KENYA SCHOOL OF GOVERNMENT
Empowering the Public Service

Transformative Leadership Program for County Women Executives

TRAINING CURRICULUM
Designed to support expansion of leadership capacity to enhance performance and efficiency as leaders and managers with support from Council of Governors and DfID through UN Women.

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ACKNOWLEDGEMENT

We wish to acknowledge the support of the Council of Governors, whose staff worked diligently to support this process. Likewise, we are indebted to a technical team made up of stakeholders from the State Department of Gender Affairs (SDGA), Kenya Women Judges Association (KWJA), National Gender and Equality Commission (NGEC), Commission on Administrative Justice (CAJ), Africa Women’s Studies Center (AWSC), Kenyatta University (KU), Kenya National Bureau of Statistics (KNBS), Federation of Women Lawyers (FIDA), National Women Steering Committee/Crawn Trust (NWSC), Center for Parliamentary Studies and Training (CPST), Collaborative Centre for Gender and Development (CCGD), Equality Now.

Our gratitude also goes out to individuals and organizations which gave technical contributions towards the review of KSG’s Women in Leadership curriculum, which has eventually led to this document, now known as the Transformative Leadership Program for County Women Executive Curriculum.

We acknowledge the valuable contribution given by Jane Mwangi and Wanjiru Gathira who led the team in putting this document together.

We sincerely appreciate the financial support from DfID through UNWOMEN that has made it possible to produce this curriculum.
PREAMBLE

The Kenya School of Government is mandated to undertake training, research, and consultancy and provide advisory services. In 2016, the KSG developed a Women in Leadership curriculum for women in executive leadership positions which is currently in use. There was, however, need to review that curriculum to align it to the needs of women leaders at the county level by incorporating the functions and mandate of County Governments that resonates with their work. The curriculum was reviewed through an elaborate participatory process by multi stakeholders, including the Kenya School of Government (KSG) and a technical team made up of representatives of the State Department of Gender Affairs (SDGA), Kenya Women Judges Association(KWJA), National Gender and Equality Commission (NGEC), Commission on Administrative Justice (CAJ), Africa Women’s Studies Center (AWSC), Kenyatta University (KU), Kenya National Bureau of Statistics (KNBS), Federation of Women Lawyers (FIDA), National Women Steering Committee/Crawn Trust (NWSC), Center for Parliamentary Studies and Training (CPST), Collaborative Centre for Gender and Development (CCGD), and Equality Now, to ensure it provides a scheme that nurtures the competences, skills and qualities of women in devolved government into transformative leadership opportunities.

The product of the participatory process with multiple stakeholders is this reviewed curriculum, which will be used as a resource material in the delivery of a three-day training program. It will contribute to positioning of women as effective leaders and managers in their leadership roles and encourage them to take up more challenging leadership and decision-making positions that are available in the counties through public service promotion schemes or competitive applications.
1.0 INTRODUCTION

Women’s equal participation in public administration and decision-making is a basic human right. Kenya is signatory to various international, regional and sub-regional instruments that enshrine women’s right to equitable gender representation in political and leadership positions. The Constitution of Kenya 2010 domesticated these commitments to safeguard human rights and fundamental freedoms that entrenched in article 81 (b) “Not more than two thirds of the members of elective or appointive bodies shall be of the same gender”.

Devolution in Kenya created several opportunities for women to lead, based on the principles of devolved government. Article 175 (c) of the County Government Act states that no more than two-thirds of the members of representative bodies in each county government shall be of the same gender. Of the 400 County Executive Committee members serving in the 47 county governments, only 34 percent are women, which reflects the serious under-representation of women in leadership roles. Moreover, women’s involvement in county executive portfolios tend to be occupationally segregated, with women being confined to feminized sectors such as health, education and social services, and very few in sectors such as public service, finance and planning. Women executives in county governments are also less likely to serve full term (low retention) or benefit from promotions due to patriarchal nature of the government systems.

