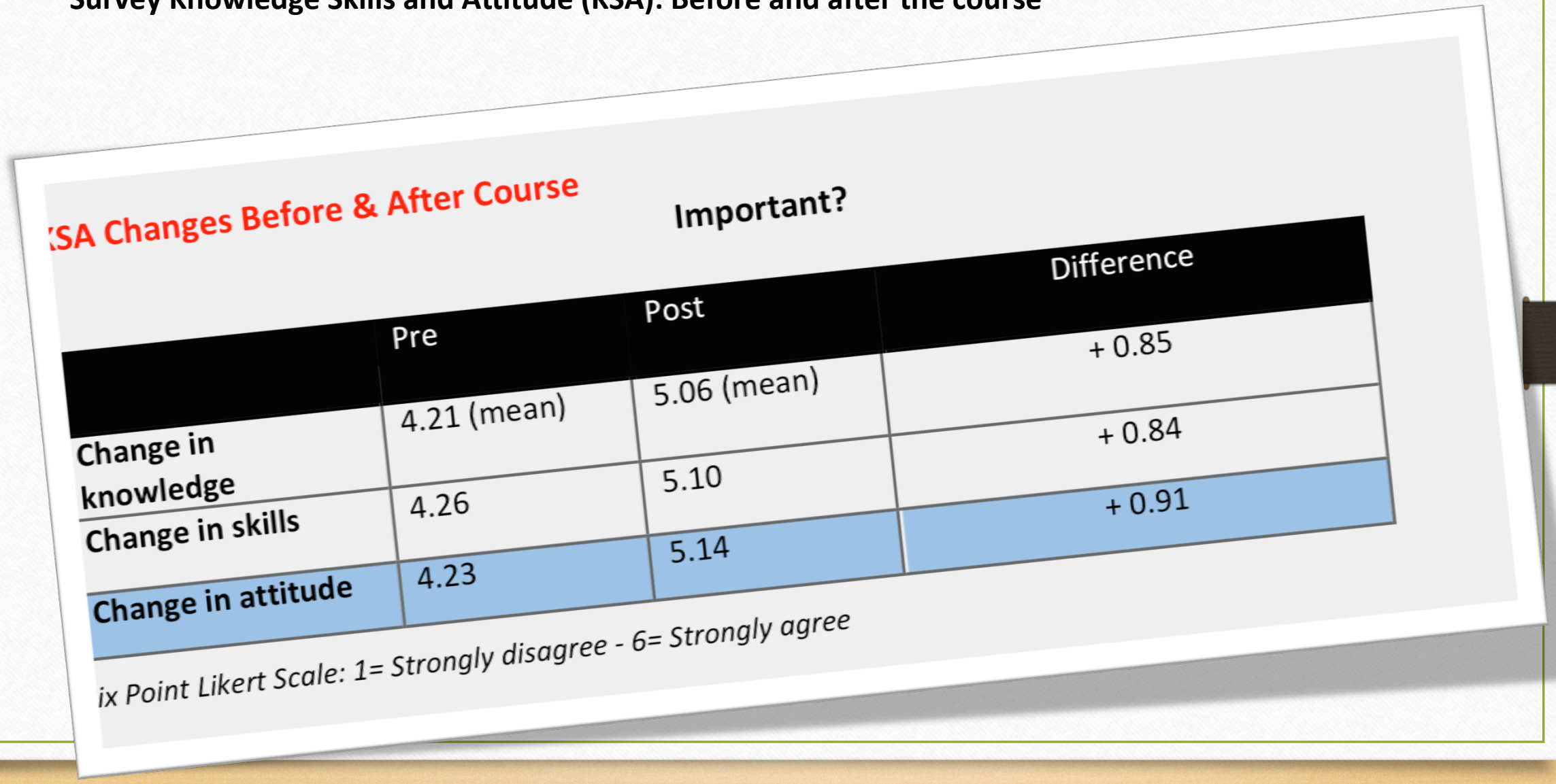
"Innovation, education… issues of education across borders, innovative ways of delivering instruction to people, that was part of what I really enjoyed…But what was interesting was innovation (and) delivering instruction" (Participant, Kenya)

