Leadership And Human Development For Nation Building

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Abstract
This paper focussed on how leadership and human development programme could be harnessed for nation building and national development. And considered our present knowledge and practices regarding the sequencing of reform and modernisation efforts, and therefore to shift our emphasis towards a model that offers an ability to adopt, utilise, optimise and further develop the results of development projects. It was revealed that some parameters are central to the development process, particularly strengthening the ability of key individuals to lead, drive, manage, monitor and follow up the efforts to reform and modernise. Leadership is the crown jewel in this respect, since without strong leadership, there will be no development, and without development, no reform, no modernisation and no nation will be buil

.Introduction

The present concern for leadership comes from the drive for participatory governance and the realization that the effectiveness of development practitioners depends on local level ownership and links with national development policies, plans and budgets. Participatory governance calls for the creation of new roles and leadership at all levels from local to national and across sectors. Ownership requires that individuals:

Accept personal responsibility to fulfil their individual roles and, in doing so, contribute to the achievement of collective goals; Transform attitudes, behaviours, values and norms as necessary; and *   Learn new perspectives and skills and understand various worldviews and vision

that may later be useful in adapting to local conditions.

To be effective in advancing the Millennium Development Goals (MDGs), leadership

development programmes need to be designed for local contexts. Furthering the objectives of programme effectiveness and human rights requires local participation and ownership in the processes of programme identification, design, implementation, and accountability. Likewise, leadership training and coaching needs to be done around political vision, strategies, and management and technical areas, to carry weight and sustain impact.

In nation building, the adoption of *good governance paradigms* to address the issue of poverty reduction (Grindle 2007)which placed a revitalized emphasis on the need for a kind of leadership that could best respond to the changing expectations of political and community stakeholders (Mellors 1996 and Barrett 1997 cited in Dunoon, 2002). Leadership's vital role in community building (Felix 1998) has been recognized through its incorporation in the development strategies of various international aid agencies such as the World Bank and the United Nations Development Program. For these organizations, the advocacy for leadership development seeks to strengthen group capacity to stimulate activities and effect influence over leaders at all levels of society (United Nations

Development Program 2006). It aims to promote participation and inclusion with the belief that the more active leader a community has, the richer the body of activities the community would have to support or participate in the desired goals (Chaskin etal. 2001).

Consequently, community development frameworks have also incorporated leadership as a means by which capacity could be conditioned or built (Chaskin et al. 2001). For instance, the Community Capacity and Capacity Building: A Relational Framework of (Chaskin et al. 2001) suggests that leadership may be used as a strategy by which the participation and commitment of current and potential leaders could be engaged. Leadership when used as a *strategic intervention* could help to condition the different *contextual influences, core characteristics* and levels of *social agencies* that exist within a community. These interactions may then lead to increased community capacity and create other, more tangible, *community outcomes* (Chaskin, et al. 2001). Specifically, when leaders are provided with the opportunity to build skills, access information and resources, expand their knowledge and create new relationships, human capital in the community is thus enhanced and

more sources of information and ideas are generated towards achieving stipulated objectives in nation building. **Literature Review Defining Leadership**

There have been diverse definitions of leadership. (Fairholm 2001) defined leadership as ability to direct and influence others toward achieving the common goals. He claims that leadership is the ability to build, activate, maintain and use people effectively. Burns (1978) asserts that leadership is a framework for getting things done satisfactorily in an organization. Northouse (2001) defined leadership as a progress where one person exerts social influence over members of a group. He also defined leadership as a social influencing prospect for the attainment of goals. Burns (1978) distinguishes between two types of leadership. Transactional leaders focus on the exchange of *valued things* that takes place between leaders and their followers (Northouse 2001) such as that of the giving of rewards or punishments for performance (Fairholm 2001). On the other hand, transformational leadership focuses on the process by which leaders play a vital role in initiating change amongst their followers (Northouse 2001), Transformational leaders, apart from recognizing the existing need or demand of his/her followers,

also look at their potential motives, aim to fulfill their greater needs and stimulate their entire person (Burns 1978). This results in relationship stimulation and elevation that converts followers into leaders and may convert leaders into moral agents (Burns 1978).

In 1985, Bass enhanced Burns' definition by describing transformational leadership from the viewpoint of the followers' needs (Northouse 2001). He adds that transformational leaders inspire their followers to exceed expectations because they are able to increase their level of consciousness about the significance and worth of specified and idealized goals, get them to overpass their own self-interest and move them to focus on higher level needs (Bass 1985).

A few years later, Bass collaborated with Avolio and arrived at an elaboration of the concept illustrated through the Model of Transformational and Transactional Leadership. In this approach, transactional and transformational leadership is presented to occur as a single continuum (Northouse 2001) composed of seven factors ranging from proactive, inspiring and idealized at its highest point and reactive, avoidant and *laissez-faire* at the lowest (Avolio 2008). This means that a leader may be able to display each of

the seven behaviors or styles composite of this full range model (Lievens et al. 1997).

