



WHEC UPDATE

Briefings of worldwide activity of Women's Health and Education Center (WHEC)

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Leadership Development Series

The leadership journey has the potential to take individuals through a lifelong process in three phases: learn, earn, and return. Good leadership changes individual lives. It forms teams. It builds organizations. It impacts communities. It has potential to impact the world. But never forget the position is only the starting point. Immature leaders try to use their position to drive high performance. Mature leaders with self-knowledge realize that consistently high performance from their people isn't prompted by position, power, or rules. It is encouraged by values that are real and genuine. The bottom line is that an invitation to lead people is an invitation to make a difference.

Having a leadership position does not make you a leader; rather, it is an opportunity to become a leader. Leadership is action, not position. Just because you have the right to do something as a leader doesn't mean that it is right thing to do. Changing your focus from rights to responsibilities is often a sign of maturity in a leader. Many of us were excited in early leadership years by the authority we had and what we could do with it. That power can be exhilarating, if not downright intoxicating. Each of us as leaders must strive to grow up and grow into a leadership role without relying on our rights. If we can mature in that way, we will start to change our focus from enjoying authority for its own sake to using authority to serve others. Being a good leader doesn't mean trying to be king of the hill and standing above (and apart from) others. Good leadership is about walking beside people and helping them to climb up the hill with you. King-of-the-hill leaders create a negative work environment because they are insecure and easily threatened. Whenever they see people with potential starting to climb, it worries them. They fear that their place on the top being threatened. As a result, they undermine the people who show talent, trying to guard their position and keep themselves clearly above and ahead of anyone else.

What is the usual result? The best people, feeling undermined and put down, leave the department or organization and look for another hill to climb. Only average or unmotivated people stay. And they know their place is at the bottom. That develops an us-versus-them culture, with the positional leader standing alone on top. Leadership doesn't have to be lonely. People who feel lonely have created a situation that makes them feel that way. If you are at the top of the hill alone, you may get lonely. If you have others alongside you, it is hard to be that way. The greatest downside about this type of leadership is that it is neither creative nor innovative. It is leadership that just gets by.

Leadership is not a right. It is a privilege. It must be continually earned. If you possess any sense of entitlement, that will work against you. If you have thought in terms of position, change your focus. Instead, think about your leadership potential. What kind of leader do you have the potential to become? What kind of positive effect can you make on the world? Rewrite your goals to embrace a non-positional mind-set. It will make a difference in your teachability and the way you treat your team members.

Good leaders understand that it is their responsibility to move toward their people. Leaders are initiators. The Greek philosopher Socrates said, "Let him that would move the world first move himself". In order to do anything new in life, we must be willing to leave our comfort zone. That involves taking risks, which can be frightening. However, each time we leave our comfort zone and conquer new territory, it not only expands our comfort zone but also enlarges use. If you want to grow as a leader, be prepared to be uncomfortable. But know this: the risks are well worth the rewards. One of the secrets of connecting with people and building relationships is knowing and liking yourself. To become someone who is good at building relationships with others, you must become the kind of person you would want to spend time with. No matter where you are in your own leadership journey, I encourage you to learn all you can and keep learning.

Building Positive Relationships

Rita Luthra, MD

Your Questions, Our Reply

Most leaders are looking for ways to grow their organizations – where do they usually focus their attention? How do you grow a company?

People Development Sets You Apart: If you really want to expand the organization and its potential, focus on growing the leaders. In a competitive business world, the ability to develop people is often the difference maker between two organizations competing to succeed using similar resources. If employers fail to upgrade their workers, then they are trying to be competitive only with their capital. Anybody can replicate physical capital. But the one resource nobody can replicate is the dedication, the teamwork, and the skills of a company's employees. Develop them, and you become a one-in-a-thousand leader.

Achieving success is not easy. Thousands of new businesses are launched every year only to fail a short time later. Those that make it discover that sustaining success is not easy, either. Many companies said to have been “built to last” don't. Even some of the giants who seem invincible do not remain successful forever. What gives an organization the best chance for sustaining growth and success? Developing and training people. Only by helping your people reach their potential will your organization reach its potential. People and organizations do not grow much without delegation and completed staff work, because they are confined to the capacities of the boss and reflect both personal strengths and weaknesses. Do not allow yourself to become the lid on your organization. Give it the best chance for a bright future by developing other leaders.

