

Developing future leaders

by Henrietta Blyth

Leadership makes or breaks groups of any size – from small community groups through to large organisations. An effective leader can turn a disorganised group into a great one, while a poor leader can destroy a group which may have been effective for many years beforehand. All groups thrive with good leadership and become ineffective or fall apart with poor leadership.



Geoff Crawford / Tearfund

Good leadership creates strong groups.

It is very easy for leaders to focus on the problems they face and forget the wider dimension to leadership. If we become too focused on achieving tasks we forget that one of the primary roles of a leader is to help people reach their full potential. In particular, one of the most important tasks for leaders is to develop other leaders.

Leaders need to prepare someone to succeed them – just as in the Bible Moses prepared Joshua and Elijah prepared Elisha. Our Board recently challenged us to draw up a succession plan for the 20 roles most critical to our success as an organisation. We drew up a chart showing who could step into those roles immediately, who

would be ready in one year's time and who would be ready in five years' time.

This was a valuable exercise because it showed us that for some roles there was no obvious successor, so we needed to begin to develop somebody to take over the role in due course.

Identifying leaders

These characteristics can help us identify future leaders.

SENSE OF PURPOSE Future leaders have vision and a sense of purpose. They know what they want to achieve. They are passionate about their vision and they are

resilient – their sense of purpose gives them perseverance when things go wrong.

LISTENING Future leaders make time to listen to others so that they know those they work with – their characters, opinions, strengths and weaknesses – and they make the most of the skills of their colleagues.

FACILITATIVE Future leaders do not act in isolation but empower others by involving the people affected in the decisions being made. Their positive attitude helps them to understand different points of view and resolve conflict.

COMPETENT Over time, future leaders show that they are reliable and achieve the goals they are set.

CONFIDENT Future leaders do not become defensive when challenged. Their confidence means they are open to change, but they also recognise when they need to stand their ground in the face of opposition.

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Footsteps is a paper linking health and development workers worldwide. Tearfund, publisher of *Footsteps*, hopes that it will provide a stimulus for new ideas and enthusiasm. It is a way of encouraging Christians of all nations as they work together towards creating wholeness in our communities.

Footsteps is free of charge to grassroots development workers and church leaders. It is available in English, French, Portuguese and Spanish. Donations are welcomed.

Readers are invited to contribute views, articles, letters and photos.

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AUTHENTIC Future leaders are people whose passion and purpose are seen not only at work, but in the way they live their lives as well.

Developing leaders

People learn in different ways, so it is important to discuss which opportunities might suit each individual. Training courses on leadership can be a great help to some people, particularly if they attend them at the right time.

But many people benefit from a more relational approach. Coaching and mentoring, the opportunity to shadow a more senior member of staff, or to cover a leader's work for a short time while she or he is absent, are all excellent ways of helping people to develop their leadership potential. We have also been considering allowing people to swap jobs for a while so that they can learn new skills and understand a new area of work.

EXERCISE: Planning for the future

If you were to suffer a sudden illness or accident, who could take over from you tomorrow?

- Is there somebody who will be ready to take over from you in one year's time?
- Is there somebody who will be ready to take over from you in five years' time?
- How will you ensure that these people are well trained to take over from you when the time comes?
- If you are unable to think of anybody who could take over from you, what do you need to do to ensure a successor? Who can you think of that you could train to take over your role and how will you train them?

Henrietta Blyth is Tearfund's People and Organisational Development Director.

EDITORIAL



Helen Gaw
Editor

We remember and value leaders who have used their position to empower us and help us. But leaders can use their position to abuse us. It can be difficult to admit that this has happened because it is easy to assume that a leader is always right. So we need to consider what the qualities of a good leader are.

Good leaders do not promote themselves at the expense of others. Instead, they promote the interests of others. They consider this better than privilege or prestige. Jesus is the perfect example of a leader. He challenged the common view of a leader as someone who can expect to be treated like royalty. He said 'For who is greater, the one who is at the table or the one who serves? Is it not the one who is at the table? But I am among you as one who serves.' (Luke 22:27)

Leaders can be women or men, young or old, from any ethnic group or

tribe. The character of a leader has a longer lasting impact than his or her qualifications. Current leaders have a responsibility to identify and train the next generation of leaders. This is the focus of our front page article.

A number of the other articles share advice about working with people, working in teams and building effective organisations. We cannot consider the questions 'What is a leader?' and 'What is good leadership?' in a practical way unless we also think about the people and the work the leader is leading.

Good relationships with others are so important. The Bible study on p15 is a reflection on relationships that helps us examine our hearts before doing anything else – whether we are leaders now or might be leaders in the future.

The next two issues will be on the subjects of trees and stigma.

Helen

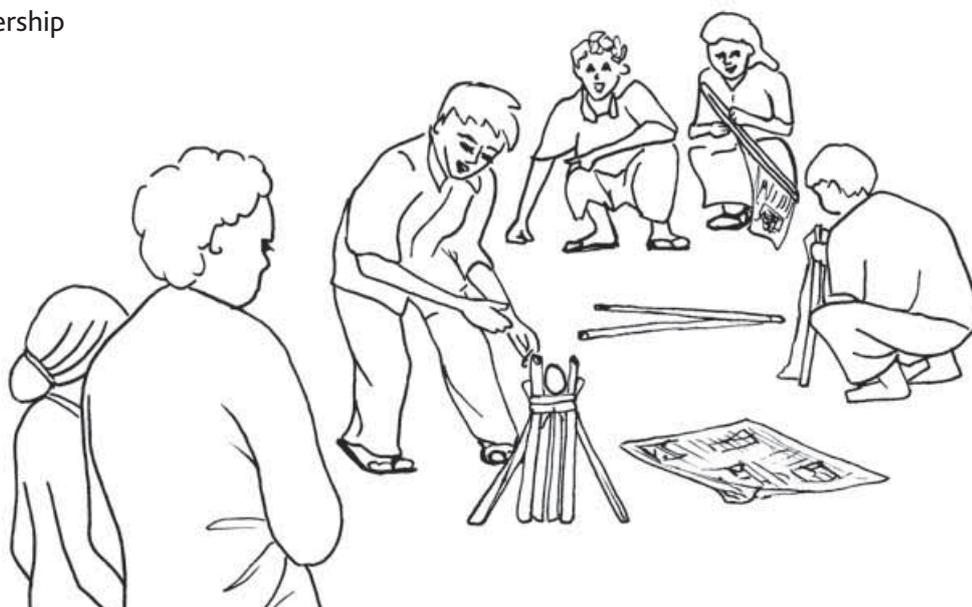
Leadership styles – a game

by Tulo Raistrick and Helen Gaw

This is a good way for a group of people to learn about the effects of three different leadership styles on how a group works together.