Among the seven factors of leadership's full range, four components characterize transformational leadership. These include:

• *Idealized Influence* (also known as charisma) describes leaders who are exemplary role models for their followers. They provide their followers with a vision and a sense of mission. They are deeply respected and people usually place a great deal of trust in them

• *Inspirational Motivation* characterizes leaders who are able to motivate others to commit to the vision of the organization. These leaders communicate their high expectations and often make use of symbols and emotional appeals to encourage their followers to achieve more than they would.

• *Intellectual Stimulation* includes leaders who encourage innovation and creativity amongst the members of his/her group. This type of leadership support followers not only by allowing them to try new approaches in dealing with the issues of the organization but they also promote critical thinking and careful problem solving amongst the members of their organization.

• *Individualized Consideration* represents leaders who provide a supportive climate in the organization by acting as coaches and advisors to their associates.

This type of leadership often uses delegation as a means to help others grow in the face of personal challenges.

The concept of human development

The definition of human development as a means to promoting sustainable nation

building is broad and can encompass a multitude of activities. In its publication

"human development for Sustainable nation building " UNEP described human development as building abilities, relationships and values that will enable organizations, groups and individuals to improve their performance and achieve their development objectives. Human development was also described as initiating and sustaining a process of individual and organizational change that can equally refer to change within a state, civil society or the private sector, as well as a change in processes that enhance cooperation between different groups of society. This definition puts emphasis on three aspects:

(a)   Human development as the catalyst and constant fuel for a process of change,

(b)   The importance of building institutional capacity, and the

(c)   Involvement of a wide range of different groups in society.

Human development is about building an internal capacity to manage change over time, it is about having the institutional ability to continuously reform and modernise the state, its institutions and their respective functions.

For many years aid to developing countries has focused heavily on technical assistance and technology development, that is, it has had a technocratic emphasis. They built roads and houses, they drilled for water and created border facilities, all of it based on preconceived models and plans. We did not, however, necessarily hand over a locally independent sustainable capacity to enable the ongoing management of these facilities. When the projects were finished, the project team left. Human development moved to new projects, and to new places.

In the course of the last ten years, however, there has been a paradigm shift towards real capacity building, looking at the needs of the recipient country, advocating ownership, building systematic processes, sequencing projects properly, developing infrastructure for human development, coordinating donor platforms, initiatingimplementation support and introducing measurement models for change management and development. Today we know how to conduct successful capacity building projects that translate to beautiful human development. We know what works and what does not. We build for the future and the nation at large. **Impact of leadership on community development**

In describing the impact of leadership on community development, the Transformational and Transactional Leadership Model of Burns (1978), Bass and Avolio (1990) is of particular interest to the study because it describes how leaders can initiate, develop and carry out significant changes in organizations (Northouse 2001). First introduced by political sociologist James MacGrcgor Burns in 1978, the concept of transactional and transformational leadership sought to provide a more philosophical way to understand and describe leadership. Influenced by Abraham Maslow's Theory of Human Needs, Burns begins by arguing that the extent to which individuals will perform satisfactorily in the workplace is —affected by the extent to which [theirj needs are satisfied (Transformational

Leadership). As such, the leader's main purpose is to make people aware of their feelings, to empower people, to make them feel strongly about their needs and to meaningfully define their values so that they can be moved to purposeful action (Burns 1978). **Leadership and human development**

Leadership and human development can be approached from the individual, organisational and enabling environment levels. Individually focused approaches to leadership development aim to develop a range of skills (especially imaginable. interpersonal, communication, negotiating or mediating, and systems thinking skills), attitudes and values (especially, ego/self awareness, and self-authorization). Organisational level programmes involve coaching the organisation as a whole bymodelling new ways of doing business, developing new processes, roles, and norms. At the societal level, the challenge is to engage both the government administration and communities to interact in new ways that, again, call for shifts in processes, roles, and norms with a concern for the common goods.

A human rights approach requires that we work toward systems that provide for inclusive voice in decision-making and action. In a participatory system, leadership shifts from the purview of the single leader to the functioning of the whole organisation. Organisations or systems vigilant of human rights will have a developed capacity when it:

• maintains effective processes for participatory decision-making and action;

• engages all appropriate actors (individuals and groups) who understand what they

have to do, and who have the skills, motivation, and resources to perform effectively;

• provides structures for accountability, which include clearly defined roles, responsibilities and reporting relationships; and