The Kenya School of Government (KSG) has developed a structured and modular training program for women serving in county executive positions (i.e. County Executive Committees Members, County Directors, County Chief Officers, County Attorneys) to enhance their performance and efficiency as leaders and managers. The programme will also strengthen their ability to contribute to the formulation and implementation of gender responsive policies and legislation.

1.1 Pre-Training Evaluation

The program will administer a tool prior to the training to gauge the personal and professional characteristics and the experience of participants. This tool will be used to help the participants to assess their skills, aptitudes and personality and how these affect their leadership styles. The responses that are generated will help the participants to appreciate some of the areas they need to focus on for personal development during and after the programme. The same tool will be used to undertake a rapid training needs assessment to guide the trainers/facilitators on the most appropriate topics and sessions to focus on.

1.2 Target Group

The program targets women appointed in county executive positions within the county government structures.
2.0 AIM, RATIONALE, DURATION, PROGRAMME OBJECTIVES & TRAINING METHODOLOGY, STRUCTURE OF TRAINING SESSIONS, TRAINING EVALUATION

2.1 Aim

The curriculum is designed to support the continuing expansion of leadership capacity for program participants to enhance their performance and efficiency as leaders and managers.

2.2 Rationale

Women have a range of natural capabilities and strengths that make them effective leaders. There is a growing focus on the importance of increasing the representation of women in leadership roles. While women are willing to engage in leadership at the counties, they face a range of challenges that have confined this willingness to a distant interest. The sheer range of positions across county and national structures that are accessible to women is staggering. But the low awareness of such job openings, inadequate information on how to apply for such positions, including limited exposure to leadership skills training may partly limit the participation of women. It is likely that more women would participate and benefit from such leadership positions if they knew the type of positions that exist, the procedures for attaining such positions and if they had opportunities for leadership training.

Women account for over half of the population in Kenya. They have a right to be represented at all levels of government, particularly at the county level. The interests of men and women are different and sometimes even conflicting. Therefore women’s participation in leadership positions at the county government is crucial because they can better articulate the interests of women. Women leaders at the executive level have a unique opportunity to influence and develop meaningful gender policies and strategies that will effectively and authoritatively ensure focus on gender equality in all policy areas.

The equal representation of women and men is likely to enhance the democratization of governance at the local level. Building the capacity of women executives at the county level will provide them with an opportunity to appreciate their own strengths and potential for personal growth, which will enable them to make self-directed efforts to improve their effectiveness as leaders and managers in their current roles. Consequently, more women will be attracted to political and public life when they have role models in the county arena.

2.3 Program Duration

The program will be delivered over a three-day period for approximately 20 contact hours:

Day 1: Personal Transformation (8 hours)
Day 2: Leading and Managing Effectively at the Workplace (8 hours)
Day 3: Action planning (4 hours)

The curriculum will use a modular approach. Every module is complete so that each one may be implemented independently of the others based on identified training needs of the target group.
2.4 Program Objectives

1. To teach participants the **skills** needed to lead effectively up, down and across their organization.
2. To provide participants with **knowledge** about themselves and their context in order to improve their ability to lead and manage others at the workplace.
3. To support participants to gain the **confidence** to own their role and unlock their leadership potential.

2.5 Training Methodology

This curriculum has different modules that are designed to empower women leaders at a personal level and within their leadership roles at the county government. The training methodology will be based on the following principles:

1. Active involvement of participants throughout the training.
2. Allow participants to share their thoughts, make enquiries and reflect on their own experiences.
3. Focus on the specific needs and expectations of participants that are reflected in the pre-training questionnaire.

