

Giving a Gift of Honest and Compassionate Leadership to Africa

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During the late 1950s and early 1960s most African countries began to experience political freedom. The post colonial era ushered in a period of growing hopes and aspirations for political emancipation, economic growth, the attainment of the civil liberties, and the preservation of human rights. After having achieved self-government and realizing later that political freedom was meaningless without economic success, African leaders began setting up programs to facilitate improvements in laborforce productivity and enhancement in social, economic, political, and educational life. During this era educational and developmental planning became the major policy tools. For decades African leaders and their successors searched for ways to improve living conditions and the quality of life through education in most of the science, technology, and improved agricultural practices. The race to achieve and sustain ongoing progress in every sphere of life led the first generation of African leaders as well as those in other developing countries to channel their scarce financial resources, effort, energy, and time (FEET) into plans, policies, projects, and programs (i.e., the 4Ps Portfolios).

Despite these efforts, living conditions across Africa and the other developing areas continue to grow from bad to worse. Although these nation states possess an abundance of natural resources, the amount of FEET poured into education in these countries has failed to produce the honest and compassionate leaders and the caliber of citizens required to develop viable civil society and prosperous nation states.

This failure is the result of these leaders' inability to perceive that no social policies or economic development 4Ps Portfolios can achieve their intended objectives if the environment is devoid of people who are rich in positive human factor qualities and are equipped to commit to achieving constructive long-term transformation in their way and quality of life.

Deeply embedded in Professor Senyo Adjibolosoo's philosophy of development and sustained human progress is that it is the blending together of the spectrum of personality characteristics (i.e., positive as well as negative human factor qualities) that determine the degree to which any kinds of 4Ps Portfolios a people design and implement either succeed or fail. For example, if a people's blend of personality characteristics tips more heavily on the positive side, they experience greater successes in the performance of the custodians of their social institutions. These people are efficient and effective in making the 4Ps Portfolios do what is expected of them.

Specifically, positive human factor qualities include love, grace, compassion, forgiveness, honesty, trustworthiness, integrity, selflessness, principle-centered

motivation and courage, a sense of justice and equality for all guided by a faith that is God-fearing. Alternatively, if a people's spectrum of personality characteristics tips more heavily of the negative side (e.g., greed, dishonesty, deceitfulness, cheating, lying, envy, and hatred), they experience perennial failures in everything they do through their social institutions.

The human factor is the spectrum of personality characteristics and other dimensions of human performance that enable social, economic and political institutions to function and remain functional, over time. Such dimensions sustain the workings and application of the rule of law, political harmony, a disciplined labor force, just legal systems, respect for human dignity and the sanctity of life, social welfare, and so on. As is often the case, no social, economic or political institutions can function effectively without being upheld by a network of committed persons who stand firmly by them. Such persons must strongly believe in and continually affirm the ideals of society (Adjibolosoo, 1995, p. 33).

To achieve the objective of nation building, a people must have leaders as well as citizens that are steeped in the positive qualities of the human factor. They must be resilient, committed to principle-centered living, and possess a pioneering spirit and the can-do-attitudes that foster honesty, integrity, and productivity. They must be loving, compassionate, courageous people who learn and grow in the positive attitudes, behaviors, and actions that ensure efficiency and effectiveness.

The production of this caliber of people requires a new view of education and appropriate programs that aim at assisting the youth to hone their skills, enhance their talents, and develop all other aspects of the positive human factor. This is exactly the primary objective the transformational development education program at the Human Factor Leadership Academy (HFLA) is designed to accomplish. Viewed in this light, while our vision at the HFLA is: *Improving the Human Quality*, our mission is: *Producing Honest and Compassionate Leaders*. The HFLA is located at Akatsi in the Volta Region of Ghana. To read more about the history of the International Institute for Human Factor Development (USA) Incorporated and its HFLA's education program, please visit us at: www.iihfd.org.