People development is more than just teaching. It is transforming. It invites people into the process of leadership because many things can be learned only through experience. When established leaders focus on people development and empower others to lead, everybody wins. That is great wisdom.

The purpose of life is not to win. The purpose of life is to grow and to share. When you come to look back on all that you have done in life, you will get more satisfaction from the pleasures you have brought into other people's lives than you will from the times that you outdid and defeated them. Helping other grow and develop brings great joy, satisfaction, and energy to a leader. You will create a sense of community, where victories are celebrated, gratitude is evident, and loyalty is shared.

People development requires a very high maturity level. It also requires a very high of skill. That can create problems for some leaders, and it prevents many from following through with it. Leaders who are honest with themselves know that they do not have all the answers. They recognize that success comes when people work together, each person playing his or her part. Because of this, they do not try to answer every question themselves. They do not try to make every decision. They see winning as a collaborative effort. And their goal is not to make others think more highly of them. It is to get their people to think more highly of themselves.

Every time you develop a leader, you make a difference in the world. And if you develop leaders who take what they have learned and use it to develop other leaders, there is no telling what kind of an impact you will have or how long that impact will last.

Join our efforts!

United Nations At A Glance

Brunei Darussalam and the United Nations

Brunei Darussalam joined the UN on 21 September 1984.



Brunei History: From the 14th to the 16th centuries Brunei Darussalam was the seat of a powerful sultanate extending over Sabah, Sarawak and the lower Philippines. Thus, the current Sultan represents one of the oldest continuously ruling dynasties in the world. By the 19th century, the Brunei Darussalam Empire had been whittled away by wars, piracy and the colonial expansion of European powers.

In 1847, the sultan concluded a treaty with Great Britain and in 1888 Brunei Darussalam officially became a British protectorate. In 1906, the Residential System was established in Brunei Darussalam. A British Resident was nominated as a representative of the British government to advise the sultan in all matters except Malay customs, traditions and Islamic religion. The 1959 Agreement established a written constitution which gave Brunei Darussalam internal self-government. In 1971, the agreement was amended and revised to assert full internal independence except defense and external affairs.

In 1967 His Highness Sultan Haji Sir Muda Omar Ali Saifuddien abdicated in favor of his son Pengiran Muda Mahkota Hassanal Bolkiah. On January 1, 1984 Brunei Darussalam resumed full independence and the Sultan took office as Prime Minister, Finance Minister and Home Affairs Minister, presiding over a cabinet of six. In October 1986, the cabinet was expanded to 11 members, with His Majesty relinquishing the portfolios of Finance and Home Affairs and taking over the Defense portfolio which his late father had held since 1984. In 1988 another reshuffle brought about the elevation of the deputy minister to a full minister and the creation of the Ministry of Industry and Primary Resources designed to boost the country's development.

Details: <https://www.un.int/brunei/>

Collaboration with World Health Organization (WHO)

WHO | Brunei Darussalam



Life expectancy at birth for both sexes increased by 1 year(s) over the period of 2000-2012; the WHO region average increased by 4 year(s) in the same period.

In 2012, healthy expectancy in both sexes was 9 year(s) lower than overall life expectancy at birth. This lost healthy life expectancy represents 9 equivalent year(s) of full health lost through years lived with morbidity and disability.

Brunei Darussalam

Child malnutrition estimates by NCHS/WHO reference

Prior to April 2006 survey data were analyzed using the National Center for Health Statistics (NCHS) / World Health Organization (WHO) international reference population. These results, available below, are posted here for historical reasons and are no longer being updated. [Data pdf, 10kb](#) ; [References pdf, 10kb](#)

Statistics

Total population (2013): 418,000

Gross national income per capita (PPP international \$, 2009): 68,090

Life expectancy at birth m/f (years, 2013): 76/79

Probability of dying under five (per 1,000 live births, 0): not available

Probability of dying between 15 and 60 years m/f (per 1,000 population, 2013): 101/69

Total expenditure on health per capita (intl \$, 2013): 1,812
Total expenditure on health as % GDP (2013): 2.5

Details: <http://www.who.int/countries/brn/en/>

Bulletin of the World Health Organization; Complete list of [contents](#) for Volume 93, Number 8, August, 513-588

Collaboration with UN University (UNU)

UNU-WIDER (World Institute for Development Economics Research) *Expert Series on Health Economics:*

Who really leads development?