To achieve the objectives of the training, the following experiential methods will be used singly or in combination:

- **Presentations**: will be used to provide the background of each subject and create an atmosphere for discussion and questions.
- **Discussions**: participants will be encouraged to contribute to discussions and share their experiences and thoughts with the rest of the group.
- **Case studies**: will be used to facilitate and trigger discussion and allow external benchmarking so as to achieve competitiveness.
- **Group work**: will be used to facilitate practical understanding of the issues and enhance team working, team building, and cooperation amongst participants.
- **Brainstorming**: will be used to encourage participants to give their ideas on a topic.
- **Question and answer sessions**: will be used to introduce new topics and to actively involve all the participants.
- **Demonstrations**: will provide participants with practical examples of how something is done and give them an opportunity to practice how to do it.
- **Role play**: participants will use drama to convey a message in order to simulate a real life situation in an interesting manner.
2.6 Structure of Training Sessions

Each session will include the following:

- Cover sheet with title, rationale, trainer expertise, time and any prerequisites.
- List of trainer preparation, materials, equipment, handouts, and any trainer references.
- Learning objectives of the session instructional sequence written in detail within these divisions: motivation, information, practice, application, and assessment.
- Any related materials.
- Handouts.

2.7 Training Evaluation

The training program will be evaluated at three levels:

1. **Process level**: to get immediate feedback about the workshop experience. Evaluations will be conducted after each session and at the end of the training workshop to assess content usefulness and quality, the trainer/facilitator’s helpfulness and applicable experience; adequacy of the handouts or other learning materials, facilities, workshop registration/preparation, etc.).

2. **Outcome level**: to measure participants’ immediate changes in knowledge, attitude, or behavior based on exposure to the training sessions (e.g., pre and post-training questionnaires, as well as open-ended questions, interviews, exercises).

3. **Impact level**: to measure longer-term training outcomes such as guidelines for conducting follow-up interviews to measure whether participants are applying the knowledge and skills they learned.
3.0 ACTION PLANNING, LEARNING OUTCOMES & CERTIFICATION

3.1 Action Planning

Participants will develop an action over the duration of the program. The training learning outcomes will be linked to the participants’ personal purpose (i.e., what drives and motives them). The action plan will:

- Identify personal outcome(s) to enhance their strengths and improve their potential development areas;
- Provide detailed steps, actions or activities they will take to complete to accomplish their outcome(s); and
- Provide demonstrable evidence to track progress based on what they see, hear and feel to know they have accomplished their outcomes.

3.2 Learning Outcomes

The curriculum will contribute to outcomes at three levels: personal, organizational, and community levels to bring about the desired changes indicated below.

1. Self-awareness: Participants will get a better understanding of their own personality and motivations, recognize their strengths/weaknesses and make improvements in specific areas, including raising their awareness of how others perceive them.
2. Planning and strategizing: Participants will be capable of setting goals and strategies for achieving them; and become more organized and systematic.
3. Shared leadership. Participants are willing to involve others, seek knowledge from others, and share leadership responsibilities with others; and they will have a better understanding of how their style of managing varies by person and situation.
4. Mentored relationships with peers: Participants will understand the value of increasing their frequency of interactions with other women leaders at the county & national levels. These relationships will be expected to serve as a source of advice, sounding board, and support.
5. View of devolution. Participants will be able to see their role as a leader more broadly and develop a vision that is focused on improved service delivery.

3.3 Certification

A certificate of participation will issued upon fulfilment of KSG certification requirements.
## 4.0 PROGRAMME CONTENT & TIME ALLOCATION