Divide the group into three smaller groups of roughly equal numbers. Each group should choose a leader. Explain to the groups that their task is to create a structure strong enough to hold an egg, using a large piece of paper and sticky tape. The team with the tallest structure wins – provided it holds the egg!

Before the exercise, speak to the leaders of each of the three groups to tell them how they should lead. Try to make sure no one else knows this is happening. One of the leaders will tell the group what to do, one will let the group get on with the task and one will include everyone's ideas.



AUTHORITARIAN – 'THE RULER'

An authoritarian leader gives orders and directions which others follow.

LAISSEZ-FAIRE – 'THE ONE WHO LETS THEM GET ON WITH IT'

A leader with a laissez-faire style allows the group to do whatever seems best to them while watching what is happening.

FACILITATIVE – 'THE ONE WHO INCLUDES EVERYONE'S IDEAS'

A facilitative leader encourages everyone in the group to take part in deciding what to do. She or he does not give the answers but helps the group to find an answer together.

Experiences of the different groups

These are some common experiences that you may see in the groups:

- The group led by 'the ruler' quite often finishes the challenge first. However, the group members are frustrated that they cannot try any of their own ideas but must simply do what the leader says. They only win the challenge if the leader's idea was an especially good one, because other ideas are not included.
- The group led by 'the one who lets them get on with it' does not usually

win because it is not obvious how the group should work together. Sometimes someone in the group other than the appointed leader takes over and leads the group instead.

- The group led by 'the one who includes everyone's ideas' takes longer to find a solution to the challenge. When the group finishes the people are often very happy – even cheering and congratulating one another – because their success is shared.

When the challenge is completed, ask the leaders to explain their approach to their group. Then, ask the groups to discuss what they liked and did not like about the style of leadership the leader was using. Then ask one member from each of the groups in turn to share the group's opinions with everyone.

Note: if you do not have paper and sticky tape, you could use other materials such as a piece of cloth, sticks and string. You can adapt the challenge – it need not involve an egg at all. The main thing is that it should be a fun and practical challenge, but quite difficult.

Tulo Raistrick is Tearfund's Church and Development Advisor. With thanks to Jim Hartley.

Imagine...

- You are a leader who has just made an important decision. As you had responsibility for the decision, you made it on your own. Someone has just come and told you some important information that you did not know because you did not ask anyone any questions before you made the decision. As a result you now know that you have made the wrong decision. What do you do?
- You lead a group of young people in your community that is successful and growing. You listen to the young people and include their ideas in your activities. Someone you respect has told you that you need to 'lay down the law' when you lead because he has noticed that the meetings can be noisy. What do you do?

Sharing the vision

by Rick James



Geoff Crawford

Joyce Banda speaking in 2010.

Joyce Banda attributes her empowering leadership style to some difficult and humbling experiences in the early years of leading the National Association of Business Women (NABW) in Malawi.

Joyce established NABW in 1990 to help Malawian women become economically empowered. Joyce herself had suffered an abusive marriage before starting what was to become one of the largest garment manufacturers in the country. She was very concerned about what was happening to less fortunate women and so invited some colleagues to form an organisation that would act as a pressure group for women's empowerment.

Early problems

NABW was registered and grew very quickly. By 1991 there were 2,500 members. But already there were problems at the grassroots level. Joyce explains that 'sometimes people would get excited but when they did not understand what I was doing, they gave up. They left. The impact I was making was completely weak. Mobilisation was weak. Because I was seen to own the initiative, they wanted me to be the provider'. The women simply waited

to be told how to do everything. The goal of empowerment was a long way from the reality of ongoing dependence.

Conflict with the Board

This led Joyce to agree with the donor to do a national needs assessment, which was announced on the radio just before a NABW Board meeting. Joyce relates what happened next: 'By the time I got to the Board meeting, they had heard the radio announcement. They were not talking to me. I asked "What is going on?" They replied, "What is going on is that we do not know what you are doing. We are not interested in continuing to work with you. Who says we need a needs assessment?" The Board meeting did not end well. I was upset. I did not apologise. Did they not understand that I was just doing my best, trying to make this organisation a success?'

Joyce went home angry. 'I felt bitter and frustrated. I was doing all I could, but the Board was not grateful. As I sat, I

thought: I either have to give up or change something. I was determined not to give up – my own situation of my previous marriage made me think there must be other women out there who are not as fortunate as me, being beaten and not having the economic security to resist. So that night, I asked myself "What am I going to do? Do I look for another Board or can I change me? Can I lower myself and work with the same committee?"

Deciding to change

As Joyce thought about it, she recognised her problem. She had not let go of control and had not shared her vision with others. She saw that she was being held back by a fear of losing power and a desire to dominate. The autocratic leadership style she was familiar with had resulted in an alienated Board and dependent women members. She describes it 'as if I had been in deep sleep and had just woken up and realised for the first time that it is not going to work if I take on things on my own'.

She decided not to have any NABW activities again until the Board had a brainstorming session to plan the future. Things soon changed.

Achieving the vision

The results of this personal shift were amazing. The most difficult Board member became her greatest support. 'Once she internalised the vision, she was more passionate than I was', Joyce said. NABW continued to grow. Most importantly, lives were being changed at the grassroots. Women scarred from repeated beatings said of their husbands 'He treats me like a partner now. He listens and we make decisions together.' Joyce describes seeing 'the greatest joy on the faces of rural business women when they feel what they have done is their initiative'. Seven years after starting NABW, Joyce was able to take a rare step for a founder leader: she retired graciously and handed over NABW leadership to a new director. NABW now has 30,000 members.

Rick James interviewed Joyce for his report 'Leaders changing inside-out'. Joyce Banda is now Vice-President of Malawi.