'Leadership' is not a common topic for research in international development. In recent years, however, prominent studies like the 2008 Growth Commission Report noted the importance of leadership in development. This and other studies focused on individual leaders—or heroes—when examining 'who leads development'. The current article asks if heroes really do lead development. It deconstructs the implied theory behind the 'hero orthodoxy' into four hypotheses: about how change happens in development; who leads it; how it emerges; and how it is brought to completion. Through a qualitative study of twelve interventions in contexts like Afghanistan, Sierra Leone, and Kosovo, the article shows that these hypotheses are too simple to really help explain who leads development. It appears that change is complex and requires similarly complex multi-agent leadership interventions—not individual heroes.

More important than these questions about the individuals' roles, however, are questions about how they engaged—across space, time and with respect to the challenges they were facing—to draw attention to a social problem and introduce and implement dramatic change. These kinds of questions emerge as vital when reviewing evidence discussed in this chapter. Many agents led in many different ways to effect change in bureaucracies and political systems in Kenya and Sierra Leone, Rwanda, Kosovo, Afghanistan, the Central African Republic and Uganda. Some of these roles may have been front of stage, but many were more mundane and less visible. Leadership solutions seem to require both, not one or the other, which calls for serious thought about how leadership manifests beyond heroes, how heroes connect to more mundane agents, what provokes their interaction, and how this interaction can be facilitated over the prolonged periods needed for contexts to become ready for change.

This article does not intend to pronounce the death of any kind of single 'hero' leader model in development. Rather, it aims to empower an analysis of the basic hypotheses underlying such single-leader theories. In so doing, it shows that these kinds of theories are limited (not necessarily absolutely incorrect) in the way they promote understanding of change and the role of agents in change and development. Hopefully this argument will resonate with some in the development community and provoke more research on who leads development, how, and why. The kinds of questions raised in this conclusion should guide such work. The questions commonly refer to the idea that leadership is more complex than Great Man theories or other versions of the hero orthodoxy allow. Research should recognize this complexity and apply new theories to answer these questions. Various recent studies are already doing this, including the work on adaptive systems in government, problem driven change, and team, network, and functional leadership. In particular, complexity theory and interdisciplinary versions of new institutionalism are proposed as ways of thinking about the subject. Whereas these schools of thought have only been marginally reflected in development work to date, they could be vital sources of thought in the future. Such theories have informed the new work on capability traps and problem driven iterative adaptation, which embraces the idea of multi-agent leadership and promises to be a source of research into this area in future.

Publisher: UNU-WIDER; Author: Matt Andrews; Sponsors: UNU-WIDER gratefully acknowledges specific programme contributions from the governments of Denmark (Ministry of Foreign Affairs, Danida) and Sweden (Swedish International Development Cooperation Agency—Sida) for ReCom. UNU-WIDER also gratefully acknowledges core financial support to its work programme from the governments of Denmark, Finland, Sweden, and the United Kingdom.

(Details of the paper can be accessed from the link of UNU-WIDER on CME Page
<http://www.womenshealthsection.com/content/cme/>)

United Nations Girls' Education Initiative (UNGEI)

*The Effort to Advance the Global Strategy
(Continued)*

EAST ASIA AND PACIFIC REGIONAL UNGEI (EAP UNGEI)

EAP UNGEI: Background



The East Asia and Pacific Regional UNGEI was launched in May 2002 and seeks to establish networks and partnerships among experts and organizations promoting education and gender rights. At country level, UNGEI is active in Cambodia, China, Lao PDR, Mongolia, Papua New Guinea, the Philippines, Thailand and Viet Nam.

The goal of the regional group is to ensure the availability of a quality education for all girls across the region. It aims to strengthen existing programs for girls' education by ensuring that the national EFA plans will

be gender responsive and that the implementation of the plans and monitoring systems put in place pay due attention to gender issues. In order to attain these goals, the Regional UNGEI seeks to advocate and build strong networks for:

1. Placing girls' education on the agenda at meetings and events at all levels;
2. Developing girls' education advocacy tools;
3. Sharing best practices to share information and data on girls' education;
4. Strengthening existing and establishing new linkages with other groups and networks working for education and gender issues

What Does EAP UNGEI Do?

EAP UNGEI is an active voice for promoting gender equality in education. Two new working groups have been initiated to take forward key areas of the global UNGEI Policy Advocacy Agenda - School Related Gender Based Violence (SRGBV) and Marginalisation.

