Leadership Development Program Guide

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LEADERSHIP DEVELOPMENT PROGRAM GUIDE

PART 1

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A PROGRAM FOR DEVELOPING MANAGERS WHO LEAD

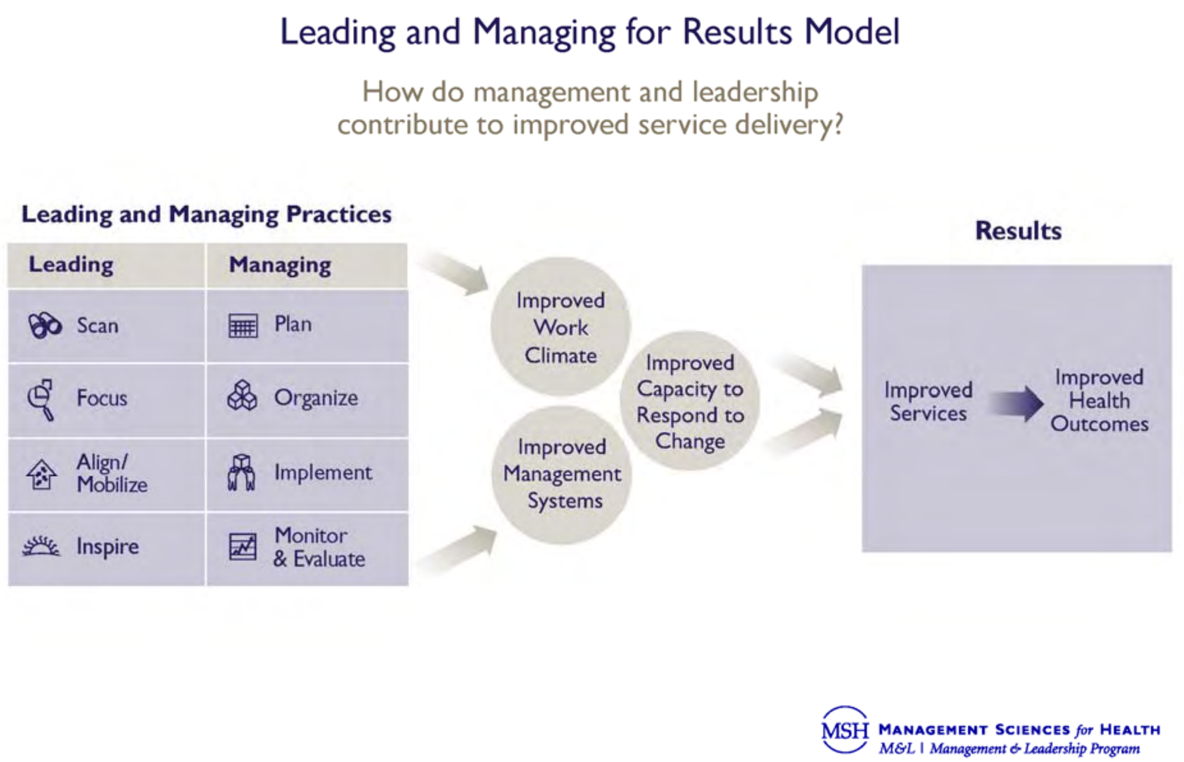
To face today's complex challenges, health care organizations need managers who can adapt to changing conditions. Their managers must do more than develop and implement routine plans or carry out directives from higher levels. At every organizational level, they must be able to creatively meet the needs of their clients. They must be able to lead and manage, focusing on the results they want to achieve and developing leadership in others so that, together, they can reach these results. The Leadership Development Program (LDP) helps organizations to develop managers who lead and manage with a vision of a better future in mind.

What is the LDP?

The LDP is a structured, participatory process that enables teams to face challenges and achieve desired results by applying leading and managing practices. It offers a methodology for success that participants can take into all parts of their lives.

At the core of developing the capacity of health care managers is the belief that the proof of good leadership lies in the achievement of measurable improvements in health outcomes. The LDP focuses on improving these health outcomes through better delivery of health services.

The Leading and Managing for Results Model shows the link between managers' practices and their results.



Managers who learn to apply the eight leading and managing practices listed on the left of the model can bring about changes in work climate, management systems, and the capacity to respond to change. Work climate refers to the prevailing mood of a workplace and the conditions that relate to staff motivation. Management systems are the structures, processes, and procedures that managers develop to facilitate work. The capacity to respond to change is the potential to anticipate and adapt to changing conditions in the internal or external environment. All three are critical contributors to improved services and health outcomes.

The LDP has three learning objectives that reflect the thinking behind the Leading and Managing for Results Model. Participants in the LDP are expected to:

- learn the basic practices of leading and managing so that managers are capable of leading their workgroups to face challenges and achieve results;
- create a work climate that supports staff motivation;
- create and sustain teams that are committed to continuously improving client services.

Key elements of the LDP

The LDP is based on several key elements:

- guiding principles for developing managers who lead;
- a simple tool—the Challenge Model—applied in the context of a shared vision;
- focus on challenge, feedback, and support;
- experiential learning in teams.

Guiding principles. A set of guiding principles anchors the LDP.

Principles for developing managers who lead

- **Focus on health outcomes.** Good management and leadership result in measurable improvements in health services and outcomes. Only by focusing on real organizational challenges can managers develop their ability to lead.
- **Practice leadership at all levels.** Good leadership and management can, and must, be practiced at every level of an organization. Working with their teams, managers at all levels—from health posts to national institutions—can confront challenges and achieve results.
- **You can learn to lead.** Leadership practices improve through a process of facing challenges and receiving feedback and support. By using this process, managers develop the leadership abilities of their staff.
- **Leadership is learned over time.** Becoming a manager who leads is a process that takes place over time. This process works best when it is owned by the organization and takes on critical organizational challenges.
- **Sustain progress through management systems.** Gains made in health outcomes can be sustained only by integrating leadership and management practices into an organization’s routine systems and processes.

The Challenge Model. The LDP uses the Challenge Model as the core learning tool that links the leading and managing practices with participants' real work challenges. Using the Challenge Model and the exercises that support it, participants learn to apply their new leading practices to address their challenges.

The Challenge Model helps participants to keep a vision of the future in mind. It organizes the different leading and managing practices necessary to continually move a team or organization toward its results. In working through the Challenge Model, participants:

- create a shared vision and define one measurable result;
- assess the current situation and identify opportunities and obstacles;
- define their challenge and select priority actions;
- develop an action plan;
- implement their plan and monitor and evaluate their progress toward achieving their desired result.

Challenge-feedback-support. The LDP also follows a developmental method of challenge-feedback-support. That is, participants choose the challenges they want to address, and receive feedback and support from facilitators, colleagues, and district or department managers as they work towards their results. The cycle of challenge-feedback-support is reinforced through the periodic meetings participants attend: the leadership workshops held every few weeks or months, individual team meetings held between the workshops, and regular coaching meetings with participating teams within a department or district.

Experiential learning in teams. Through the LDP, teams of people who regularly work together develop leadership skills through facing real workplace challenges and applying new practices. In their leadership workshops, they have opportunities to reflect on their experiences and engage in group dialogue to learn from each other in addressing their challenges. In this way, experiential learning encourages changes in the way they approach their work. Managers learn how to lead their teams better and team members improve their ability to lead different activities. In short, participants find ways to link their life and work experience with leadership development.

THE LDP DIFFERENCE

Many traditional leadership development programs focus on top leaders and their individual development of leadership skills. These programs often reinforce the notion that some people are born as leaders and just need to add a few skills to their natural abilities. These programs are often conducted in a single off-site workshop.

In contrast, the LDP invites managers and teams at all levels of an organization to participate. It demystifies leadership by encouraging participants to apply leading and managing practices to the actual challenges they face in their unit or organization. Its comprehensive approach helps managers work toward improved services, while enhancing the work climate in their group, their management systems, and their ability to adapt to change, all of which can sustain improvements in services and ultimately in health. The LDP process promotes personal shifts within participants.

Leader shifts

Underlying the program is the belief that all participants, regardless of their position, are valuable contributors to results. All have the ability to change the way they work with others to reach results together. To become managers who lead, managers need to shift their mindset toward seeing themselves as people who mobilize and empower others to create the future. We call the series of shifts in mindset *leader shifts.* Such shifts cannot occur in a few weeks, but over the course of the program, participants have opportunities to reflect on their relations with others and exercise these leader shifts as their teams apply the eight leading and managing practices.

The following table illustrates the five leader shifts that participants experience as they move through the program and afterward, as they continue applying their new leading and managing practices.

Leader Shifts	
Shift perspective from… ➔➔➔➔➔➔	**To…**
Individual heroics	Collaborative actions
Despair and cynicism	Hope and possibility
Blaming others for problems	Taking responsibility for challenges
Scattered, disconnected activities	Purposeful, interconnected actions
Self-absorption	Generosity and concern for the common good

Each of the five leader shifts represents a series of shifts in perspective that occur when the participants deepen their understanding of their self, others, and the environment. These shifts help them to gradually move from:

- work based on the heroic actions that they take alone, to collaborative actions that build on the strength of groups to produce sustainable results;

- a state of despair or cynicism, where they see unsolvable problems and obstacles, to a place of hope and dreams, where they see possibilities to make things better;

- a place where they blame others for problems or failures and instead take initiative, own challenges, and work together to do something about them;

- frantic days filled with unrelated activities carried out for their own sake, to working purposefully toward achieving results that matter;

- preoccupation with themselves and ways to satisfy their needs, to a place where they can generously and compassionately serve a greater good and inspire others to do the same.

These shifts are not easy to make or sustain, but through challenge, feedback, and support, the LDP encourages individuals to make these shifts and work differently with others in order to produce results.

Beliefs for LDP facilitation

To fully support team members as they make leader shifts and strive to overcome obstacles, the program facilitators reflect a set of beliefs in their practices to encourage participation, shared learning, and effective results. Through their practices, the facilitators create the best possible environment for productive learning.

The facilitators discuss these beliefs as they plan the program and apply them during the program. They also refer to them in providing each other with feedback and support on the facilitation process.

Based on MSH's experience, the five critical beliefs for facilitators to embrace to successfully lead the LDP program are as follows:

- We believe in the inherent value of all participants, regardless of their organizational level or status.
- We believe that when people have access to knowledge and skills, they will learn what they need to in order to achieve their desired results.
- We believe that knowledge must be linked to action.
- We believe in the power of shared learning and discovery.
- We believe in the creative spirit of every human being.

By applying these beliefs, facilitators encourage participants to have confidence that they can deal with day-to-day difficulties and go on to achieve results. A member of one successful team exclaimed to the facilitators at the end of an LDP program, "You supplied the missing ingredient—you believed in us."

For a fuller discussion of these beliefs and their accompanying practices, please refer to the "Leadership Development Program Guide—Part 2."

ORIENTATION TO THE PROGRAM DESIGN

The LDP is a comprehensive program for existing work teams applied over four to six months. At the heart of the program, the teams discuss strategies for and actively address their challenges through all program activities. To help organize and support their work, five kinds of program activities are held:

- **Senior Alignment Meeting,** an initial meeting which generates commitment and ownership of the LDP among key organizational stakeholders;
- **LDP Workshops,** a series of workshops comprised of 12 half-day core sessions during which participants learn core leading and managing practices and concepts;
- **Local Team Meetings,** on-the-job meetings between workshops in which participants transfer what they learned to the rest of their work team, discuss strategies to address their challenges, and apply leading and managing practices;
- **Regular Coaching,** in which local health managers support the teams in implementing the tools of the LDP;
- **Stakeholder Meetings,** in which stakeholders are periodically updated and enlisted as resources to support the teams.

A six-month LDP, for example, could integrate these activities into the following timeline:

Sample Six-Month LDP						
LDP Activities	**Month 1**	**Month 2**	**Month 3**	**Month 4**	**Month 5**	**Month 6**
Senior Alignment Meeting	Conduct meeting 1–2 days					
LDP Workshops		Sessions 1–4 2—3 days	Sessions 5–7 1.5 days	Sessions 8–10 1.5 days	Session 11 1 day	Session 12 Evaluate and report results 1 day
Local Team Meetings		Meet twice	Meet twice	Meet twice	Meet twice	Meet twice
Regular Coaching		As needed, contact at least once	As needed, contact at least once	As needed, contact at least once	As needed, contact at least once	As needed, contact at least once
Stakeholder Meetings		Meet once		Meet once		Go to session 12 for team presentations

<———— **Core of LDP:** Teams work on their challenges, focusing on results and activities to achieve them throughout LDP workshops, team meetings, coaching, and stakeholder meetings. ————>

Essential steps for making this program work

Whether you are learning about the LDP for the first time or preparing for a leadership development program, it is important to note that the success of the LDP process hinges on taking several essential steps:

- **The LDP engages and aligns senior managers and other stakeholders.** The Senior Alignment Meeting must take place in order to generate commitment to the program among key organizational stakeholders. The organization commits to enabling its teams to fully participate, and managers within the organization step forward to champion the program.

- **Program champions support new practices at the workplace.** LDP champions applaud participants' efforts and make time available within usual workdays so that the participants can work on existing challenges and make improvements. In this way, the program can help the participants reorganize how they will work together for the long term.

- **All the core sessions are given and attended.** The 12 sessions that represent the LDP's core have specific outcomes that must be achieved. Additional exercises that support further development of leadership competencies are optional and can be customized to meet local needs. Facilitator's notes for the core sessions and the optional exercises are found in the "Leadership Development Program Guide—Part 2" in *The Health Manager's Toolkit.*

- **Monitoring and evaluation are integrated into the LDP process.** An organization must integrate monitoring and evaluation into its program. Through clearly establishing baselines and monitoring changes in indicators, it can effectively measure changes in organizational results (service results and work climate improvements). Each team needs to learn how to correctly monitor and evaluate its results in order to demonstrate the links between its improved leading and managing practices and organizational performance.

KEY ROLES FOR CARRYING OUT THE LDP

The LDP process proceeds well when people fulfill key program roles. It is important to note that a person may carry out more than one role. While the role of LDP Facilitator may be carried out be an external facilitator, the LDP Champion role must be filled by a person within the organization that is developing its managers' capabilities. This person demonstrates organizational commitment to the LDP by integrating this role into ongoing responsibilities.