An idea for helping people to keep vaccination appointments

I would like to share a little of our experience in the context of our expanded programme on immunization. During the sessions I give my mobile phone number to the mothers, and I suggest that they put my number on their mobile phones under: 'Vaccination' and not under my own name. Each time a woman misses an appointment I send a text message, and that comes up as 'Vaccination' on her mobile phone. Today this system is reducing oversights and encourages people to keep to appointments.

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Business skills and local culture

We have been subscribing to *Footsteps* for three years. Reading the article 'The importance of training and accompaniment' in *Footsteps* 80, I think

it is interesting to know that doing or starting up a business can also mean to change something related to local/traditional perceptions. We also have the same situation here. In many cases small businesses collapse because, among other reasons, people are not disciplined with the principles of business. Here people would prioritise 'urusan adat' [traditional ceremonial practices] (which is of course important), and abandon their business which has actually started to grow well.

In our experiences, women's groups are always performing better. Here is a photograph of a session of UBSP training (Usaha Bersama Simpan Pinjam – business cooperative training) with a women's group.

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Rainwater harvesting

I enjoyed the article in *Footsteps* 82 with new ideas for rainwater harvesting at home but I have a rooftop made from asbestos. Can I harvest rain water and will it be clean enough for drinking without any treatment? And if not what do I need to do? Another challenge I have with rainwater is the slimy feel after storing it for a period of time. Is there some treatment for this?

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EDITOR'S NOTE *Asbestos cement roof sheets are suitable for rainwater harvesting, as there is no evidence that asbestos particles are harmful if they are drunk. However, the sheets should be kept wet during cutting so no dust is created. A dust mask and goggles should be worn too. This is because asbestos is harmful when it is breathed in.*

The slime is probably a result of algae growing in the water. Ways to reduce the algae:

- *Divert the first rainwater that comes from the roof away from the tank so that the water entering the tank is as clean as possible – leaves, bird droppings etc. are nutrients on which the algae can feed.*
- *Add bleach to the water in the tank from time to time. The amount needed depends on the size of the tank and the strength of the bleach (you should be able to smell and taste it just a little bit after an hour or so).*
- *Keep the light out of the tank. This is difficult if the tank is plastic, but painting the tank can help. The more light is in the tank, the quicker the algae will grow. A lid should be fitted and the inlet should be screened to stop mosquitoes breeding.*
- *Clean the tank regularly. Empty it and scrub the inside with a mild bleach solution (keep the tank well ventilated, with a ladder in, for a quick exit if needed). The best times to clean the tank are just before the new rains start.*
- *Filter the water before drinking (see *Footsteps* 67 for advice on how to make a bio-sand filter).*



Business cooperative training with a women's group, Indonesia.

Running an organisation effectively

compiled by Helen Gaw

One important area of leadership is governance. Organisational governance is the process of overseeing an organisation. It involves making sure the organisation's work is done effectively and well. Often, it is a legal requirement for a registered organisation to have some kind of governing body.

Governing bodies can have different names, for example, a council, an advisory committee or a Board. In this article we use the term 'Board'. The Board members provide leadership to the organisation alongside the person in charge of managing the organisation. In this article we call that person the 'Executive Director' but she or he can have other titles such as Chief Executive Officer (CEO).

Boards have overall responsibility. Governance is about overseeing and ensuring, rather than doing. It means ensuring that the organisation is well managed, without having to be involved in the management. A Board considers the following issues:

- recruiting and supporting the Executive Director to manage the work

- why the organisation exists – identifying its mission, purpose, vision and values
- what work the organisation will carry out – strategic planning
- legal requirements
- resources, such as funding and people
- assessing progress.

Why is it important that organisations have a well-run Board?

The benefits of a well-run Board are:

- Better decisions are made because different points of view are shared and considered thoughtfully
- The organisation is run more effectively. As the Board members are not involved in the day-to-day details of running the organisation, they are able to take

Questions to consider

- What issues does our Board struggle with?
- How do our national or local culture and experience influence our view of governance?
- How good is the relationship between the Board and the Executive Director in our organisation? In what ways could it be improved?

a wider view of the issues facing the organisation. If the Executive Director is overseeing the work of the organisation as well as managing its operations, he or she may experience a lot of pressure and be unable to see the wider view as well as the day-to-day details. A Board releases the Executive Director to focus on managing the operations well.

The risks of not having a well-run Board are:

- The organisation is vulnerable to mismanagement and poor decision-making
- Donors may withdraw funding if there is no evident accountability to ensure funds are spent well
- Too much power lies with one person. If that person abuses his or her power, the people the organisation exists to serve may suffer.

Further reading

ROOTS 10 – Organisational governance

This book aims to help Board members and those managing Christian development organisations to consider their different roles and how they can work together to fulfil the organisation's mission.

Available in English, French, Spanish and Portuguese. Download copies free of charge from the tilz website, or order paper copies by sending an email to roots@tearfund.org or writing to the Tearfund address on the resources page.

The material in this article has been adapted from ROOTS 10 – Organisational governance.



A group of people with appropriate skills, time and information can make well balanced decisions together.

Leadership and team work

by Andrew Gwaivangmin

If community organisations are to grow sustainably then more leaders will be needed who are trained and mentored. African communities, like communities elsewhere, often have individuals who may not be formally recognised as leaders yet who can and do exercise leadership. One common challenge is taking people who are strong in certain technical skills and putting them in leadership positions. It is good to do this, but without any leadership training or support through mentoring, these new leaders struggle to succeed in their new leadership roles. Learning to work well with others is as important as having technical skills.

RURCON works effectively through team work. Working as a team helps innovation and learning among members of the team. In this way, when a solution is reached, everyone receives credit for it. But in order to achieve this, leadership development is central. The leader is not condemned to a life of striving to be the most competent expert on every aspect of that organisation's work, but recognises, encourages, enables and coordinates the development of other people's talents so that the team can achieve its goals together.

A mentor can help a new leader to:

- think longer term
- have an influence beyond their immediate responsibility
- emphasise vision, values, and motivation
- exercise political skills to cope with the conflicting requirements of different people's expectations
- be adaptable and seek continual renewal.

Leaders are lubricants. Like engine lubricants, they enable smooth operation and are only noticed when they are absent

– when there is no lubricant, the engine first rattles, then seizes up and finally stops working!