At the country level, EAP UNGEI provides support for strengthening gender mainstreaming in education. In Lao PDR, EAP UNGEI contributed to the formation of the Gender, Inclusion, and Disability Technical Working Group (GID TWG), the first technical working group of its kind in the region. The GID TWG was appointed by Ministerial Decree and is chaired by the Ministry of Education and Sports (MoES) and currently Co-chaired by a CSO, Plan Lao PDR. In Papua New Guinea, EAP UNGEI has introduced key issues around SRGBV, contributing to the initiation of mapping of SRGBV in selected provinces. EAP UNGEI will continue to expand its support for partners in the region.

Several resources have been published, providing an overview of gender in education in the region and recommendations to address major challenges. Recent publications include:

- Girls, Disabilities and School Education in the East Asia Pacific Region, 2014;
- School-Related Gender-Based Violence in the Asia-Pacific Region, 2014;
- Why are Boys Underperforming in Education? Gender Analysis of Four Asia-Pacific Countries, 2012,
- Evidence-Based Advocacy for Gender in Education, 2010

Details: <https://www.youtube.com/watch?v=7W4l4zpPQOs>

To be continued.....

Top Two-Articles Accessed in July 2015

1. Improving Maternal Health through Education;
<http://www.womenshealthsection.com/content/heal/heal014.pdf>
UN Chronicle Publications. We all at Women's Health and Education Center (WHEC) thank the United Nations (UN) and the World Health Organization (WHO) for their support.
2. Health Care: Who Should Pay for What?
<http://www.womenshealthsection.com/content/heal/heal014.php3>
WHEC Publications. Special thanks to WHO, World Bank and International Monetary Fund (IMF) for the contributions.

From Editor's Desk

2015 Economic and Social Council Session

High-level Segment: annual ministerial review:

Report of Secretary General

Managing the transition from the Millennium Development Goals to the sustainable development goals: what it will take

Summary:

The transition from the Millennium Development Goals to the transformative, united and universal post-2015 development agenda integrating the sustainable development goals will be a historic opportunity to advance global development. The present report, provided in response to General Assembly resolutions 61/16 and 68/1, explores what it will take to manage this important transition. It is emphasized that policy integration based on the three dimensions of sustainable development will need to become the new operational standard, supported by a greater emphasis on achieving integration and coherence across actors and sectors. It is suggested that institutions at all levels will need to undertake adaptations to implement the new development agenda, requiring a fundamental shift in mindsets and attitudes accompanied by strong leadership and vision. Emphasis is laid on the importance of ensuring that the efforts of the growing diversity of development actors are effectively aligned with the objectives of the post-2015 development agenda and the underpinning revitalized global partnership for sustainable development. It is also stressed that a multi-tiered and inclusive follow-up and review of implementation will be required to ensure an effective exchange of experiences, advancement of progress and ownership and engagement by all development stakeholders.

Details: http://www.un.org/ga/search/view_doc.asp?symbol=E/2015/68

Comings and Goings

Comings:

[Dr. Nicole H. Boudreau](#); Assistant Clinical Professor, Tufts University School of Medicine and Caritas St. Elizabeth's Medical Center has joined us and filled the position of Secretary on the Board of Directors for Women's Health and Education Center (WHEC) and Women's Health and Education Organization, Inc. Her experience and insights will be helpful to all of us to develop maternal and child health initiatives, with St. Elizabeth's Medical Center, Boston, MA (USA) and in Africa.

[Dr. David Richmond](#), President of The Royal College of Obstetricians and Gynaecologists (RCOG) has accepted and joined us on the Physician's Board. We all at Women's Health and Education Center (WHEC) are looking forward to developing many initiatives in maternal and child worldwide with him and with the RCOG. His experience will be an asset to all of us.

Goings:

Special Thanks to [Dr. Bruce R. Dziura](#), [Dr. Robert P. Hoffman](#), [Dr. Ronald S. Gibbs](#), [Dr. Fergal D. Malone](#) for their contribution to the physicians' board.

Words of Wisdom

A leader is best
When people barely know he exists,

Not so good when people obey and acclaim him,
Worst when they despise him.

Fail to honor people, they fail to honor you;
But a good leader, who talks little,

When his work is done, his aim fulfilled,
They will say, "We did this ourselves".

– Lao Tzu, Chinese philosopher and Poet; born 571 BC

*Monthly newsletter of WHEC designed to keep you informed on
the latest UN and NGO activities*