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<tr>
<th>CODE</th>
<th>TOPIC</th>
<th>SESSION DETAILS</th>
<th>DURATION</th>
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<tr>
<td></td>
<td><strong>DAY 1 SESSIONS: PERSONAL TRANSFORMATION</strong></td>
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| 4.1  | PROGRAMME OVERVIEW | 4.1.1 Introduction and programme contract  
        4.1.2 Participants’ unique self-introductions  
        4.1.3 Programme objectives  
        4.1.4 Levelling of expectations | 1 hour |
| 4.2  | LEGAL & POLICY FRAMEWORKS ON GENDER EQUALITY | 4.2.1 Overview of gender concepts  
        4.2.2 Gender equality frameworks at the county, national, regional and international levels  
        4.2.3 Understanding Gender Mainstreaming  
        4.2.4 HeforShe campaign | 2 hours |
| 4.3  | THE VALUE OF WOMEN IN LEADERSHIP | 4.3 Overview of women’s leadership  
        4.3.1 How women’s leadership role has evolved (past and present) in Kenya  
        4.3.2 Challenging barriers that women face as leaders  
        4.3.3 Exploring the innate qualities women contribute to their leadership roles  
        4.3.4 Stories of inspirational Kenya women leaders (narrated by the women themselves) | 2.5 hours |
| 4.4  | OVERVIEW OF DEVOLUTION | 4.4 Overview of the National and County government structures  
        4.4.1 Understanding the National and County Government structures.  
        4.4.2 Overview of the functions of the County Executive  
        4.4.3 Understanding leadership opportunities within the County Executive and how to access them | 2.5 hours |
|      | **Total hours for Day 1** | | **8 hours** |
|      | **DAY 2 SESSIONS: LEADING & MANAGING EFFECTIVELY IN THE WORKPLACE** | | |
| 4.5  | REALIZE YOUR STRENGTHS AND FULFILL YOUR POTENTIAL | 4.5 Evaluate your aptitudes, personal style and development areas  
        4.5.1 Understand your personal assessment  
        4.5.2 Profile your preferred personal leadership style(s)  
        4.5.3 Assess natural talents and personal values  
        4.5.4 Recognize the effects of personal styles | 2.5 hours |
| 4.6  | COMPETENCY & CONFIDENCE TO LEAD | 4.6 Establish a strategic view  
        4.6.1 Apply strategic, operational and tactical leadership in your role  
        4.6.2 Explore the qualities of an emotionally intelligent leader  
        4.6.3 Apply multiple types of leadership approaches  
        4.6.1 Assert your right and responsibility to lead | 2 hours |
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<th>DURATION</th>
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| 4.7  | BUILD YOUR PROFESSIONAL REPUTATION | 4.7 Amplify your effectiveness by networking  
4.7.1 Craft your personal brand  
4.7.2 Enhance your personal influence  
4.7.3 Communicate effectively and manage media relations  
4.7.4 Build and manage your networks proactively  
4.7.5 Operate with ethics and integrity | 1.5 hours |
| 4.8  | GENDER SENSITIVE ENVIRONMENT  | 4.8 Navigate the power and politics landscape  
4.8.1 Exert your power appropriately and effectively  
4.8.2 Understand gender mainstreaming policies at the workplace  
4.8.3 Create and support a learning environment  
4.8.4 Establish everyday coaching practices | 1.5 hours |

Total hours for Day 2 8 hours

**DAY 3 SESSIONS: APPLY YOUR LEADERSHIP SKILLS**

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| 4.9  | NEW LEADERSHIP PROFILE AND VISION | 4.9 Choose your personal and professional future  
4.9.1 Learn from successes and setbacks to build excellence  
4.9.2 Develop your vision for success  
4.9.3 Address resistance and established patterns | 2 hours |
| 4.10 | COMMIT TO ACTION             | 4.10 Develop your action plan  
4.10.1 Map your leadership and career development plan  
4.10.2 Craft your blueprint for professional effectiveness  
4.10.3 Present your personal statement of commitment | 2 hours |