LDP Roles and Responsibilities	
LDP Role	**Responsibilities**
Organizational Sponsor	The Organizational Sponsor has the organizational authority to sanction the initiative. The Sponsor provides top-level political support and resources for the LDP and assures that support for leadership continues after the formal program. This person is fully committed to the program. If the Facilitator is an external consultant, the Sponsor also serves as a bridge between the Facilitator and the organization.
LDP Facilitator (from within or outside the organization)	The LDP Facilitator and the LDP Champion together initiate the program. The Facilitator coaches the Champion to lead the program. They create the project plan and timeline. The Facilitator trains cofacilitators to lead program workshops and meetings. The Facilitator adapts the program design and materials to the organization. The Facilitator reviews the action plans and arranges for appropriate support for the teams in monitoring and evaluation.
LDP Champion (from within the organization)	The LDP Champion provides organizational leadership for the LDP and works to overcome the inevitable obstacles the program will face. The Champion creates the project plan and timeline with the LDP Facilitator and manages it. The Champion leads a project team to carry out the day-to-day activities, including the design and implementation of the LDP. The Champion serves as cofacilitator for all workshops and meetings. The Champion with the District or Department Coaches ensure that the participating teams carry out their action plans, including their monitoring and evaluation activities, and provide access to resources for their efforts. The Champion coordinates with all stakeholder groups to ensure that they are kept up to date and continue to support the LDP.
District or Department Coaches	Managers in departments or districts taking part in the LDP act as coaches in the program and facilitate Regular Coaching Meetings. They support the participant teams in their ongoing work. They ensure that the teams develop and implement feasible action plans with well-defined monitoring and evaluation plans.
LDP Coordinator	The LDP Coordinator assists the LDP Champion in ensuring the program's success. The Champion engages the Coordinator to manage all the logistical and administrative elements of LDP activities within the organization. The Coordinator develops and manages the program budget, arranges all the meetings, and pays for the related expenses, including space, supplies, participant materials, and where appropriate, transportation, and meals. The Coordinator secures equipment and supplies for LDP activities and obtains or reproduces materials for these activities as needed.

LDP Roles and Responsibilities	
LDP Role	**Responsibilities**
Participant Teams	Participants work in teams, sharing their experiences and learning how to work together to produce results. They take risks in acknowledging weaknesses as well as strengths. They accept new responsibilities for facing their personal and professional challenges and achieving desired outcomes.
Stakeholders	Stakeholders include the donor, if any, and other interested groups. The donor provides funding to the LDP and is aligned with the program's goals. Stakeholders participate in stakeholder meetings and debriefings.

About Monitoring and Evaluation: Monitoring the teams' progress and measuring their results are essential to guide team performance as well as demonstrate the effectiveness of the LDP. As part of its action plan, each team will develop a monitoring and evaluation plan, including a schedule for monitoring and evaluation activities with assigned roles. This plan will define the indicators and data collection methods that the team will use to monitor progress, measure results, and evaluate the overall outcomes of the action plan.

The LDP contains content that teaches the teams how to conduct monitoring and evaluation activities. The Facilitator and Champion lead the teams through this content and later review the plans the teams develop. It is recommended that the Facilitator and Champion engage an experienced evaluator, either in the country or region, or through email if onsite consultation is not feasible, and invite the evaluator to provide feedback on the teams' action plans, looking at the desired results, indicators, and data collection methods selected. It is important to ensure that the teams measure their results in ways that can be compared to actual performance data from before the LDP and from nonparticipating service units.

The contributions of all the facilitators, Champion, and Coordinator are invaluable, but it is the participants who take on the greatest share of the work during the LDP. The LDP workshops and meetings draw on their individual insights and encourage them to listen closely to one another. Between these meetings, their real work happens, as they strive to apply the leading and managing practices with their teams. Once the program is finished, they are the people who continue the leading and managing process.

The rest of Part 1 of the LDP Guide provides an overview of the five types of meetings that form the LDP process.

THE SENIOR ALIGNMENT MEETING

Purpose. The Senior Alignment Meeting is the first meeting in the LDP process. Its purpose is to build the necessary commitment of the key stakeholders to a process of developing leadership for results over time.

The Senior Alignment Meeting is the opportunity to engage stakeholders and health managers in a one- to two-day dialogue focused on the leadership challenges they are facing. This meeting can be used to turn participants' attention to the roles of leaders in the organization, to explore the integration of leadership with management, and to identify key leadership practices required to produce organizational results.

Intended outcomes. At the end of this meeting, participants will have:

- defined the practices of leading and managing;
- explored desired and needed leadership practices of the organization;
- formulated a shared vision for a leadership development program for the organization;
- created a shared understanding of priority challenges facing the organization;
- identified one or more organizational champions;
- identified others who will serve on a project team and take on key program roles;
- developed a plan and timeline to implement the leadership development program;
- assumed organizational ownership of the LDP.

Meeting organizer and facilitator. The meeting is organized and facilitated by the:

- LDP Facilitator
- LDP Champion
- Organizational Sponsor, who supports the meeting facilitators

Meeting participants. The meeting participants include:

- stakeholders with an interest in the results of the organization, including donors
- leader(s) of the organization;
- people with the authority to initiate and support the LDP, both within and outside the organization

Meeting structure. The core of the meeting consists of four sessions during which participants identify current organizational challenges and analyze the role of leadership in addressing these challenges. They identify the critical leadership practices needed, and the degree to which these currently exist in the organization. Based on their analysis, the LDP Facilitator works with participants to adapt the program to the specific needs of the organization. Suggestions for other exercises are indicated in the facilitation plan. Two days should be set aside for the completion of the four sessions.

Session 1. What are the essential leading and managing practices for achieving organizational results?

Session 2. How do managers who lead move from a vision of the future to identifying challenges and then to action?

Session 3. What leadership practices are needed to face the challenges of the organization? What is needed to implement a leadership development program?

Session 4. How can the organization and stakeholders own the LDP? The participants identify the program process, timeline, other champions, and other roles.

LDP WORKSHOPS

Purpose. As the core of the overall LDP, the workshops are where the participants explore and discover the necessary leading and managing practices that enable them to face their challenges and achieve results.

Intended outcomes. At the end of the workshops, participants will have:

- learned the basic practices of leading and managing so that participants are capable of leading their work groups to face challenges and achieve results;
- created a work climate that supports staff motivation;
- committed themselves as a team to continuously improving client services.

Workshop organizer and facilitator. Each workshop is organized and facilitated by the:

- LDP Facilitator
- other local facilitators from within the organization who have been trained

Workshop participants. The participants include:

- health managers with three to six members of their existing work teams from several levels of the organization (e.g., clinic, hospital, district, and municipal health teams)
- (optional) stakeholders, who join a participating team (e.g., senior managers)

Workshop structure. The LDP workshop sessions focus on eight key leadership and management practices: scan, focus, align and mobilize, inspire, plan, organize, implement, and monitor and evaluate. The Leading and Managing Framework explains these practices.

Leading and Managing Framework

Practices that enable work groups and organizations to face challenges and achieve results

Leading

SCANNING

- Identify client and stakeholder needs and priorities.
- Recognize trends, opportunities, and risks that affect the organization.
- Look for best practices.
- Identify staff capacities and constraints.
- Know yourself, your staff, and your organization — values, strengths, and weaknesses.

ORGANIZATIONAL OUTCOME: *Managers have up-to-date, valid knowledge of their clients, the organization, and its context; they know how their behavior affects others.*

FOCUSING

- Articulate the organization's mission and strategy.
- Identify critical challenges.
- Link goals with the overall organizational strategy.
- Determine key priorities for action.
- Create a common picture of desired results.

ORGANIZATIONAL OUTCOME: *Organization's work is directed by well-defined mission, strategy, and priorities.*

ALIGNING / MOBILIZING

- Ensure congruence of values, mission, strategy, structure, systems, and daily actions.
- Facilitate teamwork.
- Unite key stakeholders around an inspiring vision.
- Link goals with rewards and recognition.
- Enlist stakeholders to commit resources.

ORGANIZATIONAL OUTCOME: *Internal and external stakeholders understand and support the organization's goals and have mobilized resources to reach these goals.*

INSPIRING

- Match deeds to words.
- Demonstrate honesty in interactions.
- Show trust and confidence in staff, acknowledge the contributions of others.
- Provide staff with challenges, feedback and support.
- Be a model of creativity, innovation, and learning.

ORGANIZATIONAL OUTCOME: *Organization displays a climate of continuous learning and staff show commitment, even when setbacks occur.*

Managing

PLANNING

- Set short-term organizational goals and performance objectives.
- Develop multi-year and annual plans.
- Allocate adequate resources (money, people, and materials).
- Anticipate and reduce risks.

ORGANIZATIONAL OUTCOME: *Organization has defined results, assigned resources, and an operational plan.*

ORGANIZING

- Ensure a structure that provides accountability and delineates authority.
- Ensure that systems for human resource management, finance, logistics, quality assurance, operations, information, and marketing effectively support the plan.
- Strengthen work processes to implement the plan.
- Align staff capacities with planned activities.

ORGANIZATIONAL OUTCOME: *Organization has functional structures, systems, and processes for efficient operations; staff are organized and aware of job responsibilities and expectations.*

IMPLEMENTING

- Integrate systems and coordinate work flow.
- Balance competing demands.
- Routinely use data for decision making.
- Coordinate activities with other programs and sectors.
- Adjust plans and resources as circumstances change.

ORGANIZATIONAL OUTCOME: *Activities are carried out efficiently, effectively, and responsively.*

MONITORING & EVALUATING

- Monitor and reflect on progress against plans.
- Provide feedback.
- Identify needed changes.
- Improve work processes, procedures, and tools.

ORGANIZATIONAL OUTCOME: *Organization continuously updates information about the status of achievements and results, and applies ongoing learning and knowledge.*

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The LDP sessions. Over four to nine months, the 12 core sessions, each lasting approximately three and one-half hours, can be delivered individually as half-day workshops or combined into longer workshops. For example, two can be combined in a one-day workshop, or four in a two-day workshop. The timing of the workshops depends on the organization's preference, whether for once a week, once every two weeks, or once a month. While the delivery of the sessions is flexible, several things must be kept in mind:

- The sessions must be conducted according to the order shown in the table "LDP Sessions."
- The first four sessions are best conducted in a two-day workshop to focus participants' attention on strategies to address their challenge.
- Sufficient time is needed between workshops for participants to put their learning into practice and do "homework" with the rest of their team back at work.
- The last session, where teams present their results, is conducted as a separate workshop, and specific stakeholders are invited.

The following table provides an overview of the contents of each workshop session.

LDP Sessions					
Session 1: Program Overview	**Session 2: Leadership Overview**	**Session 3: Scan**	**Session 4: Focus**	**Session 5: Focus 2**	**Session 6: Focus and Plan**
A C T I V I T I E S					
Timeline Objectives Process Introducing the Work Climate Assessment Climate Baseline	Understand leading and managing practices Create a shared vision and introduce the Challenge Model	Analyze stakeholder interests and concerns Distinguish challenges from problems Scan to choose a challenge The art of listening	Introduce focusing Strategic priorities of organization Use the Challenge Model Choose a challenge	Guidelines for teams to discuss Work Climate Assessment scores Diagnose root causes: the Fishbone and Five Whys Recognize spheres of influence	Develop measurable results (SMART) Apply a monitoring and evaluation framework Set priorities using the Priority Matrix Put first things first: the Important and Urgent Matrix
Session 7: Align & Mobilize and Organize	**Session 8: Align & Mobilize and Implement**	**Session 9: Inspire**	**Session 10: Inspire 2/ Monitor & Evaluate**	**Session 11: Monitor & Evaluate**	**Session 12: Presentations**
A C T I V I T I E S					
Introduce aligning and mobilizing Develop an action plan Mobilize stakeholders to commit resources Prepare monitoring and evaluation plans (session 7 or 8) Make effective requests and reduce complaints	Gain commitment and motivation, not just compliance Coach to support others Understand roles in teamwork	Introduce inspiring Build trust Coach teams through breakdowns Leadership commitments	Understand process and success factors in leading change Prepare to analyze and interpret data Prepare presentations of results including discussion of how to report and communicate results	Acknowledgments Practice presentations of results Summarize learning Introduce the post-program Work Climate Assessment	Team presentations of results Post-program Work Climate Assessment and compare pre- and post-program scores Identify new challenges

Local Team Meetings

Purpose. At Local Team Meetings, workshop participants meet with all members of their teams back at work to transfer what they are learning about leading and managing. Together they fill out sections of the Challenge Model, scan to analyze their obstacles and root causes, establish an accurate baseline and measurable results, develop an action plan, and follow up the plan's implementation.

LDP sessions finish with homework for the participants to do with their teams between the workshops. By completing homework together, the participants share their learning with their whole team and put the leading and managing practices into action.

Intended outcomes. At the end of these meetings, all team members will:

- understand and be able to use the eight leading and managing practices;
- face challenges and have a plan for achieving results;
- be able to complete and apply the challenge model;
- have a plan for monitoring and evaluating results that they are following.

Meeting organizer and leader. The meetings are organized and facilitated by the:

- team coordinator, chosen by the team in Session 3, who sets the time for the meeting, distributes materials before the meeting, and disseminates necessary information during the meeting.

Meeting participants. The meeting participants include:

- team members who are participating in the LDP workshops
- members of the participating teams who are not involved in the workshops

Meeting structure. Between each workshop, participants meet in their teams every other week, or at least twice before the next workshop occurs. Teams follow the Team Meeting Format (reviewed in Session 3) to organize their joint activities.

REGULAR COACHING MEETINGS

Purpose. The Regular Coaching Meetings provide essential support to the LDP participants as they apply the leading and manage practices and tools. These meetings keep the teams connected to the organization's purpose and clear about the results they need to produce. The teams receive organizational feedback on their progress and support to continue the challenge-feedback-support cycle. The meetings also provide occasions to build ongoing networks of teams that can support each other and share what they have learned.

Intended outcomes. At the end of each meeting, participants will have:

- received feedback and support on their challenges;
- ensured that their challenge is linked to their work and to the real needs of the organization;
- reinforced what they have learned in the LDP workshops;
- identified areas for skill improvement for the team and individual team members.

Meeting organizer and leader. The meetings are organized and facilitated by the:

- district or department manager(s) in the organization

Meeting participants. The meeting participants include:

- all members of the work teams, within the participating department(s) or district(s), that are represented at the LDP workshops

Meeting structure. Each district or department manager organizes the agenda and meeting times so that all members of participating work teams can attend. Ideally, the meetings are held monthly between workshops. The district or department manager serves as a coach and reviews the teams' progress in applying what participants learned during the last workshop. The coach helps the teams learn from their experience and adjust their plans if needed. The coach also meets with individual team members if requested.