A good leader focuses on good team relationships as well as on the task in hand. The quality of the relationships in the team determines the ability of the organisation to move forward with plans and solve problems. A team can improve by building trust, having constructive debates, sticking to commitments, holding each other accountable to behaviours that hurt the team and focusing on results.

Andrew Gwaivangmin is the Chief Executive Officer of RURCON (Rural Development Counsellors for Christian Churches in Africa).

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Shared leadership

by Dr Colleen Beebe Purisaca

Peace and Hope International developed from a Peruvian initiative and works with organisations from around the world. So it is important that our leadership reflects our roots in Latin America and our goal of working across cultures.

We are guided by non-hierarchical principles, for example servant leadership, equity, inclusion, mutual respect, encouragement of co-workers and making the most of the skills and talents of the people we work with. To demonstrate this, we have two directors from diverse backgrounds whose skills and talents

complement and support each other. We are able to address a broader scope of issues more effectively as a team. We bring together female and male perspectives and Latin American and North American perspectives. Each director has equal input into the organisation's work.

There are challenges. We are trying something which is new for us and quite unusual in general. So, in many ways we need to pave the way without having the benefit of learning from other successful examples.

We make decisions:

- in consultation with each other

- considering the purpose of the organisation and its best interests
- considering the best interests and opinions of co-workers, beneficiaries, and others with an interest in the organisation's work.

Shared leadership helps an organisation to be held accountable. We act as a check and balance for each other. So far we have not experienced difficulties as a result of not being able to agree, because we respect each other's decisions and opinions.

Dr Alfonso Wieland and Dr Colleen Beebe Purisaca founded Peace and Hope International in 2002 and have been co-directors since April 2010. Peace and Hope International exists to support the family of Paz y Esperanza organisations that were initially founded in Peru.

Three skills for effective leadership

The day-to-day challenges of leadership can be as great as the challenges of vision, strategy and big decisions. However, often these challenges are less obvious. Here we share some advice on working effectively and motivating others in your day-to-day work.

This material has been adapted from the *Umoja Facilitator's Guide* by Francis Njoroge, Tulo Raistrick, Bill Crooks and Jackie Mouradian.

Refer to the article 'Bringing out the best in people' on p11 for more ideas for leading people.

How to have an effective meeting



Sometimes meetings can seem boring and long. This checklist helps you to think about how you can make meetings more effective.

Checklist for having an effective meeting

BEFORE THE MEETING

- Make sure everyone understands why the meeting is happening.
- Tell everyone when the meeting is happening and give them enough time to plan and prepare.
- Give people the agenda and any additional information in advance if it will help them and improve the meeting.
- If there are going to be presentations, give the presenters enough time to prepare.
- Organise the food and/or drink if you are planning to have a break.
- Prepare the meeting place – arrange seating so that people can see one another and open discussion is easy.



DURING THE MEETING

- Welcome and introduce new members and visitors.
- Listen to each other.
- Stop unhelpful discussions that distract people from the main purpose of the meeting.
- Make decisions.
- Encourage everyone to participate.
- The chairperson makes sure the meeting follows the agenda.
- Make sure the timing is followed if you have told people specific times when the meeting will start and finish.
- The chairperson summarises the key points before a decision is made.
- The secretary makes a record of decisions made and who has agreed to do what.



Delegation



A key role of a leader is to think about the delegation of tasks. Delegation is the giving of responsibility for certain tasks to other people. Delegation is really important as it reduces a leader's workload and makes the most of the time available. Other people become more motivated, confident and skilled, and tasks are often completed sooner than they would be otherwise. Here are eight simple actions for successful delegation:

- ACTION 1:** Decide who to delegate to.
- ACTION 2:** Show the person the benefit and/or the importance of delegating the task.
- ACTION 3:** Look at the different aspects of the task and decide together on the level of support needed for each aspect.
- ACTION 4:** Make time for training the person in the task, if this is needed.
- ACTION 5:** Allow time for the person to practise carrying out the task in a safe environment, followed by feedback.
- ACTION 6:** The task is then done under supervision, if appropriate.
- ACTION 7:** Meet together to give feedback.
- ACTION 8:** Celebrate what went well and affirm the person.



AFTER THE MEETING

- Key members of the meeting review the minutes before distributing them.
- Send out a reminder to all the members about when the next meeting is going to be held.
- Send the minutes to members before the next meeting.
- Allocate time to set the next meeting agenda.



Building a team

It is important to look for opportunities to help your team to work well together. The following activities are designed to help the team members review what the team is like, and what things they could do to improve the way they work together.

The drawing game

STEP-BY-STEP GUIDE

- 1 Explain to the group that everyone is going to think about the character and nature of the group or organisation.
- 2 Invite each member to draw a picture of an animal that they think represents the character and nature of the group.
- 3 Put the pictures up on the wall and get each person to present their picture and explain why they drew it.
- 4 Use a flip chart or a large piece of paper to write down the common themes and differences.
- 5 Discuss what this might mean for how the group could work better in the future.

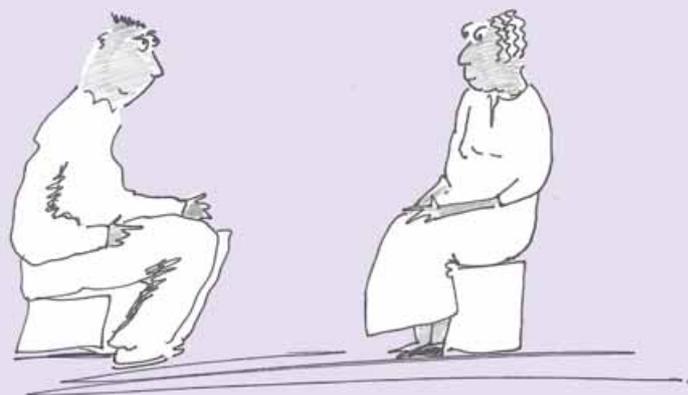
TIPS

- Make sure the pictures are big enough for everyone to see.
- If people do not enjoy drawing, or are not confident, an alternative approach would be to give them pictures of animals for them to select and talk about.

Team process review

One way of building your team is to encourage your team members to reflect on how they have worked together. This is a good exercise to do after an event or a particular task has been achieved. After the event, ask your team the following questions and then have a group discussion about the answers that were given.