Learning

Self-reported leadership learning positive



Survey Knowledge Skills and Attitude (KSA): Before and after the course



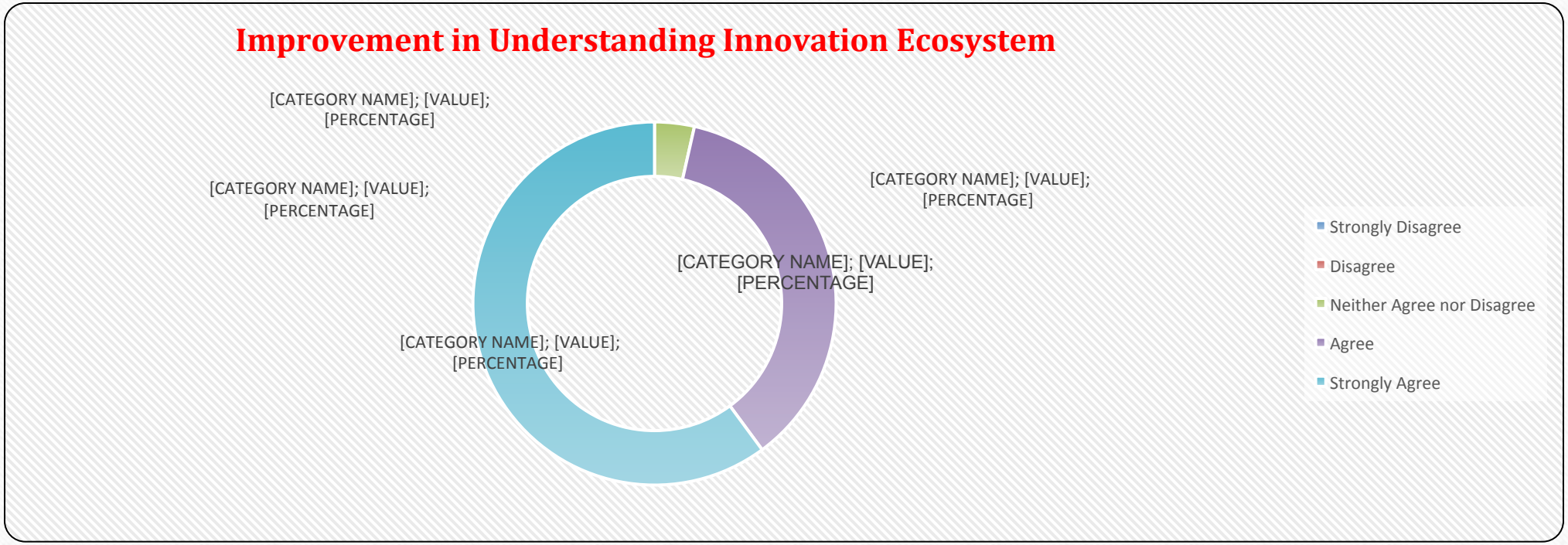
KSA Changes Before & After Course

Important?

	Pre	Post	Difference
Change in knowledge	4.21 (mean)	5.06 (mean)	+ 0.85
Change in skills	4.26	5.10	+ 0.84
Change in attitude	4.23	5.14	+ 0.91

ix Point Likert Scale: 1= Strongly disagree - 6= Strongly agree

Learning 1


Improvement in Understanding Innovation Ecosystem
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
Strongly Disagree
Disagree
Neither Agree nor Disagree
Agree
Strongly Agree