Total hours for Day 3 4 hours

Total hours for 3 days 20 hours
5.0 Training Resources

i. Markers

ii. Flipchart paper

iii. Posters

iv. LCD

v. Laptops

vi. Speakers

vii. Flash disks

viii. Handouts

ix. Masking tape

x. Note books

xi. Scissors

xii. Videos

xiii. Case studies/case stories/case histories/case scenarios

xiv. Relevant reference materials e.g. Books and journals, policy document/plans


### APPENDICES 1: Timetable

#### DAY 1

<table>
<thead>
<tr>
<th>Day/Time</th>
<th>Session</th>
<th>Facilitator(s)</th>
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</table>
| 8.00 am – 9.00 am | **4.1 Programme Overview**  
4.1.1 Participants' unique self-introductions  
4.1.2 Programme objectives  
4.1.3 Levelling of expectations  
4.1.4 Introductions and programme contract | 1 hour |
| 9.00 am – 11.00 pm | **4.2. Legal & Policy Frameworks on Gender Equality**  
4.2.1 Overview of Gender Concepts  
4.2.2 Gender Equality frameworks  
4.2.3 Understand Gender Mainstreaming  
4.2.4 HeforShe campaign | 2 hours |
| 11.00 am – 11.30 am | Health Break |
| 11.30 am – 1.00 pm | **1.3 Overview of women’s leadership**  
4.3.1 How women’s leadership role has evolved (past and present) in Kenya  
4.3.2 Challenge barriers that you face as a woman leader  
4.3.3 Explore the innate qualities women contribute to their leadership roles  
4.3.4 Stories of inspirational Kenya women leaders (narrated by the women themselves) | 2.5 hours |
| 1.00 pm – 2.00 pm | Lunch Break |
| 2.00 pm – 4.30 pm | **4.4 Overview of the national and government structures**  
4.4.1 Understand the National and County Government structures  
4.4.2 Overview of the functions of the County Executive  
4.4.3 Understand leadership opportunities within the County Executive and how access them | 2.5 hours |
| 4.30 pm – 5.00 pm | Health Break |

#### DAY 2

<table>
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<tr>
<th>Day/Time</th>
<th>Session</th>
<th>Facilitator(s)</th>
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| 8.00 am – 10.30 am | **4.5 Evaluate your aptitudes, personal style and development areas**  
4.5.1 Understand your personal assessment  
4.5.2 Profile your preferred personal leadership style(s)  
4.5.3 Assess natural talents and personal values  
4.5.4 Recognize the effects of personal styles | 2.5 hours |
<p>| 10.30 am – 11.00 am | Health Break |</p>
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<tr>
<th>Time</th>
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<th>Duration</th>
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</table>
| 11.00 am – 1.00 pm | **4.6 Establish a strategic view**  
|                 | 4.6.1 Apply strategic, operational and tactical leadership in your role  
|                 | 4.6.2 Explore the qualities of an emotionally intelligent leader  
|                 | 4.6.3 Apply multiple types of leadership approaches.  
|                 | 4.6.4 Assert your right and responsibility to lead                      | 2.5 hours  |
| 1.00 pm – 2.00 pm | Lunch Break                                                             |            |
| 2.00 pm – 3.30 pm | **4.7 Amplify your effectiveness by networking**  
|                 | 4.7.1 Craft your personal brand                                         | 1.5 hours  |
|                 | 4.7.2 Enhance your personal influence                                   |            |
|                 | 4.7.3 Communicate effectively and media relations                       |            |
|                 | 4.7.4 Build and manage your networks proactively                        |            |
|                 | 4.7.5 Operate with ethics and integrity                                 |            |
| 3.30 pm – 4.30 pm | **4.8. Navigate the power and politics landscape**  
|                 | 4.8.1 Exert your power appropriately and effectively                   | 1.5 hours  |
|                 | 4.8.2 Understand gender mainstreaming policies at the workplace         |            |
|                 | 4.8.3 Create and support a learning environment                         |            |
|                 | 4.8.4 Establishing everyday coaching practices                          |            |
| 4.30 pm – 5.00 pm | Health Break                                                            |            |
| DAY 3           |                                                                         |            |
| 8.00 am – 10.30 am | **4.9 Choose your personal and professional future**  
|                 | 4.9.1 Learn from successes and setbacks to build excellence             | 2.5 hours  |
|                 | 4.9.2 Develop your vision for success                                   |            |
|                 | 4.9.3 Address resistance and established patterns                       |            |
| 10.30 am – 11.00 am | Health Break                                                            |            |
| 11.00 am – 1.00 pm | **4.10 Develop your action plan**                                         | 2 hours    |
|                 | 4.10.1 Map your leadership and career development plan                  |            |
|                 | 4.10.2 Craft your blueprint for professional effectiveness              |            |
|                 | 4.10.3 Present your personal statement of commitment                    |            |
|                 | 4.10.3 Course Evaluation                                               |            |
|                 | 4.10.4 Programme Closure                                               |            |
| 1.00 pm – 2.00 pm | Lunch Break                                                            |            |
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