- What did your team do that helped complete the task?
- What things hindered the completion of the task?
- What would you do differently?
- What did you learn about your effectiveness as a team?



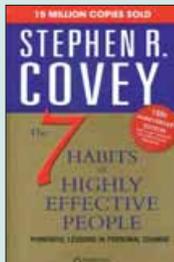
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The 7 Habits of Highly Effective People

by Stephen Covey
ISBN 978-0684858395

Whatever your goal, the step-by-step principles in this book can be applied to help you make the changes necessary to work towards that goal.



Available in 34 languages (the ISBN refers to the English edition). A version is also available on CD-Rom.

An Authentic Servant: The marks of a spiritual leader

by Ajith Fernando

A booklet for Christian leaders at every level, with a study guide for personal or group use. It is available in English, Chinese, Russian and Korean, with translations underway in Tamil, Hindi, Spanish and Italian.

For more information about publishers and translations, go to www.didaskofiles.com

Managing a Health Facility

by Aga Khan Health Service, Kenya

Rural communities often have no control over their health facility and may find that it lacks essential supplies and resources. How can the system be strengthened to ensure the effective delivery of basic health services? Can villagers with little or no schooling govern such services and support health care providers in their work? Can formally trained health care providers work under the governance of villagers and be accountable to them? This useful book provides step-by-step guidance on preparing

Global Poverty Prayer Movement 2011

From 27 February – 6 March 2011 the Global Poverty Prayer Movement will be focusing prayers on poverty, as one global movement of Christians. Visit www.tearfund.org/onevoice to find out more.

health care providers and communities for the effective management of their local health services.

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Email: info@talcuk.org
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The book costs £4 plus delivery.

Courageous Leadership

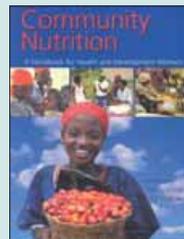
by Bill Hybels
ISBN 978-0310248811

This popular book on Christian leadership looks at identifying people's gifts and strengths so that the local church can bring transformation in the lives of members and the local community.

As *Footsteps 83* on the Millennium Development Goals did not have a resources page, we include resources on two of the cross-cutting issues that affect whether or not the goals are achieved: nutrition, and water, sanitation and hygiene.

Community Nutrition: A Handbook for Health and Development Workers

by Ann Burgess, Marlou Bijlsma and Carina Ismael (eds)



This book has been prepared for health and other development professionals who work at community and district levels, as well as for teachers and students of nutrition. It is written in an easy-to-read style and has many illustrations. The book covers nutrients and foods, feeding the family and the causes, diagnosis and control of malnutrition through the life cycle. It pays particular attention to the emerging challenge of chronic conditions (such as diabetes, obesity, hypertension and cardiovascular diseases) and to the links between nutrition and HIV. The book also gives guidelines on programme

Tilz churches zone

The churches zone on tilz has a dedicated section on church leadership development, with a focus on mobilising the church to address issues of poverty.

Topics include:

- engaging with senior church leaders
- training local church leaders
- working with theological colleges.

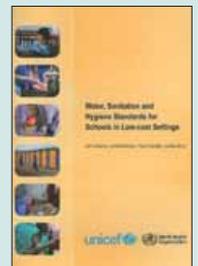
A number of Bible studies on leadership are also available.

implementation and on changing behaviour through better communication.

It is available from TALC (see details above) at £5.50 plus the cost of delivery or from: AMREF bookshop, PO Box 30125-00100, Nairobi, Kenya
Email: info.amref@amref.org.

Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings

by Adams J, Bartram J, Chartier Y and Sims J (eds) (2009).



This book, published by the World Health Organization, contains guidelines for providing schooling in a healthy environment. The guidelines deal specifically with water supply, water quality, water quantity and access to water, hygiene promotion, sanitation (quality and access), control of vector-borne disease, cleaning and waste disposal, and food storage and preparation. The guidelines are written for use by education managers and planners, architects, urban planners, water and sanitation technicians, teaching staff, school boards, village education committees, local authorities and similar bodies.

The book can be downloaded free of charge here: http://www.who.int/water_sanitation_health/publications/

It is also available in French.

Bringing out the best in people

compiled by Helen Gaw

Different styles of leadership are needed at different times for different people. When leading, it is important to adapt to the needs of each individual. This is true whether the relationship is one of employer and employee in the workplace, or team leader and volunteer in a community project.

There are two factors that should guide a leader's approach:

- the person's motivation to do the task
- the person's skills and capability to do the task.

These two factors can be combined into a matrix (the diagram below) with suggested actions depending on the motivation, skills and capability of the person you are leading. A person will not always be in one of the four categories, but will be in different categories at different times depending on the task and other factors.

In all cases, it is important to:

- explain clearly what you expect from the person
- explain the limitations of the task (time, budget, etc)
- check the person understands what you are asking him or her to do
- provide feedback
- praise the person when she or he has been successful, and reward him or her.