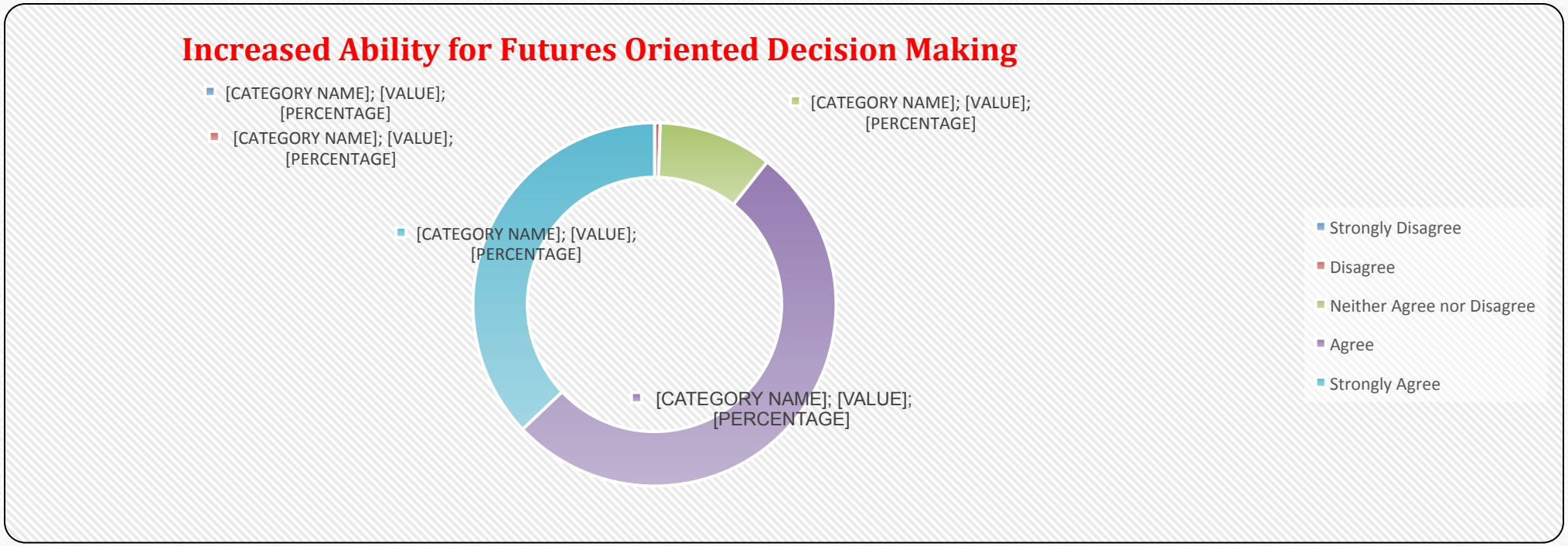
Improved understanding of ICT in innovation ecosystem

- improving understanding of the workplace and changing structures
- promoting open-mindedness
- engaging with new multi-disciplinary perspectives of ICT, education & STI

"I am ICT expert originally and in education…I learnt a lot on STI and the futures thinking methodology, signalling and scanning environment. Maybe I was using it a smaller scale, (but) now I know more about it. (I have) seen it and use it." (Participant, Zambia)

"…mainly to be open minded to see opportunities to learn from a much wider sense of the environment and other sectors, rather than just focusing on my own sector…to draw understandings of other systems in the world really opened up my mind to think widely and globally – to think of innovations and being competitive." (Participant, Kenya)

Learning 2


Increased Ability for Futures Oriented Decision Making
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
Strongly Disagree
Disagree
Neither Agree nor Disagree
Agree
Strongly Agree