STAKEHOLDER MEETINGS

Purpose. Once the LDP is underway, those directing the program periodically convene key stakeholders to report on the progress of the program and enlist their ongoing support. The final Stakeholder Meeting is conducted at the LDP's Session 12 "Presentations." There stakeholders and other interested parties have the opportunity to hear the program participants present their results.

Intended outcomes. At the end of each stakeholder meeting, stakeholders will have:

- gained an up-to-date view of the LDP participants' progress in addressing their challenges;
- become aware of any changes and upcoming activities;
- revived commitment to seeing the program through to the end;
- provided their input to ensure the program is meeting organizational needs.

Meeting organizer and leader. The meetings are organized and facilitated by the:

- Organizational Champion of the LDP
- LDP Facilitator, LDP Champion, and other facilitators

Meeting participants. The meeting participants include:

- participants in the Senior Alignment Meeting

Meeting structure. The Organizational Champion and facilitators schedule three meetings, with the third meeting occurring at Session 12 of the LDP.

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For detailed guidelines for facilitators, a plan for a Senior Alignment Meeting, and plans for LDP workshop sessions 1 through 12 and all necessary handouts, refer to the "Leadership Development Program Guide—Part 2" in the next section.

Updates to Part 1 and 2 can be found in *The Health Manager's Toolkit* on MSH's Web site. Please visit *The Health Manager's Toolkit* at http://erc.msh.org, and go to its section on "Leadership Development," or send an email to erc@msh.org.

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PART 2

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Cambridge, Massachusetts

LDP Facilitators' Role

The LDP Facilitator and Champion work together to lead the LDP facilitation team. A skillful and perceptive facilitation team helps to lead a program that motivates the participants to learn to lead effectively. This section of the guide describes:

- facilitation beliefs and practices that encourage participants to learn
- general guidelines for facilitators

Facilitation beliefs and practices that encourage

Effective facilitator beliefs and practices encourage participants to become involved, express ideas with other participants, and together grow excited about learning new skills to achieve results. The most important part of the facilitators' role is to study and discuss the LDP facilitation beliefs and practices, since they are critical to successfully leading an LDP.

The rest of this section discusses the LDP facilitation beliefs and the practices. When facilitators hold the following beliefs, their practices reflect them and create a strong learning environment:

- We believe in the inherent value of all participants, regardless of their organizational level or status.
- We believe that when people have access to knowledge and skills and are clear about their objectives, they will learn what they need to in order to achieve their desired results.
- We believe that knowledge must be linked to action.
- We believe in the power of shared learning and discovery.
- We believe in the creative spirit of every human being.

1. We believe in the inherent value of all participants, regardless of level or status. This is the primary assumption for LDP facilitation. We believe that all participants are fully capable of contributing to group understanding and results. The facilitator's role is to support them in this.

Practice. We facilitate in a way that respects and values the intelligence, styles, experience, skills, and wisdom of our participants. To demonstrate this practice, we:

- listen carefully to what participants are saying;
- engage with participants' contributions in a respectful manner;
- respect people's sense of safety in a group and supporting them when they feel ready to venture out of their safety zone;
- design interventions in ways that acknowledge that people take in and process information in different ways;
- listen to views that differ from our own and let people complete their sentences rather than interrupting and (re)making our own point;
- consider changing our point of view when faced with compelling data or arguments;
- ask participants for their own data and interpretations;
- design our programs and discussions to encourage participants to contribute their knowledge by allowing enough time to have important conversations in pairs, small groups, and plenary;
- provide support and feedback to help people develop.

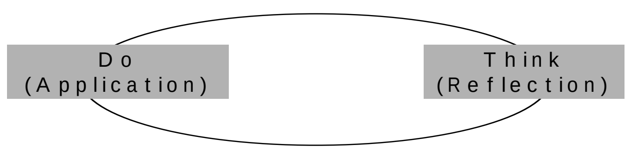
2. We believe that when people have access to knowledge and skills and are clear about their objectives, they will learn what they need to in order to achieve their desired results. Having clarity of purpose and direction enables individuals to put knowledge to use and enables groups to align.

Practice. We facilitate to support the participants as they clarify their purposes, and we give them feedback about their progress, so they can learn and develop. To carry out this practice, we:

- solicit expectations from participants at the beginning and revisit them at the end;
- share responsibility for the process and success of the event with participants;
- check regularly with participants about whether they are learning and whether their expectations are being met;
- identify opportunities for learning and stretching capabilities by articulating challenges as they appear;
- name patterns of behavior that support or interfere with successfully achieving group objectives.

3. We believe that knowledge must be linked to action. Knowledge is demonstrated through action, and action is guided through knowledge. We believe that all learning is a continuous process of action and reflection, and that everyone can contribute to knowledge and effective action through this process.

Cycle of Learning



Practice. We facilitate our programs to reflect on experience to learn from it. We use exercises that draw on the real situation for the organization and what the future of the organization could be. We encourage new ideas and approaches to guide innovative and improved actions. To apply these practices, we:

- are clear at all times about the purpose and contributions that each session or event contributes to the greater purpose;
- test applications of insights and discoveries against the reality of carrying out the work;
- establish feedback and follow-up mechanisms to evaluate progress and continue learning.

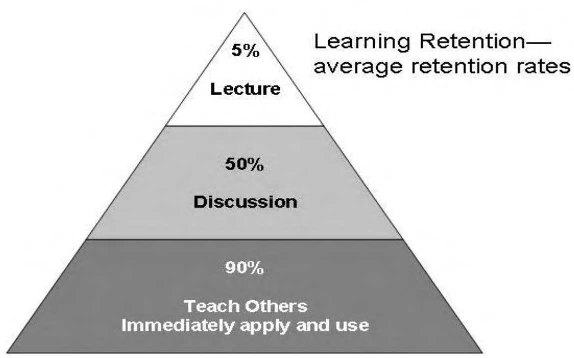
4. We believe in the power of shared learning and discovery. By sharing our knowledge, we develop it. By sharing our perceptions with others, we test our assumptions and arrive at a deeper level of understanding. We believe it is important that participants reflect on their own experience and deepen their understanding of it.

Practice. We create opportunities for participants to reflect on their personal experience. We create formats that encourage them to share experience and reach deeper understanding of it. To demonstrate this practice, we:

- design each conversation in such a way that everyone has an opportunity to voice his or her hopes and concerns;
- structure participation into the design of the program by including opportunities for sharing knowledge and learning, such as sharing in pairs, small group discussions, and plenary discussions;
- create a spirit of inquiry and dialogue by asking open-ended questions that seek to expand perceptions, rather than by looking for one right answer;
- test conclusions by checking ours against those of others, by revealing our reasoning, and by asking participants to do the same.

These practices are based on research about how adults best learn and remember.

Retention Rates from Different Teaching Methods



Source: Adapted from *National Training Labs

5. We believe in the creative spirit of every human being. Every human being is a creator. Through our facilitation practices, we encourage the ability to create, dream, and imagine the future.

Practice. We design and facilitate our programs to encourage the celebration of the human spirit, by creating room for imagination, movement, art, music, and laughter. To apply this practice, we:

- honor the creativity that our participants bring to our program by acknowledging, and where appropriate, showcasing their accomplishments and talents;
- use our own creative gifts to serve the collective goals;
- anchor the group's work in hopes and dreams rather than problems and obstacles;
- encourage relaxed conversation, humor, and laughter.

General guidelines for facilitators

As the facilitators prepare for the workshops, we strongly encourage them to read all the facilitation notes in the LDP Facilitators' Plan from the beginning to end prior to the start of the program, so they become familiar with the pattern of exercises and the way each session builds on the previous one. Each session should be read again before delivering the session. It is highly recommended that the facilitators practice delivering a few sessions with a small group to gain experience with the program.

While skilled facilitators may see opportunities to improvise or expand an exercise with additional materials, we ask that they not diverge from the wording of the questions or statements written within each exercise. These questions or statements have been carefully constructed, tested, and are essential to the design of the leadership development process. When questions or statements are overlooked or changed, critical points and connections may be missed.

Some facilitators may want to give comprehensive explanations of the concepts to participants out of concern that the participants fully understand these concepts. However, the design of the LDP exercises calls for assisting the participants to *discover* the meaning behind the concepts rather than to *tell* it to them. We encourage facilitators to follow the design and see for themselves how participants learn through this process.

Remember, the key to leadership development is to provide people with challenges and then give feedback and support; love them and listen to them.

LDP Facilitators' Plan

When you have a solid understanding of the LDP's purpose, process, and facilitation beliefs, refer to facilitators' plan in this section of the guide to fill in the remaining details. The plan is a strongly recommended approach to implementing the LDP process and synthesizes the experience of designers and facilitators of previous LDPs. You can decide with your cofacilitators how to divide the responsibilities indicated throughout the plan. The meetings and workshops that the facilitators lead are supported by the LDP Coordinator. The LDP Champion engages the Coordinator who prepares for the workshops by making all the logistical arrangements, including meeting space, supplies, and possibly meals and transportation. The facilitators' plan is organized into four phases:

- **Conducting the Senior Alignment Meeting.** This phase involves the process of engaging the organization, its leaders, and other key stakeholders. During this phase, you will get to know the organization's interests in leadership development and its challenges. You ensure that the LDP Champion fully understands the LDP and is committed to the process. All necessary program roles are established at this time. (See page 8 of this guide.)

- **Preparing for the LDP workshops.** This phase involves making all arrangements for the workshop, including interviewing potential participants.

- **Conducting the LDP workshops.** This phase is conducted over four to nine months, depending on the timeline established during the Senior Alignment Meeting.

- **Laying the foundation for sustaining the program.** These activities enable the LDP to continue beyond the LDP workshops.

Conducting the Senior Alignment Meeting

Intended outcomes.

- A shared understanding of leading and managing practices;
- A common framework to talk about managers who lead well;
- A shared understanding about the organization's strengths and weaknesses in leading and managing;
- A shared understanding of priority challenges the organization faces;
- A shared vision for a leadership development program for the organization;
- A plan to implement the leadership development program.

Structure of the meeting. The meeting consists of ten discussions and exercises, conducted over 1 to 2 days. In addition, there are daily opening and closing sessions. These discussions and exercises are organized to answer the following questions.

- What are the essential leading and managing practices for achieving organizational results?
- What leadership practices are needed at the organization?
- What leadership practices are needed to face the challenges of the organization?
- What is needed to implement a leadership development program?
- What will be the process and timeline of the leadership development program?
- Who will take on the role of champions and other positions to complete the activities so the organization owns the program?

Workshop preparations.

1. Ensure all logistical arrangements have been made, including invitations, room, breaks, supplies, etc. Work with someone from the host organization to ensure a smooth flow of all logistics.

   LDP Roles:
   - LDP Facilitator
   - LDP Champion
   - LDP Coordinator

2. Interview beforehand (by phone or in person preferably) all key stakeholders to find out their needs and expectations for their organization and for this Dialogue. What do they want to accomplish? Ask them: *If this meeting produced a marvelous result, what would it be?* Stakeholders include: the client(s), the local partner(s), consultants and funding agency/agencies.

LDP Roles:
- LDP Facilitator

3. Review these facilitation notes and adapt them to stakeholder needs if necessary. Prepare all handouts and flipcharts ahead of time.

LDP Roles:
- LDP Facilitator

Materials

- Name tags (or cardboard to make name tents on the tables)
- Pads of writing paper for participants
- 2 flipchart easels and pads of flipchart paper
- Masking tape
- Packages of large self-stick notes or note cards
- Markers (enough for each group to have a few)

handouts:

- handout "Leading and Managing Framework"
- handout "Leading and Managing for Results Model"
- handout "Principles for Developing Managers Who Lead"
- The Challenge Model"
- handout Agenda (or written on a flipchart) Sample to adapt

SENIOR ALIGNMENT MEETING
Day 1—Six hours
Guiding Questions:
- What are the essential leading and managing practices for achieving organizational results?
- What leadership practices are needed at the organization?
- What leadership practices are needed to face the challenges of the organization?

Time	Activities	Resources
60 minutes	**Introduction: Setting the Stage for a Good Dialogue** **Intended outcome:** Acceptance of suggestions that would contribute to a good dialogue **1. Welcome everyone and introduce the stakeholders in the room** • Ask the participants to briefly introduce themselves by giving their names and adding anything else they would like the group to know right now. • You model expressing oneself to others by introducing yourself and saying what you care about for this dialogue. Alternatively you say where you have just come from and what you want others to know about your journey. • Refer to the agenda on the handout or flipchart. Let the participants know the timing and logistics of the next two days. • If participants are sitting apart from one another, ask them to sit closer so that they can more easily talk together. **2. Introduce the concept of "dialogue"** Say: • *The word dialogue comes from* dia logos, *which signifies "meaning flowing through the words."* • *A dialogue is not a debate or a conversation in which we try to impose our points of views on others.*	Tables with 4-6 chairs for participants at each table 2 flipcharts with sufficient paper handout or flipchart page with the agenda for the meeting, including the intended outcomes and structure of the meeting

Time	Activities	Resources
	• *It is a process to get to a higher level of shared understanding in order to produce effective aligned action.* • *A dialogue is a conversation in which all participants commit to listening deeply to each other to understand the other's perception.* • *In a dialogue, we avoid making judgments as we seek to understand the meaning of the other person.* • *We do not rush to solve problems but let a fuller understanding emerge.* • *A dialogue is useful when we have big challenges that do not have easy answers. We need time to explore them and come to a shared understanding.* • *This is a dialogue about the challenges your organization is facing and the leadership and management practices that will be needed to face those challenges.* **3. Exercise: Requests for an effective dialogue** *Think of a time when you were in a group where conversation was difficult and it was hard to express your viewpoint freely.* *What happened? What stopped you from expressing yourself freely?* *Write this down and share it with one person next to you.* **Groups of four (10 min.):** Have each group discuss and arrive at a common list of requests for the larger group on how they would like this dialogue to be conducted to ensure a free expression of ideas. **Large group (10 min.):** On the flipchart, record all the requests for the group and tape it on the wall where it can serve as a reminder throughout the dialogue. Ask the group if they are willing to accept these requests. Discuss what to do if these requests are ignored.	