Discussion

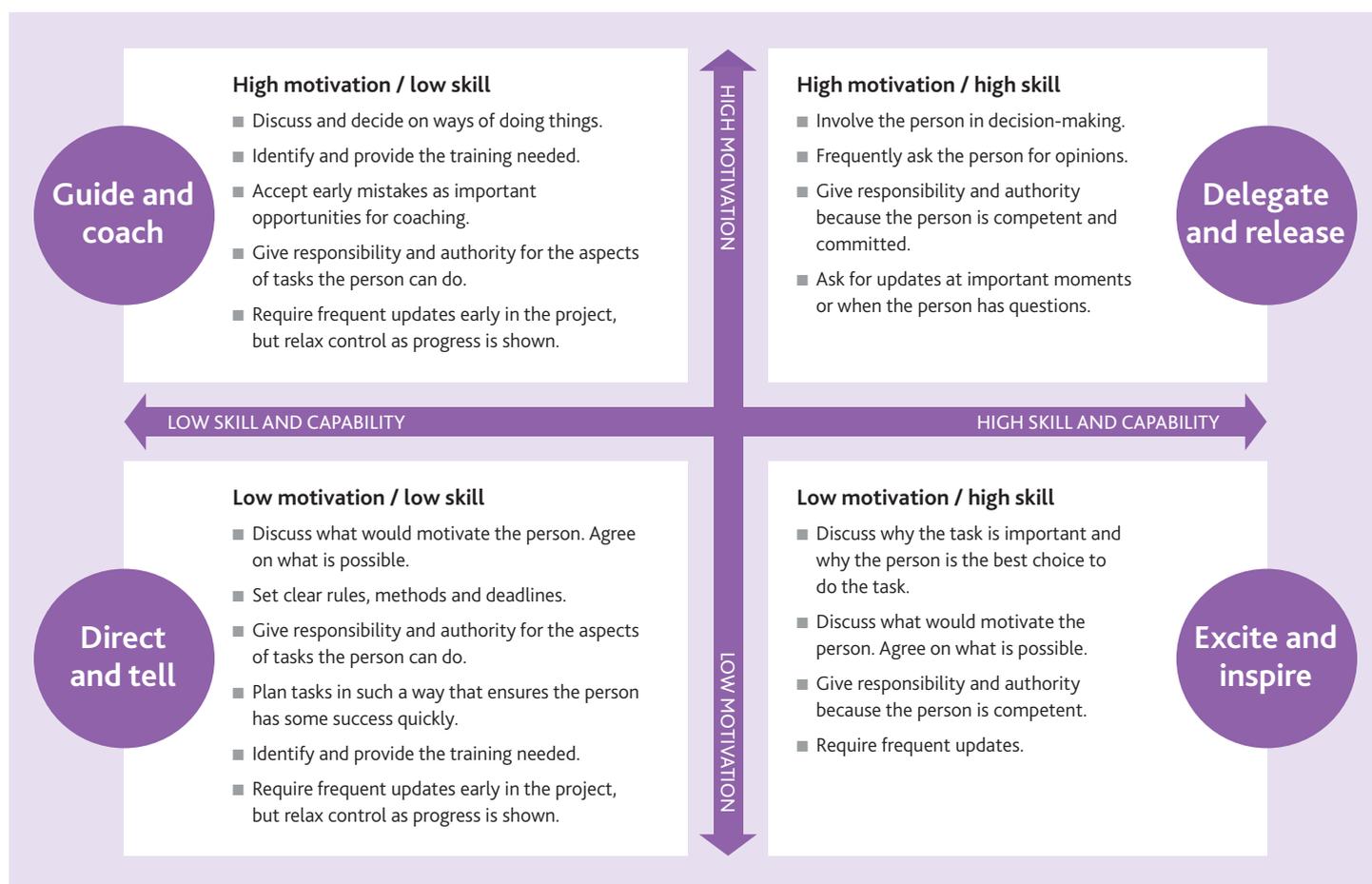
Using the matrix to help, what would you do in the following situations?

- Sayed, who is a finance officer, often seems distracted or idle at his desk. His behaviour has a negative effect on team morale. However, he is highly qualified for his job and produces excellent work.
- Hannah recently began work as a nursing assistant. She loves her work and greets everyone with a smile. However, some other staff members have complained, saying that since she started the job, the medical records have sometimes not been filed correctly.

If you are leading people today, how can this model help you?

Discuss ways in which these insights can help you to work with others, even if you are not leading them.

The Skill / Motivation Matrix is an adaptation by Keilty, Goldsmith and Co. Inc. of original work by Hershey and Blanchard.



Non-formal training for leaders

Our beliefs shape what we think leadership should be like and how we lead. For this reason leadership principles are often taught from the perspective of a particular faith. In this article Dr Sam Thomas shares his experience of training Christian leaders.

I work with small groups of leaders in different locations. We try to limit the group to 25 people. Over the years, I have realised that 'one-off meetings' are less effective for producing long-term change in people's lives. So I visit the same group about three to four times a year. On each visit I spend about three days with them, the last one being a family time. During these visits, we learn together through an interactive teaching style, with a special emphasis on practical living.

In the sessions we learn about the following principles:

- changing our perspective: who we are is more important than what we do
- leading a disciplined life
- setting aside personal objectives and gain to serve others.

The impact that we desire through such learning is to multiply servant leaders with integrity and effectiveness.

Teaching style

The setting of the classroom is for small groups of five, sitting around a table. Even

the setting surprises many learners as they are used to sitting in rows and listening to the teaching and taking notes. We also keep changing the setting from time to time depending on the content of the teaching and the context. We often have dramas, short humorous sketches and amazing stories. We demonstrate points by using different kinds of media – things to listen to and to watch, cuttings from newspapers and so on. It is very creative and it drives the message in deeply.

The whole emphasis is on the learner and not the teacher. Learning for impact is the goal. The teacher's role is to facilitate

About the course

The training course described here focuses on discipleship, which is following Jesus. It is central to any Christian leader's growth and experience. Readers who do not share the Christian faith will nevertheless find important principles and practical ideas for leadership training in this article which can be applied in any context.

learning and evaluate the impact at every stage. Learners look on the teacher as a facilitator and not a professor.

All learning is based on the Bible, but not in the form of a traditional Bible study. Let me give you an example. For teaching servant leadership, I may give a brief introduction to the group on leadership as we see it around us today. I may be dressed up at this moment as a big boss, with someone carrying my bag and two people standing on either side with flowers – it is fun! I may do some drama which makes people laugh and prompts them to think of the need for a different type of leadership. Then I will ask them to draw pictures of the current leadership they experience, showing some of their concerns. They use so much imagination and produce colourful pictures. Each group will present their findings. By the end of this session, I can see they are emotionally affected. Then I will ask them to draw a picture of a leader using Philippians 2:5-9, which describes Jesus as a servant leader. This picture is also presented by each group. When the two sets of pictures are looked at side by side, I will ask them to describe the contrast.



Richard Hanson / Tearfund

A mentor stands alongside and encourages a person to develop vision for future change.

We need to be people of integrity, and integrity demands that who we are inwardly is the same as what we express outwardly



Learning through discussion.

Then I will present a set of scriptures and in groups they discuss the style of leadership found in each set. The answer will be invariably, 'servants or steward leaders'.

Accountability

Accountability exists at different levels. The first level is within the group. We change the groups every day so that the participants will have a chance to meet with different people. They share their experiences in groups.