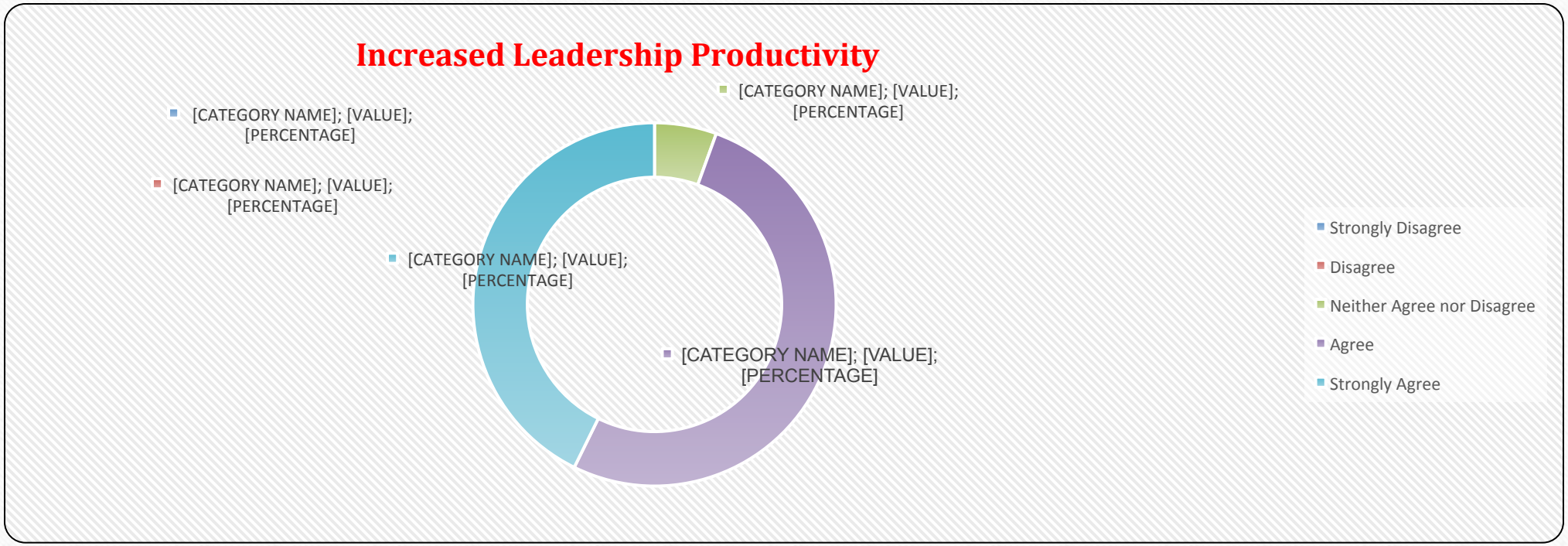
Increased decision making capacities

- futures oriented
- high level decision-making opportunities
- objective high and impact focus

"I have also learnt to focus on high impact decisions in a situation of limited resources and a number of programmes to implement. I learnt to objectively evaluate the different activities and appropriately prioritise those with higher impact… on organizational development and the clients who would probably want services from you, and the people who want to benefit." (Participant, Zambia)

"The director had previously taken the course and was applying what he had learnt from the course. He also, in the process, transferred to us what he had learnt. So, when I took the course, I could recognize what I could remember had been passed on to me…." (Participant, Mauritius)

Learning 3


Increased Leadership Productivity
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
Strongly Disagree
Disagree
Neither Agree nor Disagree
Agree
Strongly Agree