Time	Activities	Resources
1 hour	**What Do Leaders Do?** **Intended outcome:** A common framework to talk about managers who lead well **1. Introduction** Say: *We are going to explore what it means to lead and manage.* *When you hear the word "leader" what do you think of?* (Take responses from some participants.) Discuss: *When we hear the word "leader," do we think of "great men" or individuals in positions of great authority, who influence many people?* *Do we think of people who have special "charismatic" qualities, who are able to persuade and influence people through their personalities?* *This is not the type of leading that we will be exploring in this dialogue. We are going to talk about leading as an activity or practice that people at every level of an organization can engage in.* Write on the flipchart this definition of "leading": **"Enabling others to face challenges and achieve results under complex conditions."** Ask: *Is this something that managers and staff at every level of your organization need to be able to do?* Discuss: *Now we are going to do some practical research about what people need to do to be effective at leading. To do this research, we will explore cases of people who were excellent leaders.* *We are only going to take examples in which you have actual data or personal knowledge of this person's practices.* **2. Individual reflection (10 min.)** Say: *Think of someone you know who leads well who is good at "enabling others to face challenges and achieve results in complex conditions."*	Flipchart available to write the definition of "leading" Self-stick notes or small note cards Prepare nine flipchart pages, eight with one leading or managing practice written at the top of each page (e.g., scanning, focusing, etc.), and one with the heading "Other." Post the flipchart pages around the room and cover the headings.

Time	Activities	Resources
	This is someone you know personally, not a famous person in the media. Ask: *What practices does this person engage in that make him/her effective in leading others?* Individual writing: *Write what this person actually does. Be as concrete as you can (i.e., write "asks what is important to me," rather than: "communicates well").* **3. Small group discussion (30 min.)** Go around the table and have each person in each group share the result of his/her reflection by reading his/her leadership practices. Have each group place similar practices together on their table and develop a list of key practices that everyone in the group agrees are characteristic of people who lead well. Have each group write each of these key practices on a Post-It Note or small card.	
30 minutes	**Tea Break**	
30 minutes	**Leading and Managing Practices** **Intended outcome:** A shared understanding of leading and managing practices **Large group discussion** Uncover the headings on the nine flipchart pages that are hung around the room. Explain what each heading means; provide and ask for examples. Ask the groups to stick or tape their note cards on the flipchart page that best describes each practice they identified. Use the flipchart marked "Other" for practices that do not appear to fit under any of the eight headings. After all the note cards are posted, you and/or the groups read aloud the practices on each flipchart, then review those on the "Other" flipchart and see if they fit on one of the other charts after all. Pass a copy of the handout, the Leading and Managing Framework, to each participant. Discuss similarities and differences with the practices the participants identified. Explain that the framework and its common set of practices were the result of research conducted with	handout " Leading and Managing Framework"

Time	Activities	Resources
	high-performing managers, research similar to the discussion the participants have just conducted. By presenting the framework after the groups' work, you affirm the groups' intuitive knowledge about good leading and managing practices.	
30 minutes	**Assessment of our organization's strengths and weaknesses in leading and managing** **Intended outcome:** A shared understanding about the organization's strengths and weaknesses in leading and managing Say: *Look at each of the eight leading and managing practices on flipcharts on the walls.* Individual writing: *Write down which practice is your organization strongest at? Is weakest at?* Stand in front of each flipchart and ask how many participants think this practice is the organization's biggest strength? Biggest weakness? Tally the results. Discuss: *What does this assessment say about our organization?*	
60 minutes	**LUNCH**	
90 minutes	**Identifying the Challenges for the Organization** **Intended outcome:** A shared understanding of the priority challenges the organization faces Say: *A "challenge" is stated in terms of a question:* *"How can we achieve our desired results in the face of the obstacles we have to overcome?"* *An organizational challenge is one that your entire organization is facing.* *It addresses how you meet the needs of your clients now and in the future.* *To improve your organization, you need to improve your leading and managing practices, management systems, workgroup climate, and ability to respond to change.* *Look at the handout, the Leading and Managing for Results Model.*	Flipchart with the following written on it: A challenge: "How can we achieve our desired results in the face of the obstacles we have to overcome?" handout "Leading

Time	Activities	Resources
	Ask: *Which organizational improvements do you need to make to improve health results?* **Individual exercise:** *What, in your opinion, are the priority challenges that your organization faces now and in the near future?* **Small group work:** *Share your thoughts and summarize these on a piece of paper or a flipchart* **Large group discussion and prioritization:** Each group presents their challenges. Write all of the challenges on a flipchart Ask each individual to choose what he or she thinks are the three greatest challenges for the organization. Read each challenge and ask for a vote on whether the group considers it one of the three highest priorities. Everyone can only vote on three challenges. Discuss: *Are these are organization's highest three challenges?* *Are these what we want to address by improving our leadership and management.* Write the top three challenges on a flipchart and post on the wall for all to see.	and Managing for Results Model"
15 minutes	**Closing Reflection** **Individual writing:** What did I learn today? **Paired sharing:** What did we learn today? **Large group**: Take some examples and hear some stories about what the participants learned today.	

SENIOR ALIGNMENT MEETING

Day 2—Six hours

Guiding Questions:

- What is needed to implement a leadership development program?
- What will be the process and timeline of the leadership development program?
- Who will take on the role of champions and other positions to complete the activities so the organization owns the program?

Time	Activities	Resources
30 minutes	**Settling In and Review the Previous Day** Two-word introductions: Go around the room asking, *How are you?* Give everyone a chance to answer in two words. Ask: *What stands out for you from yesterday? What did you think about when you went home?* Have participants discuss their answers in: Paired sharing, followed by Large group discussion	
60 minutes	**Proposing and Initiating a Leadership Development Program** **Intended outcome:** A shared vision for a leadership development program for the organization Say: *Leaders are developed through the natural process of facing* challenge *and receiving* feedback *and* support. *There are several principles about what makes effective leadership development programs:* *These include* • *working in teams* • *working on real organizational challenges* • *working over time* • *facing challenges by receiving feedback and support*	handout "Principles for Developing Managers Who Lead" Write on flipchart: Challenge Feedback Support

<table>
<tr><th>Time</th><th>Activities</th><th>Resources</th></tr>
<tr><td></td><td>Pass out handout “Principles for Developing Managers Who Lead”

Say: How can we apply these principles in your/our own organization?

1. Small group discussion
Write these questions on a flipchart:
• How can we apply these principles?
• What teams should be included?
• What challenges do we need the teams to work on?

2. Large group discussion
Small groups report out to the large group. The large group discusses these questions and answers</td><td></td></tr>
<tr><td>30 minutes</td><td>Tea Break</td><td></td></tr>
<tr><td>60 minutes</td><td>B. Exercise: Creating a Shared Vision in a Picture

Step 1. Individual reflection”
Say:
• Imagine an empowered health worker. What do you see this person doing?
• Imagine a manager who empowers health workers. What do you see them doing?
Individual writing
Paired sharing

Step 2. Small group work: Drawing a picture of our vision
Say:
• Imagine it is two years from now, people are talking about your leadership program because you have accomplished something incredible together. You have actually improved the quality of work in your organization. (The mission serves as a reference point in the background for the vision.)
• Imagine what you have accomplished. What does your program look like, and how have you contributed to this improvement?
• Teams discuss ideas and then draw a picture as a group of what the vision looks like.</td><td>• Flipcharts, several if possible
• Colored markers</td></tr>
</table>

Time	Activities	Resources
	Step 3. Present to large group • Teams present their drawing to larger group • Write down a summary flipchart of ideas of the shared visions • Discuss: Is this what we most hope to accomplish through our leadership programs?	
60 minutes	**LUNCH**	

60 minutes	**Exercise: Gaining Commitment, Not Just Compliance**
	
	Step 1. Reflect on motivating factors of commitment
	• In plenary, ask the participants to reflect individually on a time when they were really committed to doing something.
	• Ask them to write down the factors that motivated them.
	• Then ask them to think about another situation, where they were forced or obliged to do something. Write on 2 separate lists.
	• Have participants list the reasons why they complied. Then write “internal motivators’ and “external motivators’ above the two.
	
	Step 2. Discuss the meaning of commitment and compliance
	• Distribute handout “Commitment versus Compliance” to the participants
	• Lead a group brainstorming session to discuss the following questions:
	    o What is commitment?
	    o What is compliance?
	    o What is the difference in the types of performance they produce?
	    o Explore when compliance is important.
	(Alternatively, break up into smaller groups for this discussion, and share key group learning in plenary.)
	
	Wrap up and plan next steps
	• Ask the participants to reflect on their workplace situations and what they need to do to move from external to internal motivation.
	• Ask the group to make a commitment about instances where compliance can be turned into commitment.
		Copied of handout: Commitment versus Compliance

Time	Activities	Resources
60 minutes	**Filling out The Challenge Model for the Organization** Small group discussions followed by large group discussion. • Distribute the handout: the Challenge Model • Discuss the shared vision of future leadership programs. • Take one measurable result to move the organization toward this vision. Make sure it is a key result that can inspire the group, not an unexciting intermediate result. • Discuss what the current reality is related to this measurable results. • Discuss what the obstacles and root causes are to reaching this result. • Discuss the priority actions to take.	Copies of the Challenge Model Flipchart w/Challenge Model
30 minutes	**Next Steps and Accountabilities** **Intended Outcomes**: • A plan for initiating a leadership development program • Identified champions, sponsors, and supporters for program activities **Small group work:** *What are the priority actions needed to initiate a leadership development program in our organization?* List a number of steps **Large group discussion:** Agree on the key tasks (no more than three to five) that need to be completed in the next period Write each task on a separate flipchart. On each flipchart, write Champion, Sponsor, Supporter Ask: • *Who will be the champion of this task? Who will ensure that it happens and get the support it*	

<table>
<tr><th>Time</th><th>Activities</th><th>Resources</th></tr>
<tr><td></td><td>needs?
Who will be the sponsor of this task? Who will make sure it gets the necessary organizational approval and resources?
Who will be the supporters of this task? Who will help to make sure it is carried out.
Note: ONLY TAKE THE NAMES OF VOLUNTEERS. IF THERE ARE NO VOLUNTEERS, THAT ACTIVITY WILL NOT TAKE PLACE.

Write the names of each of these people on each flipchart.

The champions will then meet to decide a timeline for completing these tasks and reporting back to the whole group.</td><td></td></tr>
<tr><td>30 minutes</td><td>Closing reflection on the two days

Ask and write closing questions on flipchart:
What stands out for you from this Dialogue?
What do you think was our greatest accomplishment?
What do you think is our greatest challenge now?
What did you learn from this experience?
Individual writing (10 minutes)
Sharing in pairs and small groups (15 minutes)
Large group discussion (15 minutes)

Before people get up, you may finish with a final question, asking how they feel right now in one word. This will give you clues about the emotional climate in the group as the meeting ends.</td><td>Flipchart with closing questions (in facilitator notes)</td></tr>
</table>

Time	Activities	Resources
60 minutes	**OPTIONAL EXERCISE IF THERE IS EXTRA TIME (1½ hours)** **Creating an individual vision of the future** **Intended Outcome:** Individual visions for the future and measurable results to achieve them **Step 1. Large Group Discussion** Say: • *What is one capability that is uniquely human? The capacity to create things in our minds, to dream and to imagine the future. (trees and dogs can't do this) How do we usually "misuse" this capability – by worrying and imagining the worse possible outcomes?* • *Rather we should use our minds as architects do – to imagine a better and more pleasing future outcome. Every good outcome in the world was first imagined by someone.* • *A vision is a picture we create in our mind of a desirable future* • *Visions create images in our minds that we can begin to act towards.* • *Visioning enables us to play an active role in creating the future.* **Step 2. Vision Exercise** Say :(speaks slowly and carefully—allow time for participants to silently reflect on each of these questions. Allow for silences between the questions.) • *Relax and think about yourself two years from now. Imagine what you most want, unlimited by constraints. What do you really want to see? Close your eyes if it helps you to visualize.* • *Think about your health and fitness. Visualize yourself as you most want to see yourself. What do you see yourself doing or feeling?* • *Think about your spare time activities or some hobby that makes you happy. Create a picture in your mind's eye of doing this activity.* • *Think about one relationship. What would you most like this to look like? Imagine a picture of yourself in this relationship the way you ideally want it to be.* • *Now think about your work and what you most want to contribute in your work. Imagine yourself doing work that you love. See yourself doing it. Who are you serving? What are you doing? Create this picture in your mind*	

Time	Activities	Resources
30 minutes	Individual Writing Say to participants: • After you are done visualizing these things, take a piece of paper and write one sentence each about these four areas: health, hobby, relationships, and work contributions. • Write each vision in the present tense: e. g. "I have a body that is fit and trim." Paired Share • Have participants pick a partner to share their visions. They should speak in the present tense. The listener only listens. • Have participants change partners. Repeat their visions with someone new. **Step 3. Large Group Discussion to Debrief** Ask the participants: • What was it like to listen to another person telling you what they would like to create? What was is like to speak about what you would like to create to another person? • Record responses on a flipchart • (Usually it is inspiring to both speak and listen to your vision, but occasionally people have other responses—take them all.) **Step 4. Make your individual vision real—the Challenge Model** • Pass out copies of the Challenge Model • Briefly demonstrate the Challenge Model on a flipchart o *Take your vision, and pick one result that will contribute to realizing your vision* o *What is the current reality as compared to this vision?* o *What is an obstacle to creating this result?* o *What is one action you can take to move past this obstacle?* • Ask people to pick one result from their personal vision and fill out the Challenge Model for their personal visions. • Take some examples of a measurable result and some actions that would lead toward a vision.	Copies of the Challenge Model Flipchart w/Challenge Model

Preparing for the LDP Workshops

After the Senior Alignment Meeting when stakeholders are committed to the Leadership Development Process, the following arrangements need to be made for the LDP workshops:

1. Determine the schedule for delivering the leadership development sessions, including: What will be the duration of the entire program? How many workshops will there be? What are the proposed dates for the workshops? What sessions will be delivered at each workshop? Who are the participant teams?

   Note: For an LDP, a team is defined as a group of people who regularly work together to achieve a common goal.

   LDP Roles:
   - LDP Facilitator
   - LDP Champion
   - Organizational Sponsor
   - LDP Coordinator

   Note: Once the delivery of sessions per a workshop has been determined, it is essential that the facilitation team prepare a daily schedule for each day outlining the timing of each exercise, including breaks, lunch, etc. (see sample daily schedule in handouts)

2. Ensure all logistical arrangements are made, including workshop invitations, room, breaks, supplies, etc. Someone from within the organization ensures a smooth flow of all logistics.

   LDP Roles:
   - LDP Facilitator
   - LDP Champion
   - Organizational Sponsor
   - LDP Coordinator

3. Interview by phone or in person four to ten participants to find out their needs and expectations for their organization and for the LDP. What do they want to accomplish? Ask: "If these workshops were to produce a marvelous result, what would it be?"