The next level of accountability is that each of them will have to choose their own personal mentors and share what they learned and the decisions they have made. The mentors hold them accountable for a season of learning. All of them are required to teach what they have learned so that there is a ripple effect of this learning.

Vulnerability

I as a leader will be vulnerable before the group. I have found that the people slowly realise that they can take away their masks. The teaching style requires them to speak within groups and they begin to realise that they are among people who make mistakes as they do. This brings openness.

I think vulnerability is of primary importance. People try to imitate the leader. If a leader presents himself or herself as the perfect person, people struggle and close themselves. Jesus had no difficulty in telling his disciples, 'My heart is deeply troubled'. The early Christian leader Paul presents his own struggles and admits that he is not the perfect person. It is good for those who are following us to know that we are touched by the same pain and sufferings and temptations as others. We need to be people of integrity, and integrity demands that who we are inwardly is the same as what we express outwardly. I think that is vulnerability. I have seen in my own personal life that my vulnerability and openness with people has helped them more than all my teachings.

My own journey

I have been involved in Christian ministry for over 30 years, and for more than two decades I have heard the jargon of 'finishing the task'. This raises the question: what is the task? My highest calling is to be like Christ – to be his follower. Ministry is not what we do, ministry is who we are. Ministry is not what we distribute, but what overflows from our life as a result of intimacy with God. Ministry is not what we do for God, but what

What brings success?

- Frequent meetings with the same group
- Personal interaction
- Teaching style suitable for adult learning
- Purposeful learning towards transformation
- Building groups for people to be accountable to one another and for mutual encouragement
- Being vulnerable by building community
- Including evaluation as an important ongoing part of the training
- Assignments provide an opportunity to practise the learning during the gap between two meetings and teach it to a group of 10–20.

What people said after the training

- 'I was afraid that if I develop other leaders, my significance will be lost. Now I realise that it is my calling to release others.'
- 'I was afraid of accountability. Now I realise the importance of it. I have found an accountability partner.'
- 'I find myself to be a deeper person now. My many wounds are healed.'
- 'Asking pardon and forgiving others have become easier for me.'

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God does in and through our lives. We need to be motivated by love, not duty. To be a good leader we must be a good follower – this is what the discipleship programme is all about. I moved into leadership training after giving up my excellent surgical career at the very peak of it. It has been very refreshing for me – I love what I am doing.

Dr Sam Thomas

Pedal-powered washing machines

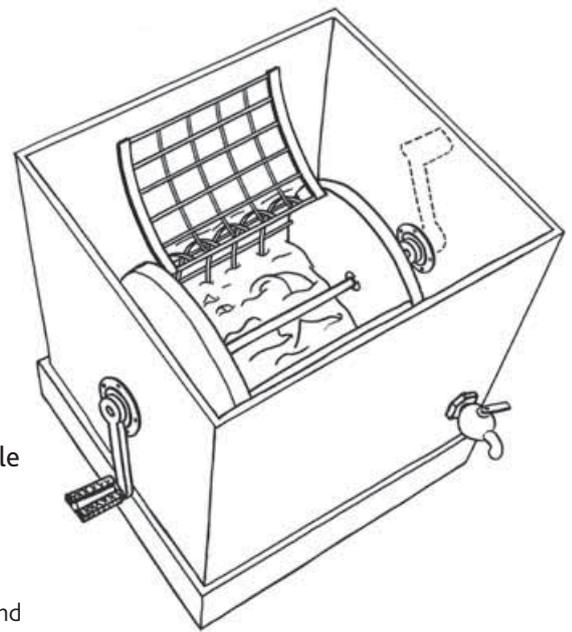
compiled by Helen Gaw

An innovator comes up with new ideas and puts them into practice to test them. Sometimes innovators are ridiculed because their new ideas seem crazy to other people, but most of us benefit every day from the discoveries made by innovators. Innovators are leaders in the field of ideas. Young people sometimes come up with the best innovations – perhaps because they have not become used to the already tried-and-tested ways of doing things.

When Remya Jose was 14 years old, her mother fell ill. Her father was undergoing cancer treatment. She had to take three buses to get to school – a journey of two hours each way. As there was no washing machine at home, the chore of doing the laundry fell to her and her twin sister. So instead of just wishing for a washing machine, she decided to try her hand at making one during the vacations.

'Necessity is the mother of invention and that is what has happened in my case. The school is quite far so when I returned I used to be very tired. I didn't like washing clothes after coming back from school. I wanted to make something which could be used without electricity. So I had a close look at the functioning of electric washing machines and then created a model to do it manually.'

She drew the basic diagram and her father took it to a nearby car workshop. He requested the workers to make it and agreed to pay. He then purchased the materials according to his daughter's instructions and supplied them to the shop. It cost around 2,000 Rupees (US \$45) to make.



Remya's prototype design. This has since been developed by the National Innovation Foundation, India.

Remya's washing machine consists of an aluminium box in which there is a horizontal cylinder made of steel mesh to hold the clothes and allow the water in. One part of the cylinder opens so the clothes can be put into it. The cylinder is mounted on a spindle and bearings, fixed to each side of the box, which allow the spindle to rotate. The spindle is connected to a pedalling system. Clothes are put in the cylinder, the box is filled with water to the level of the clothes, washing powder is



Washing clothes by hand takes time.

Similar innovations

Maya Pedal, an NGO in Guatemala, is working on a pedal-powered washing machine. Other pedal-powered machines can be found on the website www.mayapedal.org/machines.html (English and Spanish only).

Some students from Massachusetts Institute of Technology worked with Maya Pedal on a prototype. The outer shell of the machine was made from an oil drum which was cut and then welded back together to make a shorter barrel. The motor was made from a bicycle frame without the wheels. The bicycle chain ran forward to a gear at the end of the washer drum's shaft. The inner drum was made of identical sections of moulded plastic bolted together. The advantage of plastic is that it is more durable



Maya Pedal

than metal. However, it is usually easier to find metal locally than it is to find facilities to create moulded plastic.