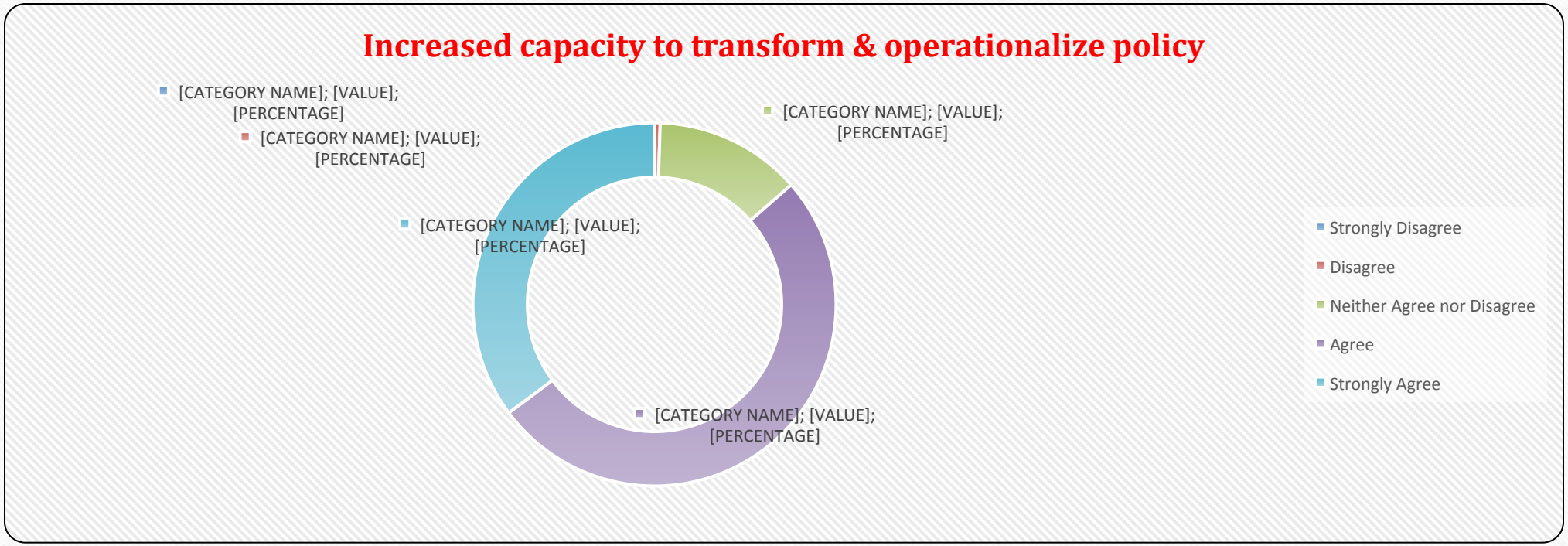
Increased Leadership Productivity

- new appreciation of the importance of team work
- increased productivity through time management
- engagement and participation of all colleagues (sub-ordinates)

”So even my personal work and my attitude towards our work – I try to be as efficient as possible, time management was very critical. Time management skills have improved tremendously.” (Participant, Zambia)

“ In terms of how I have been working with the teams, in making use of every person in the team and exploiting their various expertise. It is not often you find people who are good at everything.” (Participant, Kenya)

Learning 4


Increased capacity to transform & operationalize policy
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
[CATEGORY NAME]; [VALUE]; [PERCENTAGE]
Strongly Disagree
Disagree
Neither Agree nor Disagree
Agree
Strongly Agree

Increased capacity to transform and operationalize policy

- individual work alignment with policy
- new frameworks and tools of 360, journal , policy coherence
- exploring the big picture possibilities
- community development for KS

"Leadership Journal… revise my way of organizing work that allowed me to learn to prioritize and allocate tasks." (Participant, Morocco)

"(The course) helped me to understand and use a different environmental scanning tool – SWOT, Pestle and Horizon scanning…this can be directly integrated in our normal work. Before taking the course I did not know about the futures tools – because it was a new concept – futures and the application. And I think this has been an extremely important component of the course." (Participant, Mauritius)

Behaviour

360-degree questionnaire

- a self-assessment tool to help individuals define their leadership styles.
- analysis before and after the programme
- revealed a significantly large ‘effect’ (change)
- most participants showing **a large positive change** in all leadership styles.

360 Survey Leadership Styles: Before and after the course

eadership Style Changes Before & After Course

	Pre	Post	Difference	Significant?
Transactional Leadership	4.30 (mean)	4.90 (mean)	+ 0.60	
Transformational Leadership	4.29	4.99	+ 0.70	
Systems Leadership	4.20	4.94	+ 0.74	
Change Leadership	4.24	5.07	+ 0.83	
New Age Leadership	4.10	4.83	+ 0.73	

ix Point Likert Scale: 1= Strongly disagree - 6= Strongly agree

Changing Leadership Styles

- **Effective leadership –** taking initiative, additional responsibility, inclusive solicitation of views, listening, collaborative, discussion & consensus on ideas
- **Planning and futures thinking –** proactive, futuristic, futures thinking, forecasting – most significant tools & skills
- **A toolbox of new styles and development -** Persuasiveness, Agents of Change, Relationships, Confidence, Writing, Management tools, Improved Collaboration, Upward Mobility

" From what I did and learnt from the course, we came up with various courses that are currently running. (For example, we) came up with the Kenya Education Cloud, which is now under construction. (The course) gave me the handle to talk to and persuade various leaders to accept and take that programme… It was my idea that I generated with my boss…getting them to buy in the ideas that we come up with." (Participant Kenya)

Results

Results

Several innovations showing impact at organizational and national level.