   LDP Roles:
   - LDP Facilitator

4. Review the facilitation notes and, if necessary, adapt them to the program agreed on by the stakeholders. Prepare all handouts and flipcharts ahead of time for the sessions for first workshop.

   LDP Roles:

- LDP Facilitator
- LDP Coordinator

Materials

- Name tags (or cardboard to make name tents for the tables)
- Pads of writing paper for the participants
- Folders or binders for the participants' materials
- 2 flipchart easels and pads of flipchart paper
- Masking tape
- Packages of large Post-It notes or note cards
- Markers (enough for each team to have a few)

Handouts

- Please refer to each session to identify the session's handouts

See page 6 of this guide for a suggested timeline for conducting the LDP workshops.

Conducting the LDP Workshops

This section of the guide provides a recommended plan for implementing the 12 LDP core sessions. Each session requires at least three hours. The longest sessions take a little over four hours, with one session at five hours. The description of each session provides the session's:

- purpose
- time
- learning objectives
- resources required
- pre-session preparation
- facilitator notes

About homework. When several sessions are conducted in a series, homework will be introduced and assigned at the end of the workshop for that series. Completed homework will be reviewed at the beginning of the next workshop. Homework is essential to the LDP process, since it offers participants the opportunity to share what they are learning with their entire team in their place of work. Their team's input into homework contributes to the success of the team in facing their challenge and achieving results.

After determining the timeline for the LDP program and the sessions in each workshop, develop a list of the homework assignments that teams need to complete between each workshop. You can hand out the list to the participants at the end of a workshop.

The rest of this section includes facilitation information for the LDP sessions:

Session 1: Program Overview
Session 2: Leadership Overview
Session 3: Scan
Session 4: Focus
Session 5: Focus 2
Session 6: Focus and Plan
Session 7: Align & Mobilize and Organize
Session 8: Align & Mobilize and Implement
Session 9: Inspire
Session 10: Inspire 2 and Monitor & Evaluate
Session 11: Monitor and Evaluate
Session 12: Presentations

SESSION 1: PROGRAM OVERVIEW

Purpose. To introduce participants to the overall program's timeline, objectives, and process. To introduce the concept of workgroup climate and the Workgroup Climate Assessment (WCA).

Learning objectives.

- Become familiar with the overview of program
- Understand the program objectives, process, and timeline
- Understand what workgroup climate is and how to use the WCA with teams

Resources required.

- flipchart—easel and paper
- tape
- markers
- participant materials:
  - plastic briefcase or binder for all materials that participants will receive during the program
  - Program Overview outline handout (to be developed ahead of time by facilitator)
  - WCA tool Handout
  - Applying the WCA handout
  - L&M Results Model
  - Feedback & Evaluation Form

Pre-session preparation.

- Read through the facilitator notes for this session.
  - Read the "Workgroup Climate Assessment: Guide for Facilitators" and be prepared to explain the WCA. The guide can be accessed at: http://erc.msh.org/mainpage.cfm?file=96.9htm&module=toolkit&language=English
    Note: The WCA exercise included here is a small part of the overall WCA guide.
- Prepare copies of all handouts.
    Note: You will need to develop the outline for the program overview based on the outcomes of the Senior Alignment Meeting. (See the sample program overview in the handout section.)
- Prepare any necessary flipcharts.

Topics.

- Overview of the LDP (its timeline, objectives, and process)
- Workgroup Climate Assessment (introduction and practice using the tool)

SESSION 1: PROGRAM OVERVIEW
4 hours
Facilitator Notes

Time	Facilitator	Activity	Resources
15 minutes		**Settling In. Ask participants to sit in their real teams**	
65 minutes		**Welcome** **1. Welcome and personal introductions** (10 minutes) • Welcome everyone. Introduce the Facilitators, Organizational Sponsors, LDP Champion, and Participant Teams. • Explain the objectives after the introductions. **2. Establish ground rules** (15 minutes) • Ask participants what kind of workshop they want and what rules need to be in place. Create a list on a flipchart. • Add your own rules to the list the participants develop. **3. Questions for participant teams** (40 minutes) Show the flipchart with three questions on it: • *Why are you here?* • *What do you want to gain from a leadership program?* • *What do you like most about your current position?* **Individual writing:** *Write down your thoughts to these questions.* **Paired sharing:** *Share your thoughts with the person next to you.* **Team discussion:** *Discuss in your team: What do we have in common as a team?* **Plenary discussion:** Take a few answers from whole room.	2 flipcharts Colored markers Tape One flipchart with questions written on it: Why are you here? What do you want to gain from a leadership program? What do you like most about your current position?
30 minutes		**Overview of Leadership Development Program** **1. Overview of the program** Pass out the handout of the program outline and review the program's: • objectives • process • outputs • timeline • evaluation Discuss how this program reflects the natural process of leadership development,	Copies of handout "Program Outline" determined by Facilitator with the organization

Time	Facilitator	Activity	Resources
		which is *facing challenges* while receiving *feedback and support*.	
		2. The day's objectives Show flipchart with the day's objectives for the sessions that will be conducted written on it. Explain and discuss.	Flipchart with the day's objectives written on it
75 minutes total		**Workgroup climate Assessment Exercise** **Purpose:** To introduce the concept of workgroup climate and the Workgroup Climate Assessment (WCA) instrument. **Objectives:** By the end of this exercise, participants will: • Understand the role of the WCA within the larger framework of an organizational improvement process • Recognize the different elements that make up a positive workgroup climate • Understand how the workgroup climate impacts performance • Understand how workgroup members can affect the workgroup climate through their leading and managing practices • Understand the elements of the WCA instrument	Flipchart with objectives written on it.
		Step 1. Define workgroup climate (15 minutes) • In plenary, read through the objectives of the workshop written on a flipchart without detailed explanation. • Ask participants to think of a time when they were a member of a workgroup that they did not like or where they felt it was a struggle to get anything done as a team. o *What was it like to be a member of that workgroup?* o *What were your perceptions and feelings about the environment of that workgroup?* o *Why do you think the workgroup was unable to get anything done?* • Record their responses on flipchart for each question. • Now ask them to think of a time when they were a member of a workgroup that they enjoyed working with and that was successful in achieving results. o *What was it like to be a member of that workgroup?* o *What were your perceptions and feelings about the environment of that*	Flipchart with: What is workgroup climate? Workgroup climate is the prevailing workplace atmosphere as experienced by employees. It is what it feels like to work in a group.

Time	Facilitator	Activity	Resources

- o *workgroup?*
- o *Why do you think the workgroup was able to achieve results?*
- Record their responses on a flipchart.
- Collectively as a group, define “workgroup climate” based on answers to:
  - o *What indicators do you think could be used that would measure a workgroup climate producing results?*
  - o Record their responses.
- Share the flipchart that has “*What is workgroup climate?”* written on it.

Step 2. What are the characteristics of a positive workgroup? (10 minutes)
- Have participants organize themselves into small groups (3–4 persons per group)
- Ask the participants to list what they think are the characteristics of a positive workgroup that achieve results and the characteristics of a negative workgroup that does not get anything done.
  - o *Think about the workgroup members’ behaviors and actions. How do they contribute to the positive or negative characteristics?*
- Have small groups report out to the larger group.
- Compile all characteristics from groups.
- Ask participants if they have anything to add to the two lists.
- Review the general characteristics of a positive and negative workgroup.
- Share the flipcharts with the three characteristics of positive and negative workgroups.
- Discuss how these positive elements impact a workgroup.

Resources: Flipchart with:

Positive workgroups are characterized by:

clarity
support
challenge

Negative workgroups are characterized by:

confusion
rigidity
lack of trust

Step 3. So what does this have to do with a leadership development program? (30 minutes)
- Distribute the Leading and Managing for Results Model and have the small groups review it.
- Ask them: *Given what you know now about the characteristics that make up a positive workgroup, how does WCA fit within the larger picture of achieving results and improved organizational performance?*
  - o Take some responses and record them on a flipchart.
  - o Turn to the flipchart that has: *What influences workgroup climate?* Present this list on the flipchart:
    - ▪ external issues
    - ▪ historical forces

Resources: Copies of the Leading and Managing for Results Model

Flipchart with: How is workgroup

Time	Facilitator	Activity	Resources
		▪ organizational arrangements ▪ strategy ▪ leading and managing practices o *Which are in control of all workgroup members?* o Discuss in plenary (Leading and managing practices are the only items within the control of all workgroup members.) • Provide background and context for workgroup climate and its connection to improved organizational performance using the Leading and Managing for Results Model. *Improving workgroup climate within workgroups will not necessarily impact the performance of the whole organization. Improving climate is best done in the context of a larger organization improvement effort so it can have broader impact (for example, like the Leadership Development Program in which you are currently participating).*	climate influenced? external issues historical forces organizational arrangements strategy leading and managing practices
		Step 4. The WCA Instrument (15 minutes) • Introduce the WCA Tool—distribute the handout and facilitate the following discussion: o *Now that assessing workgroup climate has been discussed, let's look at the actual instrument.* o Review each section of the tool. o Have participants practice filling it out—*Stress the importance of filling it out honestly, as people have a tendency to rate their experiences too highly. Also stress that it will always be confidential.* o In plenary answer any questions that come up after participants have filled out the tool. o Explain briefly to participants that they will do this again, but as homework. All members of their team/workgroup will individually fill out the tool. (At the end of the day, distribute fresh copies of the tool and a brief handout on "Workgroup Climate Assessment" that explains how to complete the WCA)	Copies of the WCA Tool for all participants
		Summary (5 minutes) • Return to the objectives. Review each one. • In plenary ask for any questions. Be sure participants understand workgroup climate and how to fill out the WCA instrument.	
15		**Homework and Closing (when it is the end of a day)**	

Time	Facilitator	Activity	Resources
minutes		**1. Review Homework** • Review overall expectations for "homework:" o Homework is essential to the LDP process, since it offers participants the opportunity to share what they are learning with their entire team in their place of work. Their team's input into homework contributes to the success of the team in facing their challenge and achieving results. • Introduce the WCA homework assignment: o Participants are to introduce and implement the WCA with their workgroups o Distribute the Applying the WCA handout and tool for them to take back to their workgroups o **Homework deliverable for the next workshop:** ▪ Report on the WCA discussion after the assessment with their teams ▪ Completed copies of WCA tool from each team member, from which a baseline measurement of workgroup climate will be established for each team **2. Closing Reflections (when it is the end of the day)** In plenary, ask the group any or all of the following questions. Have participants jot down notes, ask for responses, and write them on a flipchart. • *What did we do today?* • *What stands out for you from this day? If there were only one thing you could remember from today, what would it be?* • *Where did you feel really engaged? Where did you find yourself distracted, your mind wandering?* • *What ideas, things you'd like to do or intentions, have come to you?* **3. Feedback and evaluation** • Hand out feedback and evaluation form	Copies of "Applying the Workgroup Climate Assessment (WCA) handout that explains how introduce the concept of workgroup climate and the tool to the whole team Copies of the "WCA Tool" Feedback and Evaluation Form

SESSION 2: LEADERSHIP OVERVIEW

Purpose. To introduce participants to leadership and the eight leading and managing practices. To create a shared vision of the future.

Learning objectives.
- Identify the eight leading and managing practices
- Become aware of the Challenge Model
- Create a personal vision
- Reach a shared vision as a team

Resources required.
- flipchart—easel and paper
- tape
- colored markers
- participant materials
    - Leading and Managing Framework handout
    - the Challenge Model handout
    - Self-stick notes or index note cards
    - enlarged Leading and Managing Framework, or this framework written out on flipchart pages
    - Feedback & Evaluation Form

Pre-session preparation.
- Read through the facilitator notes for this session.
- Prepare copies of all handouts.

Topics.
- Images of Leadership
- Understanding Leading and Managing Practices
- Introduce the Challenge Model through Shared Vision
- Creating a Shared Vision in a Picture

SESSION 2: LEADERSHIP OVERVIEW
3.5 hours
Facilitator Notes

Time	Facilitator	Activity	Resources
15 minutes		**Settling into your teams**	
15 minutes		**Homework presentations (if there has been at least a week since the previous session)** Ask several participants or teams to share their homework from the previous session.	
30 minutes		**Summarize previous workshop/day and introduce the next topic and objectives** In plenary, show participants the flipchart of the previous session's topic and objectives. Ask participants: • *What did you think about after the previous session?* • *What stayed in your mind?* • *What remains unclear?* (Responses to this can be put in the "parking lot.") Review Session 2's topic and objectives.	Flipchart with previous session's topic and objectives Flipchart with the day's session topic and objectives
15 minutes		**Exercise: Identifying Images of Leadership** **Purpose:** This exercise helps participants to define leadership as a behavior or activity that is carried out by managers at all levels in an organization. **Step 1. Introduce the definition of leading** In plenary, ask the participants: • *What image comes to mind when you hear the word leader or leadership?* • *Do these images show a position of authority?* • *Is "leading" something that can be done without a position of authority, at any level in an organization?* • Present a "behavioral" definition of someone who can lead at any level: Present flipchart: "*Leading is enabling others to face challenges and achieve results in complex conditions.*" • Ask: *Is this something that is important for all members of an organization?* • Discuss: *Why is leading needed at all levels?* *Do members of teams need to lead?* *Do all types of workers need to lead?* *What will happen if all see themselves as leaders?*	Write the definition of leading on flipchart: *Leading is enabling others to face challenges and achieve results in complex conditions.*

Time	Facilitator	Activity	Resources
45 minutes		**Exercise: Understanding Leading and Managing Practices** **Purpose** This exercise helps participants to identify key leading and managing practices, and connects participants' own experience with the practices in the Leading and Managing Framework. **Step 1. Reflection on practices of managers who lead** • Ask the participants to think of a person they know who leads and manages well. Use the definition on the framework to guide their thinking, "Practices that enable work groups and organizations to face challenges and achieve results." Ask them to think about what this person actually does (identify practices). It may be helpful to have participants think of each practice as an action verb. • Have participants work individually and write down on a piece of paper as many practices they can think of, trying to be as specific as they can be. **Step 2. Gain agreement on key practices** • In small groups, ask the participants at each table to review the practices noted by each person and develop a list of key practices that everyone in the group agrees are characteristic of managers who lead well. • Ask them to write each practice on a note card using one or two words to describe each practice. **Step 3. Match practices identified by participants with those in the Framework** • Uncover the headings on the nine flipcharts that are hung around the room. • Explain what each means; provide and ask for examples • In their small groups ask the participants to tape or stick their note cards on the flipchart that best describes each practice they identified. (Use the flipchart marked "Other" for practices that do not appear to fit under any of the eight headings • After all the note cards are posted, in plenary, ask for volunteers to read the note cards posted on each flipchart. **Step 4. Present the Leading and Managing Framework and reflect on practices** • In plenary pass out copies of the Leading and Managing Framework to each participant. • Discuss similarities or differences with the practices they identified.	Prepare nine flipchart pages with one practice written at the top of each (e.g., scanning, focusing, etc.), and one with the heading "Other." Post the flipchart pages around the room and cover the headings. Set up the room so that there are 4-6 participants at each table. • Flipchart paper • note cards or self-stick note • Enlarged copy of the Leading and Managing

