

# **Evaluating Leadership Interventions:**

## **World Bank Group Experience from Madagascar**



*Kabell Konsulting ApS, Dorte Kabell*

Presentation, Oxford 2006

# Rationale for Leadership Interventions

- “Leaders have a large causative influence on the economic outcomes of their nations” Jones, BF and Olken B, Benjamin A: Do Leaders matter ? National Leadership and Growth since WWII” (March 2004) Quarterly Journal of Economics 120
- “The effect of leaders are strongest in autocratic settings but much less so in the presence of democratic institutions” Jones, BF and Olken B, Benjamin A: Do Leaders matter ? National Leadership and Growth since WWII” (March 2004) Quarterly Journal of Economics 120
- “Our results indicate that the quality of institutions overrides everything else” The Primacy of institutions” Dani Rodrik and Arvind Subramanian

# Leadership Work in Madagascar

- Cabinet level retreats: 2003, 2004 and 2005
- Self Management Seminar 2004
- Leadership training program for ministers and Secretaries General in Canada: 2004
- Transformational leadership program (Coaching): 2004-2006
- Rapid Results Initiatives: 2005-2006
- Training of Chefs de régions: 2005

# Evaluation Questions

- Does the training address issues that are likely to be of importance for participants?
- Does the training achieve its goals, and do participants feel they have acquired, knowledge and improved skills?
- Did they use the new skills and what were the results (intended, unintended, positive and negative)?
- Have specific lessons been learned, including lessons for replicability?

# Evaluation Methodology (1)

Kirkpatrick's four levels for measuring training results:

- Reaction
- Learning
- Behaviour
- Results

International consensus on how to measure capacity building:

- Individual level (Micro)
- Organizational level (Meso)
- Institutional level (Macro)

## Evaluation Methodology (2)

- At the individual level: knowledge, skills, attitude
- At the organisational level: internal structures, processes & procedures, working methods
- At the institutional/societal/enabling environment: organizational culture, overarching framework for public sector performance and accountability, “Rules of the Game”

# Evaluation Instruments

- Document review (background, needs, validation of results)
- Questionnaires (pre-course and post-course, immediately after and 6 months after)
- Interviews (structured and open, participants and key informants, including the President, one year after training)
- Direct Observation

# Key Evaluation Findings (1)

1. The training responded to a felt need and addressed issues that are relevant and important, participants felt they have acquired new knowledge and skills and changed attitudes.
2. Improving cooperation among individuals and their respective institutions and clarifying roles and responsibilities
3. Creating a strong foundation for increased performance in terms of institutional structure and performance culture as well as a widely shared vision
4. Giving self confidence and empowerment at individual level through knowledge of useful management tools and practices, making participants better able to prioritize and manage time and hence stress
5. Facilitating the introduction and internalization of a new results oriented culture, as evidenced in the national vision, budget and strategy and various other new documents.

# Key Evaluation Findings (2)

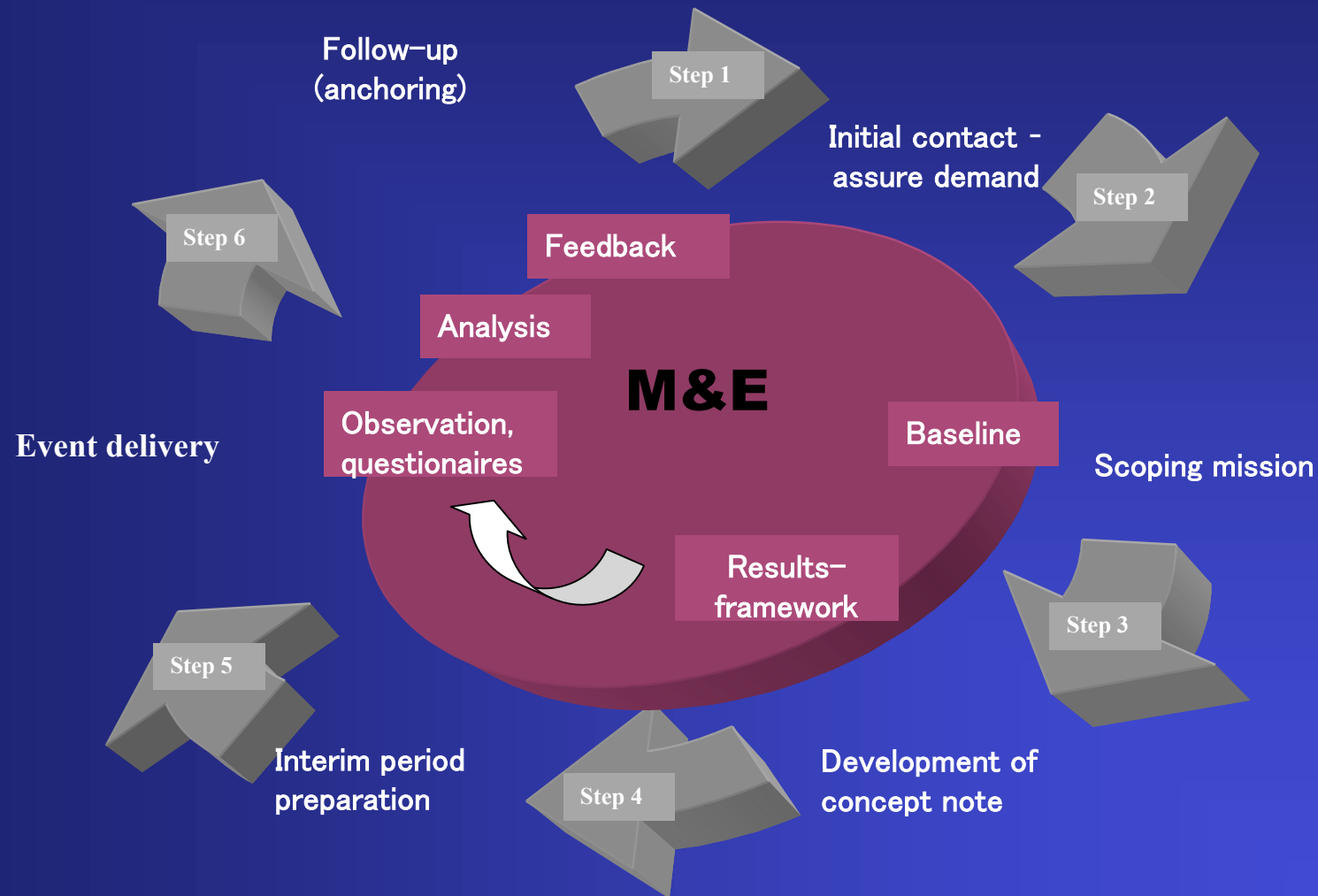
Perceived constraints to fully reap benefits include:

- Lack critical mass at lower levels
- A certain lack of transparency, due to poor communication
- Hierarchical system with multiple signatures and work moving up, not down
- Turnover of participants

# Evaluating Evaluation

- Incorporate M&E from the start – from needs assessment to follow-up
- Evaluation should contribute to building capacity
- Evaluate process & product
- Common conceptual framework for complementary initiatives

# Align M&E with design & delivery



# Ethics and Evaluation

- Do the right thing:  
(Savoir)
- Do it right  
(Savoir Faire)
- Do it for the right  
reason  
(Savoir Vivre)
- Measure moving  
targets
- Capture unintended  
consequences
- Lack of a set of  
clear standards