• observes rules and norms acknowledged and upheld by all actors involved

(including those not actively involved but with influence on processes). Development requires a vision that draws people to change. Individuals play critical roles in articulating the vision of the group, and when they demonstrate this capacity they are often assigned leadership roles. When identified leaders do not demonstrate this capacity, we need to consider whether it is because the group is not yet prepared to change. It may be constrained either by worldviews and values, and/or by divisions in society, and/or by

rules and processes that do not allow a new vision to emerge. Leaders' competencies and attitudes toward new initiatives may not be the only constraints. Roles currently assigned to individuals, and the internal processes of theorganisation might constrain leadership initiatives. In such cases, the issue becomes one of removing these constraints by redefining roles in decision-action processes and supporting initiative-taking in the new roles. Establishing new norms and processes in the group will be necessary for creating an environment that is prepared for transition and change; readiness to take ownership for change and responsibility for the behavior that will bring it about; and willingness to authorize the identified leader to move forward on initiatives.

New processes and roles need to be widely accepted as the "way we do things now". Without these, training to develop competencies and commitments among individual leaders will be inadequate to effect change, even though it generates enthusiasm, commitment and creative proposals—a lesson that experience has amply demonstrated.

Why human Capacity development Projects are not succeeding? There is still one piece missing in the puzzle of how to increase the number of successful projects. The challenge we still face is to enhance the institutional ability to effectively utilise the outcomes and excellent results produced in development projects all around the world. We need to become better at building sustainable solutions that maximise the impact at the ground level. The problem can be boiled down to the moment when good projects are to be implemented and if, in fact, they are implemented, which unfortunately is not always the case, to at least preserve the good results in order to achieve short, medium and long term results. We need to strengthen the ability to manage development projects, to manage the chance of success and the risk of failure. All reform and modernisation initiatives include an element of risk, but it is fraught with danger to do nothing. The trick is to manage and take calculated risks, but in many countries there is no culture ofmanaging such expectations. Trial and error and pilot projects are unknown concepts which often mean that it is better to not take any risks than to take a calculated risk. and without risk taking or true decision making there can be no reform or modernisation. What is critical

here is the *human* aspect of leadership. **The Whiff of Success**

It is common knowledge from the significant number of diagnostic studies, implementation activities, monitoring actions, projects and follow-up missions that the most important factors upon which successful human capacity development depends are 'political will' and 'leadership'. There simply must be political will for change, and if/when this is the case, true leadership to drive reform and modernisation at the ground level is needed. We need to build and foster these requirements for change. A solution for the first parameter is to offer support upon the condition that political will for change exists. This is the way in which most multilateral organisations have been approaching human capacity development for decades, which leaves us to address the topic of leadership development. In fact to many customs administrations around the world, leadership development is underestimated, badly-structured and organised or even non-existent. This, in fact, is not something that only applies to developing countries as many customs administrations in the developed world also face the same challenges. Having said that, the consequences for emerging economies in this

respect are often more severe .This is of course not good enough when facing a world in transformation through globalisation. **How to systematically Develop Leadership?**

Some multilateral organisations, for example the World Customs Organization (WCO), have recently introduced leadership development programs. The WCO has, together with academia, developed a leadership module based on the PICARD professional standards. This leadership module is used in the WCO Fellowship program and also as a stand-alone capacity building module offered for customs administrations. Several WCO projects in Africa use this initiative, supported by donors like the World Bank, SIDA and the Finnish Government. Other organisations are considering introducing and sponsoring leadership development as a component of customs capacity building, but there is still a long way to go. We have started to see some important initiatives, but it is not enough. Not in a million years. It should be recognised that leadership development is more than just education. To be successful over time, there needs to be a more systematic approach, including a lifelong learning cycle of leadership development. **The Leadership Stairway**

An organisation is only as good as the people running it. Leadership is about coaching people to act like a team, believing in and striving to achieve a common goal. Leaders are role models, and it is very true that people follow the example of what we *do.* rather than what we *say.* According to Stephen Covey, 'most people think of leadership as a position and therefore don't see themselves as leaders. Making personal leadership a choice is like aspiring to the freedom to play the piano. It is a freedom that has to be acquired - only when an individual realises this leadership can become a choice' (Covey 2007).

The customs community, and others involved in customs capacity building, need to focus on and prioritise building a leadership culture that can manage the new environment that we are already facing in world trade today. We need a systematic approach to leadership development and we need it badly. There arc many options and different ways to move forward in this respect, but any model in this context needs to include a systematic step-by-step approach with a number of key components

shaping a leadership stairway to successful management. The following six steps should (at least) be included:

Step One: Recruitment of Talent

The recruitment process is essential to finding the talents necessary to manage a

complicated and challenging task, namely the customs service of today and tomorrow.

We need to identify, constantly develop and review our competence profiles, Ihe

necessary requirements and skills to attract and select talent in global competition.

Step Two: Career planning for managers

We not only have to find ways to attract the best talent for management but also need

to retain them and offer development, long-term learning and career opportunities.