Time	Facilitator	Activity	Resources
		• Explain that framework was originally developed by conducting a similar process with numerous other groups out of which resulted a common set of practices of managers who lead well. **Step 5. (Optional) Tally strong/weak practices among participants** • Ask participants to reflect individually on the *one* practice in the framework that is their strongest and the *one* that is their weakest. • For each practice on the framework, tally the number of participants who named it as their strongest. Do the same for the weakest practice. • Mark the one practice that was identified most often as a strength and the one that was identified most often as a weakness. This may indicate an overall trend in the organization.	Framework for posting on a wall, or copy the framework on two flipchart pages taped together • Copies of the Leading and Managing Framework as handouts
45 minutes		**Exercise: Introducing the Challenge Model by Creating a Personal Vision of the Future** **Purpose:** This exercise introduces the Challenge Model and helps create the capacity to imagine the future and to enable individuals to create a personal vision. It also gives people a way to use a vision to begin to work the Challenge Model in their own lives. **Step 1. Large Group Discussion** Hand out the Challenge Model Explain that this is *the core tool* of the program. It will be used in this exercise to focus on creating a vision. Say: • *What is one capability that is uniquely human? The capacity to create things in our minds, to dream and to imagine the future. (Trees and dogs can't do this.) How do we usually "misuse" this capability? By worrying and imagining the worst possible outcomes?* • *Instead, we should use our minds as architects do—to imagine a better and more pleasing future outcome. Most good outcomes in the world were first imagined by someone.* • *A vision is a picture we create in our mind of a desirable future* • *Visions create images in our minds that we can begin to act towards.* • *Visioning enables us to play an active role in creating the future.*	Enough copies of the handout "The Challenge Model"

Step 2. Vision Exercise

Say :(speaks slowly and carefully—allow time for participants to silently reflect on each of these questions. Allow for silences between the questions.)

- *Relax and think about yourself two years from now. Imagine what you most want, not limited by any constraints, but what you really want to see. You can close your eyes if it helps you to visualize.*

- *Think about your health and fitness. Visualize yourself as you most want to see yourself. What do you see yourself doing or feeling?*

- *Think about your spare time activities or some hobby that makes you happy. Create a picture in your mind's eye of doing this activity.*

- *Think about one relationship. What would you most like this to look like? Imagine a picture of yourself in this relationship the way you ideally want it to be.*

- *Now think about your work and what you most want to contribute in your work. Imagine yourself doing work that you love. See yourself doing it. Who are you serving? What are you doing? Create this picture in your mind.*

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Individual writing

Say:

- *After you are done visualizing these things, take a piece of paper and write one sentence each about these four areas: health, hobby, relationships, and work contributions.*
- *Write each vision in the present tense: e. g. "I have a body that is fit and trim."*

Paired sharing

- Have participants pick a partner to share their visions. They should speak in the present tense. The listener only listens.
- Have participants change partners. Repeat their visions with someone new.

Step 3. Large Group Discussion to Debrief

Ask the participants:

- *What was it like to listen to another person telling you what they would like to create? What was is like to speak about what you would like to create to another person?*
    - Record responses on a flipchart

Time	Facilitator	Activity	Resources
		• (Usually it is inspiring to both speak and listen to your vision, but occasionally people have other responses. Accept all responses.) Say that the next step of this exercise will be their homework and will be explained at the end of the session.	
30 minutes		**Exercise: Shared Vision—In a Picture** **Purpose:** This exercise helps participants to create a vision for their team, to imagine what is possible and what can be done to pursue a dream. **Step 1. Large Group Discussion** Say: • *Imagine it is two years from now, people are talking about your leadership because you have accomplished something incredible together—you have actually improved the quality of work in your organization* • *Imagine what you have accomplished. What does your work look like, and how have you contributed to this improvement?* • Distribute the ‘shared Vision” handout • Teams discuss ideas and then draw a picture as a group of what the vision looks like. **Step 2. Present to Large Group** • Teams present their drawing to larger group • Write down a summary flipchart of ideas of the shared visions • Ask: *What is the common vision?* • Discuss: *Is this what we most hope to accomplish through our leadership?*	• Flipcharts, several if possible • Colored markers

15 minutes		**Homework and Closing**
		
		1. Review Homework:
		Homework from creating a personal vision: Making your vision real—the Challenge Model
		• Pass out copies of the Challenge Model
		• Briefly do a public demonstration of the Challenge Model on a flipchart
		    o *Take your personal vision, and pick one result that will contribute to realizing your vision*
		    o *What is the current reality as regards this vision?*
			Copies of the Challenge Model
			
			Flipchart with the Challenge Model

Time	Facilitator	Activity	Resources
		- *What is an obstacle to creating this result?* - *What is the root cause of this obstacle?* - *What is one action you can take to move past this obstacle?* - *State the challenge in a sentence.* • **Homework deliverable for next session (or workshop):** - one result chosen by each participant from his or her personal vision - a completed Challenge Model from each participant	
		2) Feedback and evaluation Hand out feedback and evaluation form	Feedback and evaluation form
		3) Closing Reflection (when it is the end of the day) In plenary, ask the group any or all of the following questions. Have participants jot down notes and then ask for responses and write down on flipchart. • *What did we do today?* • *What stands out for you from this day? If there were only one thing you could remember from today, what would it be?* • *Where did you feel really engaged? Where did you find yourself distracted, your mind wandering?* • *What ideas, things you'd like to do or intentions, have come to you?*	

SESSION 3: SCAN

Purpose: to use the leadership practice of scanning by understanding and analyzing who stakeholders are, working in a team, and using listening as a way to scan.

Learning objectives.
- Identify stakeholders
- Understand how to conduct a team meeting
- Become aware of and practice listening as a form of scanning

Resources required.
- flipchart(s)—easel and paper
- tape
- colored markers
- participant materials
    - the Challenge Model
    - Examples of Indicators Handout
    - Stakeholder Diagram and Summary Handout
    - Stakeholder Analysis Worksheet Handout
    - Team Meeting Format Handout
    - Feedback & Evaluation Form

Pre-session preparation.
- Read through facilitator notes for this session
- Prepare copies of all handouts

Topics.
- Distinguishing Challenges from Problems
- Scanning to Choose a Challenge
- Analyzing Stakeholders' Needs and Interests
- Improving Listening Skills

SESSION 3: SCAN
4.25 hours
Facilitator Notes

Time	Facilitator	Activity	Resources
15 minutes		**Settling into your teams**	
15 minutes		**Homework presentations (if there has been at least a week since the previous session)** Ask several participants or teams to share their homework from the previous session.	
30 minutes		**Summarize previous workshop/day and Introduce next topic and objectives** 1) In plenary, show participants the flipchart of the previous session's topic and objectives. Ask participants: • What did you think about after the previous session? • What stayed in your mind? • What remains unclear? (any responses to this question can be put in the "parking-lot")	Flipchart with previous session's topic and objectives
		2) Review Session 3's topic and objectives.	Flipchart with today's session topic and objectives
45 minutes		**Exercise: Distinguishing Challenges from Problems** **Purpose:** This short exercise introduces participants to the idea of *facing challenges* as a leadership activity. It is an inquiry into people's positive experience in facing challenges. **Step 1. Introduce the concept of a challenge** • In plenary, ask: *Think of something that you have accomplished in your life that you are proud of, something that was a challenge for you and for which you had to overcome big obstacles.* • Have the participants turn to their neighbor and talk about this. Make sure each person gets a turn. • In plenary, ask for some examples. Note how in each case there was a shift from seeing something as a problem (for someone else to solve), to the person turning the problem into a personal challenge.	

Time	Facilitator	Activity	Resources
		Step 2. Share what you have learned about facing challenges • In small groups, discuss what you learned about what it takes to face a challenge and overcome obstacles **Step 3. Reflect on what it takes to face a challenge** • In plenary, ask the groups to share what it takes to face a challenge (e.g., persistence, hard work, etc.) • Record responses on a flipchart **Step 4. Discuss the difference between a problem and a challenge** In small groups have them discuss what they think the difference is. Have each group share their thoughts in plenary. Reveal flipchart and review: • A problem is “out there” and something that often is blamed on external forces. • A challenge is something you own. • A challenge is overcoming obstacles in order to achieve a result you are committed to achieving. Make sure participants have a clear understanding of what a problem is and what a challenge is. **Final thoughts:** • Make an agreement with the group that before calling something a problem, they will think about whether it may be a challenge that they are willing to own and practice their leadership skills on.	Flipchart with these differences written on it.
45 minutes		**Exercise: Scanning to Choose a Challenge** This short exercise introduces participants to the idea of using the leadership scanning practice in order to choose an appropriate challenge, and provides a good transition to the exercise: Analyzing Stakeholder Interests and Concerns. **Step 1. Introduce the concept of scanning (to choose a challenge)** • In plenary, say: *In order to choose your challenges you will need to:* • *SCAN to understand your community needs* • *SCAN to understand your service delivery trends* • *SCAN to identify the goals of your organization* • *SCAN to identify the national health priorities*	Write these four SCANS on a flipchart

Time	Facilitator	Activity	Resources
		Step 2. Identify what is needed in order to do these SCANs • In plenary ask: *What do you need—what will help you—to do these scans?* Give them a few minutes to think about this and take some responses. • *Data sources* are what you need to do these scans • Define data source: ask what they think a *data source* is? • A data source is something from which you can get information. • In teams, have participants discuss what the different data sources would be for each of the four SCANs noted above. • In plenary, ask for examples for each SCAN.	
		Step 3. Share our ideas of the different Data Sources • Reveal each SCAN with its relevant data sources, one at a time, and discuss. Compare with their examples. Expand the lists to include all sources. • *Community needs—Data sources*: client surveys and interviews, community focus groups, meetings with community leaders • *Service delivery trends—Data sources:* service statistics, client surveys and interviews, community focus groups, meetings with community leaders • *Goals of organization—Data sources:* organizational strategic reports, meetings with managers at higher levels in the organization • *National health priorities—Data sources:* national surveys and national policies	Have one flipchart page for each SCAN with the relevant data sources on it
		Step 4. What is an indicator? • In plenary ask for a definition of "indicator" as it relates to data sources. Allow for a brief discussion of this and then write this definition on a flipchart*: Indicators are observable markers of change over time.* Distribute copies of the Examples of Indicators Handout for examples of what an indicator is. • Explain that indicators will come up again during exercises on Monitoring and Evaluation. • In their teams have participants identify some of the indicators for each type of data listed above; share results in plenary (alternatively, give each team one type of data sources and have participants come up with the indicators—each team shares in plenary).	Copies of the Examples of Indicators Handout
		Step 5. Final Team Discussion • In teams have participants discuss: What can we do to collect the data to have a complete scan of our environment before we choose our challenge? • In plenary, take a few responses.	

Time	Facilitator	Activity	Resources

45 minutes		**Exercise: Analyzing Stakeholder Needs and Interests**
		
		Purpose: This exercise helps participants to identify, using the leadership practice of scanning, their stakeholders and understand their needs and interests.
		
		Step 1. Identifying stakeholders
		• In plenary, ask the participants: *Who are the people who have a stake in achieving your shared vision?* (Those who can be affected by its outcome)
		• Emphasize that knowing who your stakeholders are is a *scanning* exercise
		• Distribute the Stakeholder Diagram and Summary handout
		• What are the concerns, needs and interests of each of these groups?
		• How can you link your goals with theirs?
		Note: These questions do not require an answer. They are to get the participants to think about what you will ask them to do next.
		
		Step 2. Identifying stakeholder needs and interests per team
		• Distribute the Stakeholder Analysis Worksheet
		• In teams, have participants make a list of all stakeholders using the Stakeholder Analysis Worksheet
		• After each stakeholder, write the stakeholder's concerns and interests
		
		Step 3. Reflect on the exercise
		• In plenary, ask the participants:
		    • *What did you learn from this? Sometimes we think we know what these are and it turns out we are wrong (stereotypes for example, or groups we have little contact with)*
		    • *What else do you need to do to find out what your stakeholders' needs and interests are?*
		    • *How could we listen better to stakeholder needs?*
		    • *What other methods could we use to understand stakeholders?*
			Copies of handouts:
			• Challenge Model
			• Stakeholder Diagram and Summary
			• Stakeholder Analysis Worksheet
			
			2 flipcharts

45 minutes		**Exercise: Improving Listening Skills—A Scanning Skill** **Purpose:** This exercise helps participants to practice listening effectively and understand it as a skill for scanning. **Step 1. Introduce "Bad" Listening**	

- In plenary, tell the participants: *Now we are going to practice "bad" listening.*
- Role play in the front of the room
  - o Facilitator picks one person to do the role play
  - o The other person tries to tell the facilitator something that is important to him or her
  - o The facilitator models "bad" listening—e.g., taking interruptions, phone calls, reading other materials, giving short unresponsive answers, bringing up other topics

Step 2. Practice "Bad" Listening

- In pairs: One person talks for two minutes about something that s/he really cares about
- The other person shows signs of not listening
- Reverse roles: The second person talks while the first person shows signs of not listening

Step 3. Share Experiences

- In plenary, ask participants: *How does it feel to be listened to like that?*
- Gather responses
- Summarize the consequences of "bad" listening for motivation and organizational effectiveness.