- e-learning training videos, national identity card system, a national online candidate registration examination system, an employee monitoring system, a national e-learning teacher training, introducing a national online, technical and vocational training (TVET) programme and national ICT management systems for schools.

Impact at organizational and national level

- participants initiating reforms, increasing innovation initiatives, developing and implementing strategies, review of organizational systems, increased application of online/ ICT driven operations, influence at regional level, community initiatives

Upward Mobility

"The ALICT course is a major course in leadership. It turned out to be what mainly opened up my horizon in terms of leadership and working in a high decision-making position" (Participant, Zambia)

"After the training I was selected to supervise the e-education programme to work on research and education and so this is already benefiting me by opening up doors now and in future. This committee is working on the Vision 2030 for Morocco, introducing systematic ICT amongst all educational issues in the field". (Participant, Morocco)

Initiating Reform

"I am more proactive and drive a lot of changes at the university level. We have been quite innovative for certain systems. There are certain instances at the university where I can present the idea and discuss at the university level. Colleagues have been very cooperative in terms of accepting new systems. In some cases, we have faced (challenges) …
But we have to have concrete projects. We need to do our homework well. We propose things that help the university operate and help university be more efficient." (Participant, Mauritius)

Challenges

Challenges

- **Bureaucracy – slow innovation even with high level buy-in**
- **Mindsets – influence limitation of participants for high level decision making**
- **Resources – financial & human**
- **Innovation – versus business as usual in daily practice**

> **"I've always had to face this kind of situation. Change is a very sensitive issue. People in higher levels rarely want to be dictated to on how to do things. So, it's easier to try to change things at your level and below. But above you, it's more of a challenge. For example, if I looked at the structure of the organization and it is not appropriate and needs to be restructured, it won't happen." (Participant, Mauritius)**

Conclusions and Recommendations

Micro Level

Profound and demonstrated impacts on participants' attitudes, knowledge, skills, and behaviour, changing participants' understandings, outlooks and general ways of working

Recommendations

- **Course content should be retained with review for increasing practical elements**
- **Focus on increasing participation in discussion forums and moderator capacity needed to prompt participant meaningful contribution**
- **Increased course time to enable understanding of theory and its application in practice**

Meso Level

Impact on the organizational level positive.

- Change depends on the level of power and the position participants hold
- Those in less powerful positions made great strides and achieved change using the tools and skills gathered from the course (planning and persuasion)
- Recommendations
- Two participants per organization - one in a higher position with decision-making power and another being a middle manager - to address the challenge of bureaucracy
- Provide participants with greater opportunities to implement ideas that were generated in the course and practise what they have learnt in theory at their institutions/organizations

Macro Level

Course impact visible at the national and regional levels.

- **Several participants have instituted and implemented nation-wide projects– and participants attribute much of this to the skills learnt during the course (for example, skills related to planning, creating a vision, futures thinking and fostering team work).**
- **Recommendations**
- **Focus on implementation and how to see a project through from inception until completion**
- **Modules that focus on implementation at all levels of society, and on how to manage political influence on decision-making and change.**

The Future

Creating relationship and structure that matter

- More attention on **fostering and building partnerships within and between organizations**
- **Fostering networking events /lectures once or twice a year** to keep participants up to date with latest developments
- **Run specific projects** through the network.
- **Seed-funding alumni proposals** with **relevant funding bodies to assist taking proposals** developed during the course forward, should they hold merit