The Cycleclean machine, invented by Alex Gadsden in the UK, uses parts from old washing machines.

www.cycleclean.biz/about.html

Correction

In our last technology article on bicycle ambulances in the English edition of *Footsteps* 83, we gave an incorrect measurement. Part no 7 in the table should measure 19 x 19 x 125, not 19 x 19 x 6. We apologise for the error. This has been corrected in the other language editions.

added and the clothes are left to soak for at least 10 minutes. After pedalling for three to four minutes the clothes are clean. You can sit behind the machine and use your feet to turn both pedals, or you can stand or crouch at the side of the machine and turn one of the pedals using your hands. Both methods work. The cylinder rotates at a very high speed with the clothes inside, cleaning them thoroughly. After use the soapy water drains out through a tap, the barrel is refilled and the process repeated. When the clothes are rinsed and water drained, pedalling again leaves the clothes about 80% dry.

Advantages

- Saves time when compared to washing clothes without a machine
- Cheaper than an electric washing machine
- Portable
- Unlike an electric washing machine, it is not dependent on electricity – if electrical supply fails, the washing can still be done quickly.

Remya developed her first design to include a bicycle seat. She attached the spindle to an external pedalling system like that on a regular bicycle. It is more comfortable to use but more expensive to build.

Remya Jose is from Kerala, India.

Information supplied by and used with the permission of the National Innovation Foundation, India.

The National Innovation Foundation was set up by the Indian government. It draws on the work of the Honey Bee Network. The Honey Bee Network aims to share knowledge and ideas from grassroots innovators in India. The Honey Bee Newsletter is available in English, Hindi, Gujarati, Tamil, Kannada, Telugu, Malayalam and Oriya.

www.sristi.org/hbnew

BIBLE STUDY

Preparing ourselves to lead

By Ábia Saldanha Figueiredo

Jesus Christ has been present through the course of history and remains unchanged through time and generations. He formed a group of apostles. He chose 12 people.

Read Mark 3:13-14.

- *What model of leadership does this give us?*
- *What was the main teaching that Jesus offered his followers?*

Read Mark 12:29-31.

Nothing is more important than relationships.

Firstly: relationship with God. Secondly: relationship with people. This relationship can be long or short distance. Feelings and needs overcome distances. Relationships are more important than money or tasks. (See Matthew 6:24-33).

Thinking about relationships

God does not demand that I achieve great things. But rather that I aspire to excellence in relationships.

- *Does the way I spend my time and money reveal anything about the biggest priorities in my life?*

The following three steps help us to consider relationships in the light of scripture.

Communicate with the heart

Read Proverbs 12:18.

Communication is not easy. Communication is the fuel of relationships.

Establish trust in relationships

Read Matthew 5:37.

Trust disappears through lies, insincere compliments, flattery, empty promises and silence. You cannot have good communication without a good level of trust. We are called to speak the truth in love (Ephesians 4:15) but it is easier to be friendly than sincere.

- *Are my words wearing away or building up trust?*

Examine the connection between the mouth and the heart

There is a two-way street between my mouth and my heart. 'The good man brings good things out of the good stored up in his heart, and the evil man brings evil things out of the evil stored up in his heart. For out of the overflow of his heart his mouth speaks.' (Luke 6:45)

- *Am I trapped in a circle of words with someone? What steps do I need to take to break this pattern?*

Ábia Saldanha Figueiredo is the Executive Director of SEC (Seminário de Educação Cristã), a Bible college in Recife, Northeast Brazil.

Other relevant Bible studies

Bible studies on the following subjects, from past issues of *Footsteps* and from the PILLARS Guide *Mobilising the church*, are available on the tilz churches zone.

- Biblical model of leadership – a discussion looking at the leadership style of Jesus and other biblical leaders
- Servant leadership – a discussion including John 13:1-17 and 1 Corinthians 3:18-20
- Developing leadership skills – a discussion including 1 Peter 5:1-4 and 1 Timothy 3:1-13

- Qualities of church leaders – looking at 1 Timothy 3:1-10
- God's choice of leaders – looking at the attitudes and qualities of a number of Old Testament leaders
- Support for leaders – looking at what leaders might need to do their jobs effectively.

If you do not have access to the internet and would like to receive paper copies, please write to the Editor using the address on the cover.

To find them online, go to www.tearfund.org/tilz and click on the Churches tab.

'I didn't want to be a leader'

by Lynsey Pollard

The earthquake in Haiti on 12 January 2010 caused widespread devastation. Families and communities were torn apart. As people wandered around the streets, homeless, starving and terrified, natural leaders emerged among the survivors. These new leaders mobilised people to concentrate on their families and immediate needs rather than everything they had lost.

Ernst Orelien, aged 32, was one of those who took responsibility and started helping the people who were suffering the most.

'My family were all right and my house was still standing, but I moved into the grounds of the school with everyone else who had lost their houses so I could start helping people.'

Ernst moved into a makeshift shelter with some of his friends and started running around the streets of Port-au-Prince, looking for materials to make shelter and finding food for the two hundred families camped in the grounds of a school.

He contacted all the major international aid organisations and kept on asking them for supplies of tarpaulin, food, water carriers, pots and pans – all the things that people needed after the disaster claimed all of their possessions.

'I didn't want to be a leader, because the task of leading people requires lots of skills, and you need to know how you're going to do it.'

He knew that leading meant taking practical action and doing the hard work when people all around him could not do anything for themselves.

If you plan something as a group you have to work together to accomplish it

'I don't like to promise and never accomplish. People didn't want words in the beginning – they wanted action.'

Ernst worked tirelessly for the people in his community, and six months on, continues to do the same work. He says it is harder now as people accept that things are never going to be the same again.

'We have to be optimistic. We are supposed to have had more people committing suicide and going mad in Haiti now – but we haven't because we have hope.'

And hope is what he has instilled in this community. Despite his young age, they have started calling him Papy, meaning Father. He has given up everything to be there for people when they needed him most. One of the ladies of the camp said she would not have survived without him, and everywhere we go women and children greet him and call out to him. He is the rock of this community and everyone here knows they can rely on him.

'I've grown a lot through this experience and this has taught me that if you plan something as a group you have to work together to accomplish it. Rather than relying on those in authority, we have had to take responsibility ourselves. Every Haitian has to participate in rebuilding Haiti. I would never ever say there is no hope.'

Lynsey Pollard is the Haiti Communications Officer at Tearfund. She met and interviewed Ernst Orelien during a visit to Haiti in summer 2010.



Ernst Orelien at his house near Parc Chrétien, Haiti.

Richard Hanson / Tearfund