Step 4. Introduce "Good" Listening

- Role play in front of room "good" listening
  - o A participant tells the facilitator something they care about
  - o The facilitator pays attention and responds to their concerns

Step 5. Practice "Good" Listening

- Repeat Step 2, but this time the listener demonstrates that he/she is listening carefully to what the other person is telling the listener
- Reverse roles: The second person talks while the first person demonstrates "good" listening

Step 6. In Plenary, Share Experiences

Ask:

- *What does it feel like to be listened to well?*
- *Does it take any more time to listen well than to listen badly?*

Time	Facilitator	Activity	Resources
		• *What is the impact of listening well on motivation and performance?* • *What lessons do you take from this exercise?* • *Who can we use these skills with?* • *Discuss the different stakeholder groups and how you can listen to them.*	
15 minutes		**Homework and Closing (when it is the end of a day/workshop)**	

		1. Review homework:
		• Distribute the handout: Team Meeting Format
		• Schedule and hold a first team meeting. Use the handout “Team Meeting Format” to plan and guide your first meeting and all your team meetings
		• Review the exercise, “Distinguishing Challenges from Problems’ and ‘scanning to Choose a Challenge” with the whole team
		• Review with the whole team “Analyzing Stakeholders’ Needs and Interests. Fill out the worksheet as a team
		• **Homework deliverable for next workshop:**
		   o Report on the first team meeting
		   o A completed stakeholder analysis
			Copies of handout “Team Meeting Format”

		2. Closing Reflection: • In a paired sharing, have participants discuss: *What have I learned today?* • In plenary, take several responses	
		3. Feedback and evaluation: Hand out the feedback and evaluation form	Feedback and evaluation form

Session 4: Focus

Purpose. To understand the importance of the leadership practice of focusing and to practice using the Challenge Model.

Learning objectives.

- Describe Focusing
- Identify the strategic priorities of organization
- Practice use of the Challenge Model

Resources required.

- flipchart(s)—easel and paper
- tape
- colored markers
- participant materials
    - The Challenge Model handout
    - How to use the Challenge Model Process handout
    - Sample Problems and Challenges handout
    - Feedback & Evaluation Form

Pre-session preparation.

- Read through facilitator notes for this session
- Prepare copies of all handouts
- Confirm the top three strategic priorities of the organization with the organization's director

Topics.

- What is Focusing?
- Using the Challenge Model
- Choosing a Challenge

SESSION 4: FOCUS
3.5 hours
Facilitator Notes

Time	Facilitator	Activity	Resources
15 minutes		**Settling into your teams**	
15 minutes		**Homework presentations (when applicable—if there has been a week or more since the previous session)** Ask for several participants or teams to share their homework from the previous session.	
30 minutes		**Summarize previous workshop/day and Introduce next topic and objectives** 1) In plenary, show participants the flipchart of the previous session's topic and objectives. Ask participants: • What did you think about after the previous session? • What stayed in your mind? • What remains unclear? (any responses to this question can be put in the "parking-lot") 2) Review session 4's topic and objectives	Flipchart with previous session's topic and objectives Flipchart with today's session topic and objectives
45 minutes		**What is Focusing?** 1. In plenary, ask: *What does focusing mean? Why is it important for leaders to focus?* • Have participants discuss in their teams and report out in plenary • Record answers on flipchart 2. In plenary say: *For teams to focus, you need to know the focus of your larger institution.* • Ask*: What are the top 3 priorities in your institution*? • Teams discuss • In plenary, gather team responses and put them on flipchart • If the priorities do not represent a consensus, ask teams to come to a consensus • Confirm the top three priorities that you have already identifies with the director of the organization	
45 minutes		**Fill in the Challenge Model** Distribute fresh copies of the Challenge Model and How to use the Challenge Model Process handouts. 1. In teams, have participants work on filling out the Challenge Model now that they	Copies of the handouts: • The Challenge Model

Time	Facilitator	Activity	Resources
		have identified the strategic priorities of institution: • Ask them to return to the shared vision they created as a team: o Take your vision, and pick one result that will contribute to realizing your vision as it relates to the strategic priorities o What is the current reality as regards this vision? o What is an obstacle to creating this result? o What are the root causes? o What is one action you can take to move past this obstacle? ** Emphasize that the Challenge Model should be filled out in the same order as above. (You may want to write it on a flipchart.) • As the last step, have participants frame their challenge in a question beginning with "How." For example: *How can we increase he average IUD users to 10 clients per month during the year 2005?*	• How to use the Challenge Model Process Flipchart with these directions on it
		2. In plenary, have teams share their challenge models in the order indicated above, beginning with their vision and ending with their challenge, read as a question.	Flipchart with this framing of the challenge
45 minutes		**Focusing on Choosing a Challenge** **Purpose:** This brief exercise will help the participants to focus in on choosing their challenge and should always follow the exercise above.	
		Step 1. What is an appropriate Challenge? In plenary say: *Choosing an appropriate challenge is the most important leadership responsibility. The most obvious, visible problem may not necessarily be the most important problem that you should choose to face as a challenge. In order to choose your challenge wisely you need to use the following three criteria:* o It is consistent with your vision for improving client and community health. ▪ Does it address the pressing health care needs of your clients and community that you identified during your scan? ▪ Does your challenge support the goals of your organization that you scanned in the previous session? o It is within your team's ability to control or influence. ▪ Is your challenge within your control or under your influence? For example: quality of services, relations with clients, etc. (Things *not* in	Write the three criteria on a flipchart

your control include some policies, economic conditions, etc.)
- Is your challenge measurable?
- Does your manager support your working on this challenge?
- Can you influence stakeholders in order to obtain the necessary resources to address this challenge?

o It stretches your team to go beyond normal results
- Will you have to use new leadership practices to achieve the desired results?
- Will you have to practice teamwork to achieve the desired results?

Step 2. Review Challenge Model and Challenge
In teams have participants review the Challenge Model they have just filled out with these three criteria in mind. Have participants discuss the challenge they have currently identified as a team. Give them these questions to consider:

Resources: Flipchart with these two questions written on it

- What did you learn about your challenge when you applied the above criteria?
- Which of the criteria were most useful when choosing your challenge?
- What other criteria would you include for choosing a challenge?
- What indicators would you use to define this challenge?

Step 3. Wrap up and next steps
In plenary take a few responses to this exercise. Ask them: *What did you learn about choosing a challenge?*
** Be sure to explain that as they continue the process of this leadership program, they should continue to refine their challenge based on the criteria above and the new skills they learn.

15 minutes

Homework and Closing

1. Review homework:
- With as many members of the team as possible, participants should demonstrate the Challenge Model and they should fill it out as a team *again* based on all the new information. Review the handout "Sample Problems and Challenges" first.
- **Homework deliverable:**
  - Completed challenge model with input from entire team

Resources: Copies of the handout "Sample Problems and Challenges"

2. Closing Reflection:

Time	Facilitator	Activity	Resources
		• In a paired sharing, have participants discuss: what have I learned today? • In plenary, take several responses **3. Feedback and evaluation** • Hand out feedback and evaluation form	Feedback and evaluation form

Session 5: Focus 2

Purpose. to conduct a brief analysis of the WCA results with the teams; and to further understanding of the leadership practice of focusing by defining the root cause of their identified challenge

Learning objectives.

- Analyze the WCA scores and learn what to do with the results
- Further define what focusing is
- Practice how to do a root-cause analysis using the 5 Whys and Fishbone
- Distinguish between circles of control and influence

Resources required.

- flipchart(s)—easel and paper
- tape
- colored markers
- participant materials
    - WCA Results Discussion Guide—Baseline
    - Leadership & Management Practices for improving Workgroup Climate Chart
    - Challenge Model
    - Five Whys
    - Fishbone
    - Feedback & Evaluation Form

Pre-session preparation.

- Read through the facilitator notes for this session
- Understand how to tally the WCA results
- Prepare enough copies of a WCA tally and a feedback graph for each team (if doing by hand)
- Prepare copies of all handouts

Topics.

- WCA results
- Diagnosing Root Causes: the Fishbone and 5 Whys
- Circles of Control and Influence

SESSION 5: FOCUS 2
4 hours

Facilitator Notes

Time	Facilitator	Activity	Resources
15 minutes		Settling into your teams	
15 minutes		**Homework presentations (when applicable—if there has been a week or more since the previous session) ** see WCA exercise below** Ask for several participants or teams to share their homework from the previous session. ***Consider doing this while one facilitator is tabulating the WCA results into team scores.*	
30 minutes		**Summarize previous workshop/day and Introduce next topic and objectives (when it is the beginning of the day)** 45 In plenary, show participants the flipchart of the previous session's topic and objectives. Ask participants: • What did you think about after the previous session? • What stayed in your mind? • What remains unclear? (any responses to this question can be put in the "parking-lot")	Flipchart with previous session's topic and objectives
		2) Review session topic and objectives (for <u>whole</u> day if more than one session is being covered)	Flipchart with today's session topic and objectives
45—60 minutes		**WCA Results: Tally scores and brief discussion** **Purpose** This exercise scores the WCA results for each team and reviews the guided-discussions the participants can have with their entire team about what their scores mean and things they can do as a result of their score. **Note:** *This exercise requires two people—one to tabulate the scores and the other to continue facilitating the program with the participants. While the scores are being tabulated, this would be a good time to have participant share the rest of their homework. If the tabulation is not yet done when homework presentations are finished, follow up with an icebreaker to get the group back together after being away for 4—6 weeks. Or continue with next exercise.* **Step 1. Collect filled out WCA tools from each team and tally (30—45 minutes)**	The WCA Tabulations and Feedback—in Excel or in hard copy (for facilitators only) Ideally, the facilitator has access to a computer and printer to input the results directly into

Time	Facilitator	Activity	Resources
		▪ The facilitator who will tabulate the results collects all the filled out assessments from each team ▪ Using the WCA Score Sheet tally the scores for each team, following instructions ▪ Distribute the feedback graph to each team with their perceived climate scores **Step 2. Review Guided Discussions handout (15 minutes)** ▪ In plenary review the guided discussions handout about what the scores mean and how the teams may have guided discussions with their entire teams about their workgroup climate and changes they can make ▪ Teams should make time in their next team meeting to go through the guided discussion of the WCA scores ▪ Distribute copies of the WCA Results Discussion Guide—Baseline, and the Leading and Managing Practices for Improving Workgroup Climate Chart handouts	the WCA score sheet in Excel. If no computer is available, prepare enough copies of the Tabulations sheets to do the scores by hand per/team and the feedback graphs for each team. Copies of the handout WCA Results Discussion Guide—Baseline" Copies of the handout Leadership and Management Practices for Improving Workgroup Climate Chart
60 minutes		**Exercise: Diagnosing Root Causes—The Fishbone and Five Whys Technique** **Purpose:** This exercise helps participants to understand how to diagnose root causes in the Challenge Model. Use it in conjunction with the Challenge model to make sure that you are planning actions that target root causes of obstacles, not just the symptoms. **Step 1. Introduce the Fishbone and Five Whys technique** • In plenary, draw a picture of a tree showing its roots on a flipchart. • Explain that root cause analysis helps us to go deeper to understand the causes of a problem or obstacle. • Say: *We are learning to diagnose organizational problems, the same way we learn to diagnose medical problems.*	Flipcharts Copies of handouts: • Five Whys • Fishbone

Time	Facilitator	Activity	Resources
		• Explain: *We need to ask "why" in order to understand the underlying causes of symptoms.* • Draw a picture of the Fishbone diagram on the flipchart, and label each set of ribs: People, Policies, Processes and Procedures, and Environment. • Explain: *These four areas help us to diagnose the causes of organizational problems or obstacles that are preventing you from achieving your desired result.* • Use a concrete example that participants can relate to (for example: people are not coming to the clinic for antenatal care.) • Ask participants to come up with reasons for this state of affairs according to the categories. • Write on a separate flipchart next to the tree—Why? Why? Why? Why? Why? For each of the fishbone categories, ask "Why" 5 times to come up with the root causes for the example chosen. **Step 2. Practice the Fishbone and Five Whys technique** • Divide into small groups of 4 to 6 people and ask each group to select a desired, measurable result to work with. • Ask them to identify one obstacle that is preventing them from achieving that result. • Distribute the Fishbone and Five Whys handouts. • Ask each group to brainstorm the root causes of that obstacle, using the categories of the fishbone and the five why questions the same way as was demonstrated in plenary. • Circulate among groups or listen closely to the group's deliberations and remind them to go beyond statements such as "lack of resources." Push them to a high quality analysis. • Have participants mark those causes that they can do something about. **Step 3. Report out on progress** • In plenary, ask each team to report out on their progress. • Discuss any concerns or questions. • Have the team continue to work on their analysis of root causes until they are completed for one obstacle. **Wrap up and next steps** • Explore with the group how they felt after the analysis. It is important for people to get a sense of control especially if they usually feel powerless.	* can prepare in advance

Time	Facilitator	Activity	Resources
		• This analysis can help the participants get a handle on the areas where they can actually change things. It should be an exercise that creates significant energy for change.	

60 minutes		**Exercise: Recognizing Your Sphere of Influence**
		
		Purpose
		This exercise helps people think about what is under their control to change and what is not given their role or position in the program or organization. It helps them learn about where they can be most successful in influencing changes provides guidelines for aligning and mobilizing others.
		
		Step 1. Define circles of control and influence
		• In plenary, discuss the three circles with the participants to distinguishing between:
		    o inner circle: what we have direct (control over
		    o middle circle: what we can influence
		    o outer circle: what we have no influence over
		• Ask for examples for each circle such as:
		    o inner circle: our behaviors, our actions, our attitudes
		    o middle circle: our neighborhood, our church, our work environment, friends, colleagues, family (we can influence them but we cannot control them!)
		    o outer circle: natural phenomena such as earthquakes or weather but also politics and policies that fall far outside our personal reach, the behavior of people we have no contact with
		• Ask the participants in which circle they spend most of their mental energies, which circle is the source of much of their worries, gossip (usually the outer circle)
		• Discuss how they can divert their attention to the inner and middle circles and how that may indirectly affect the outer circle.
		