We must introduce career planning, fast-track development programs and different

ways to offer project management work and international opportunities.

Step Three: Leadership education

As a leader you need the necessary education to be ready to face the challenges of

decision making. Professional standards and best-practice models based on academic

research and experience are available for all customs administrations to employ. The

fact is that every customs administration in the world stands in need of developing a

strategy on how to introduce lifelong learning in their organisation.

Step Four: Trial and error, the practice of decision making

Many people say that we are born leaders, and if we are not - then we can never

become any good as a leader. We do not adhere to that view. We believe that

leadership and management are about talent, education *and* practice. We don't expect

a boy that can run fast to break the 100 metres world record in track and field without

training and practice, but we do expect people to lead and manage organisations

without experience and practice. Malcolm Gladwell, the British-Canadian author, in

his book *Outliers,* has presented research about what makes people successful (regardless of profession or office) demonstrating that it is a combination of talent and practice. Gladwell writes that the common dominator among successful people in business, sports, culture, or in any arena, is the ability 'to practice the skills more than 10.000 hours to become great' (Gladwell 2008). This also applies to leadership and management. We need to practise to become proficient, as the old saying 'practice makes

perfect' tells us. We need to practise more to become better; we need to practise more than anybody else to become great. For managers, practice means making decisions. So it is essential for managers to be in positions where they make decisions, evaluate the outcomes, and learn from the results. The decision making needs to be exercised in an environment of sound leadership culture. Working as an operational manager improves the skills of decision making and enables the individual to gain the experience necessary to move to higher positions in a day-by-day learning manner.

Step Five: Mentors - having one, being one

Mentoring, meaning supporting and fostering another individual in a personal development relationship, has become more popular in recent years and it is an important part of leadership development. A more experienced and skilled person helping a person with less experience and knowledge, and giving guidance using his/her own experiences, is a typical capacity building exercise. Mentoring is more than just answering occasional questions or providing help as the need arises. It must be a structured, continuous relationship of learning, dialogue, and challenge.

It is very valuable both having a mentor and being one.

Step Six: Taking the executive leadership challenge

W.G. Bennis quipped that 'Managers are people who do things right and leaders are people who do the right thing' (Bennis 2003). During a management career, the leadership of an individual is tested many times. After practising management on different levels of an organisation, step-by-step, learning through everyday decision making, it is time to take the last leap to executive responsibility for an organisation, small or large. The important thing is to have courage, to search for leadership challenges and to strive for executive leadership by exercising the experience from the management career, continuing to develop, climbing the leadership stairway towards a platform where it is incumbent on leaders to make a difference, aiming at creating a better world.

For each of these six steps there are a number of known practices and models that are successful and that can be used as tools and instruments for leadership and human development for nation building. **Methodology**

Secondary data were used to make this research work. The data were gathered from published work such as relevant textbook, articles, journals and internet materials. This paper is therefore a positioned paper.

Conclusions

To sum up, it is time to start promoting the leadership and human development as a requirement for successful reform and modernisation. If we are serious about building sustainable capacity for our community, we need to become better at supporting leadership development. International institutions need to follow the existing examples in acknowledging the importance of the leadership parameter and they need to step up their efforts by developing systematic, holistic models and standards in this field. Donors must be encouraged to support organisations like the WCO in their

efforts to build what we have termed *soft capacity* and the donor community should demand inclusion of leadership development in development project proposals, by funding leadership and human development as a vital part of all customs reform and modernisation projects. We all need to realise that leadership development is not simply education, just as human

development is not merely a matter of training and technical assistance. Neither is leadership a given talent that you have or don't have. Leadership is a profession in itself, consisting of talent, generic skills, office-specific knowledge, education and on-the-job practice, to take decisions and learn from the experience. **Recommendation**

We need to prioritise support for holistic leadership development early in the human development process. We need specific standardised models to recruit, foster and support staff at the management level, to enable officers to become customs leaders ready to face the challenges of a globalized world. There is a need for elements of leadership development to be included in all customs of human development projects. We also need to sequence our development projects differently. While HR-related activities, together with education and training, are usually planned for the later stages of human development projects, we need to introduce systematic leadership and management training at the beginning of major reform and modernisation projects, to enable organisations to gradually merge new initiatives and project results into their day-to-day operations and utilise the new options in an optimal way for the nation

building. This could, as suggested, be called building *soft capacity* to manage the more traditional parts of a modernisation process which are still necessary to obtain the holistic overall results of organisational development. It is time to bring about this

shift now; it is time to introduce the new paradigm for human development, focusing

more purposefully on the human factor.

Moreover, it is time to take the next step in human development, acknowledging the

leadership parameter, updating the capacity building paradigm and introducing a new

generation of support.

We need a stairway to successful leadership development and maybe this paper can

be the first step. Who will take the next one?

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