		Step 2. Discuss practices that help to influence
		• In small groups, ask the participants to reflect on and discuss what practices they need to use to be effective in influencing others.
		• Ask them to make a list to present to the larger group
		
		Step 3. Present practices that support influencing
			Prepare a flipchart with three concentric circles of increasing diameter inside of each other
			
			Write the serenity prayer on another flipchart page: “Give us grace to accept with serenity the things that cannot be changed, courage to change the things which should be changed, and the wisdom to distinguish the one from the other.” **Keep this page covered until the end of the exercise.**

Time	Facilitator	Activity	Resources
		• In plenary, have the teams present their reflection on influencing practices. • When the participants are making presentations, coach them about their one set of influencing skills which is related to how they communicate (e.g., are they watching their listeners, making eye contact, speaking effectively, being well prepared, ?) **Wrap up and next steps** • Present the flipchart with the serenity prayer	

15 minutes		**Homework and Closing**
		
		1. Review homework:
		• Using the Guided Discussions handout for the WCA, teams should discuss their scores and ways to improve them
		• Teams should continue to work on their analysis of root causes in their challenge and return with a clear analysis
		• **Homework deliverable for next workshop:**
		  o Completed diagram of fishbone and 5 Whys of their challenge
		  o Report on WCA discussion for improving workgroup climate
		
		2. Closing Reflection:
		• In a paired sharing have participants discuss: what have I learned today?
		• In plenary take several responses
		
		3. Feedback and evaluation
		• Hand out feedback and evaluation form
			Feedback and evaluation form

SESSION 6: FOCUS AND PLAN

Purpose. integrate focusing with planning to incorporate measurable results in the challenge model

Learning objectives.
- Define measurable results using SMART objectives
- Apply the M&E Framework to challenge
- Identify priorities
- Distinguish between Important and Urgent

Resources required.
- flipchart(s)—easel and paper
- tape
- colored markers
- participant materials/handouts
    - Challenge Model
    - Developing Measurable Results using SMART Objectives
    - M&E Framework
    - Worksheet for Applying M&E Framework
    - Priority Matrix (Sample and blank copies)
    - Important and Urgent
    - Feedback & Evaluation Form

Pre-session preparation.
- Read through the facilitator notes for this session
- Prepare copies of all handouts

Topics.
- Develop Measurable Results (SMART)
- Introduce and Use the M&E Framework
- Identify Priority Actions

SESSION 6: FOCUS AND PLAN
4.25 HOURS

Facilitator Notes

Time	Facilitator	Activity	Resources
15 minutes		Settling into your teams	
15 minutes		**Homework presentations (when applicable—if there has been a week or more since the previous session)** Ask for several participants or teams to share their homework from the previous session.	
30 minutes		**Summarize previous workshop and Introduce next topic and objectives (when it is the beginning of the day)** 1) In plenary, show participants the flipchart of the previous session's topic and objectives. Ask participants: • What did you think about after the previous session? • What stayed in your mind? • What remains unclear? (any responses to this question can be put in the "parking-lot") 2) Review session topic and objectives (for <u>whole</u> day if more than one session is being covered)	Flipchart with previous session's topic and objectives Flipchart with today's session topic and objectives
60 minutes		**Exercise: Developing Measurable Results** **Purpose** This exercise helps participants to create a measurable result for their vision. It shows how to define measurable results when using the Challenge Model. This exercise should be used after the group has created a shared vision, or have participants return to their shared vision and filled out Challenge Model from session four. **Step 1. Choose a desired result as one element of the vision** • In plenary, ask the participants to pick one aspect of their common shared vision to put into action. For example, if the vision is: "Patients receive the best and safest care in our unit." • Distribute the handout of the Challenge Model and reveal the flipchart with the	Flipcharts Flipchart with Challenge Model drawn on it Copies of handouts: • Challenge Model • Developing Measurable Results w/ SMART Criteria

Time	Facilitator	Activity	Resources
		Challenge Model. • Write the vision in the top in the image of the cloud. • Ask them what would be a compelling, measurable result that would indicate that they are moving in that direction? Each team will have different results that are within their capacity to achieve. • Give some time for the participants to come up with a number of results that they believe will get them to their vision. Write these on a separate flipchart **Step 2. Write desired results that meet SMART criteria** • Distribute the Developing Measurable Results using SMART criteria handout. Review the handout together. • In their teams ask them to make the measurable results written on the flipchart ‘SMARTer” and/or brainstorm other results. • Check the groups’ work in plenary to see whether they meet the SMART criteria. Coach groups individually if they need more help. **Step 3. Define measurable results in the Challenge Model** • Ask each team to develop one measurable result that everyone can agree on. • Write the measurable result in the Challenge Model on the flipchart • Define the “current situation.” • Have each team discuss the current reality in relation to the intended result • Have each team articulate its challenge: “How do/can/will we…?” **Wrap up and next steps** • Explain how this gap between what the team wants as a result in the future and what is currently in place creates a tension. This tension, like any tension, seeks resolution. It is the natural tendency to resolve tension that will give the team the energy to move towards its vision. • Once the challenge is framed, remind the teams that they can now apply the managing and leading framework (scanning, focusing, etc.) to their challenge in order to better understand their challenge and find out what to do to address it.	
45 minutes		**Exercise: Applying the Monitoring and Evaluation (M&E) Framework to your challenge** **Purpose** This exercise introduces participants to an M&E Framework and how to apply it to	Flipcharts Flipchart with: • Monitor • Evaluate

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their challenge. This process will help them to determine if their challenge will be achievable and if not, ways to improve it through the M&E framework.

Step 1. Introducing the M&E Framework

- In plenary say: *It is not enough to have "SMART" results, they need to be able to be monitored and evaluated. The results need to have clear indicators to point towards when you are making progress towards the result.*
- In their teams, have participants come up with what they think each of these "M&E" terms mean. They should consider the definitions in light of *facing challenges to achieve results:*
  - Monitor
  - Evaluate
  - Input
  - Process
  - Output
  - Outcome
  - Impact
- In plenary, take a definition for each term. Give each team the opportunity to contribute to each definition.
- Distribute the M&E Framework and Definitions handout. Say: *The M&E framework will assist you in further focusing your challenge to ensure the results will be measurable.*
- Review the M&E definitions as stated on the handout in plenary. Return to their definitions and note the similarities and/or differences.
- Review the framework—noting the examples given

Step 2. Apply the M&E Framework to your challenge

- Distribute the handout Worksheet for Applying the M&E framework.
- Explain they will use this to apply to their challenge.
- In plenary, use an example from everyday life to illustrate how to fill out the worksheet. (For example: if my challenge is How to improve my life through a career change? An input would be tuition and time, the process would be go to class, an output would be homework, an outcome would be a diploma—i.e. Nursing degree, and an impact would be a good career.)
- In teams have participants <u>begin</u> to fill out the worksheet—circulate and provide assistance as necessary.
- In plenary, teams share their worksheets—they should finish them as

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- Input
- Process
- Output
- Outcome
- Impact

Flipchart with:
* The purpose of a good M&E practice is to appropriately monitor, measure, and demonstrate results. If you cannot measure, you cannot improve. If you can measure, you can improve.

Copies of handouts: M&E Framework and Definitions; Worksheet for applying M&E

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Time	Facilitator	Activity	Resources

homework with their teams. Take any questions.

Step 3. Why is M&E important in the process of facing challenges to achieve results?

- In plenary say that the purpose of selecting a challenge is to improve the well being of people.
- In pairs have participants discuss why M&E would be important to the well being of people.
- In plenary have participants share their thoughts
- Show them the flipchart with this written on it:
  - o The purpose of a good M&E practice is to appropriately monitor, measure, and demonstrate results.
  - o If you cannot measure, you cannot improve.
  - o If you can measure, you can improve.

30 minutes

TOOL: SETTING PRIORITIES USING THE PRIORITY MATRIX

Resources: Copies of the handout Sample Completed Priority Matrix and blank Priority Matrix Worksheet (on the same handout)

Draw the sample matrix (not filled in) on a flipchart so that all can clearly see it.

Purpose

The Priority Matrix helps rank actions based on their time to complete, cost, importance to quality, and availability of resources. This tool can be used when prioritizing strategies and actions as part of developing an action plan. It assumes that participants have completed a root cause analysis first, so that the selected actions address the root causes of the problem and not just the symptoms.

Step 1. Present and demonstrate the tool

- Using a real challenge that one of the groups is facing, choose three actions that address the root causes of the obstacles that are preventing them from reaching their desired result. (to be done with whole group input)
- Fill in matrix on flipchart

Step 2. Rank each priority action on a scale of 1 to 3.

- o On a scale of 1 to 3 (with 1 providing the least benefit and 3 the most benefit), rank each priority action according to the time needed, cost to implement, potential for improving quality, and the availability of resources.

Step 3. Calculate the total points for each priority action

- Add the numbers in each column to see the total score for each action.

Time	Facilitator	Activity	Resources

- The higher the score the higher the priority of the action based on the criteria listed. (You may choose to add or change criteria to suit your specific needs.)

Wrap up and next steps

- Check whether the priorities make sense to the participants and make sure that they feel they can actually implement these actions without having to wait for someone else's approval or resources.
- Distribute the Priority Matrix handouts (sample and blank) and for teams to use at their next team meeting.

45 minutes

Putting First Things First—The Important/Urgent Matrix

Resources: Copies of Important/Urgent Matrix handout

Draw a large version of the Important/Urgent Matrix on a flipchart

"Rather than focusing on things and time, focus on preserving and enhancing *relationships* and on accomplishing *results*." —Steven Covey *The Seven Habits of Highly Effective People* ("Habit 3: Put First Things First")

Purpose

This tool developed by Stephen Covey (citation) helps individuals and groups to set priorities and learn how good management is putting first things first and organizing and carrying out work based on priorities. This tool will help individuals and groups to learn that the most important thing is not to manage time; it is to manage ourselves!

Step 1. Identify work activities using the Important/Urgent Matrix

- With large groups, divide the participants into small groups of 4 to 6 people.
- Present the empty matrix and explain the four quadrants. We spend our time on activities in one of four ways, by working on:
  - Urgent and important things
  - Urgent, but not important things
  - Important, but not urgent things
  - Not important and not urgent things
- Clarify the words: *Urgen*t means it requires immediate attention. It is the NOW stuff! *Important* has to do with results. It contributes to your mission, values, and high priority goals.
- Ask each person to look at the matrix and think about the kinds of work-related activities they typically engage in.
- Since no one likes to admit that they are engaged in non-urgent and non-important activities, ask the group to come up with a description of a typical

work week for a manager like them and then slot the activities into the four quadrants.
- Calculate the total number of hours spent by this fictitious manager in each quadrant.

Step 2. Calculate the time you spent last week working on activities in each quadrant

- Distribute the Important/Urgent Matrix handout
- Have individuals do a similar exercise for themselves. For example if you work a total of 40 hours in a week and you spent 20 hours in Quadrant I, that would mean that you spent 50 percent of your total work week doing urgent and important things (Quadrant I).
- Once you have finished working on your matrix, turn to the person next to you and share your results.
- In your small group, discuss together how you can shift the percentages so that there is more time for the important stuff (put first things first).

Step 3. Discuss results in plenary

- If some participants are willing to share their results, note the percent of time they each spent in each quadrant, then make a group chart.
- You can also discuss how they think they could do things differently to focus more on important priorities.

Final Exercise. Make a plan to put first things first

- Make a list of what is most important in your work.
- Share this with another person.
- Discuss together what each of you could do differently to put first things first
- Relate this whole exercise to the organizational challenge that the group or each team is working on.

15 minutes

Homework and Closing

1. Review homework:

- Using the measurable result teams have chosen to work on, they should review with their entire team back at work and fill out the challenge model again, with this measurable result using the SMART criteria
- With this result teams fill out the Priority Matrix defining 3 actions.

Time	Facilitator	Activity	Resources
		• Take all team members through the Important/Urgent exercise. • Review and complete the M&E worksheet as a team based on team challenge. **Homework Deliverable for next workshop:** • Priority Matrix with 3 activities for action plan • Completed Important/Urgent matrix • Finalized results on Challenge Model • Completed M&E worksheet	
		2. Closing Reflection: • In a paired sharing have participants discuss: what have I learned today? • In plenary take several responses	Feedback and evaluation form
		3. Feedback and evaluation: Hand out feedback and evaluation form	

SESSION 7: ALIGN & MOBILIZE AND ORGANIZE

Purpose. enable participants to develop action plans and align and mobilize colleagues and stakeholders to complete the action plan that leads to results, and prepare monitoring and evaluating plans.

Learning objectives.

- Understand what align & mobilize is
- Create an action plan for identified challenge to achieve results
- Understand how to mobilize resources
- Prepare Monitoring & Evaluating plans
- Define and demonstrate making a request vs. a complaint

Resources required.

- flipchart(s)—easel and paper
- tape
- colored markers
- participant materials/handouts
    - Challenge Model
    - Action Plan Format
    - Action Plan Worksheet
    - Is your plan ready?
    - Resource Mobilization Request Form
    - Preparing Monitoring & Evaluating Plans
    - Complaints vs. Request
    - Feedback & Evaluation Form

Pre-session preparation.

- Read through the facilitator notes for this session
- Prepare copies of all handouts

Session 7: Align & Mobilize and Organize
5 hours

Facilitator Notes

Time	Facilitator	Activity	Resources
15 minutes		Settling into your teams	
15 minutes		**Homework presentations (when applicable)** Ask for several participants or teams to share their homework from the previous session.	
30 minutes		**Summarize previous workshop and Introduce next topic and objectives (when it is the beginning of the day)** 1) In plenary, show participants the flipchart of the previous session's topic and objectives. Ask participants: • What did you think about after the previous session? • What stayed in your mind? • What remains unclear? (any responses to this question can be put in the "parking-lot") 2) Review session topic and objectives (for <u>whole</u> day if more than one session is being covered)	Flipchart with previous session's topic and objectives Flipchart with today's session topic and objectives
45 minutes		**What is Align & Mobilize?** 1) In plenary refer to the M&L Framework • Say: *We have started to face our challenges, to scan and focus; now we are going to* Align & Mobilize *and* Plan*. We will make plans to move our work towards achieving results* 2) In their teams have participants discuss: • *What does* Align & Mobilize *mean?* They should try to come up with a definition • *What does your team need to do to align and mobilize others around your results?* Have teams share their thoughts in plenary 3) In plenary read the outcome of *Align & Mobilize* from the Framework: "Internal and external stakeholders understand and support the organizations goals and have mobilized resources to achieve these goals."	Copies of the M&L Framework (participants should already have one in their folder)

Time	Facilitator	Activity	Resources
60 minutes		**Exercise: Developing an Action Plan that Leads to Results** **Purpose:** This exercise helps groups to develop an action plan that shows the priority actions that will need to be implemented in order to achieve the desired results along with the human resources needed and the projected timeline for completing the actions. **Note:** the time allowed for this exercise may not allow for the completion of the entire Action Plan; participants should finish it as homework with their teams. **Step 1. Demonstrate how to use the worksheets** • In plenary, give all the participants a copy of the two Action Plan handouts. • Explain how to complete the Action Plan Worksheet on the large paper. **Step 2. Complete the action plan worksheet** • Have participants work in their teams each working on their own challenge. • Ask the teams to fill in the blank Action Plan Worksheet and discuss with one another their reasons for choosing the priority actions to justify their choices. **Step 3. Complete the action plan** • Teams transfer the activities from the Action Plan Worksheet and enter them into the blank Action Plan. • When filling in the Action Plan, ask the groups to: o list each priority action and the related sub-activities in the far left column. o assign a person who will be responsible for each activity; o note needed resources to complete the activity; o indicate the weeks or months during which this activity will be implemented. o **Note:** be sure they get a chance to do this for just one or two of their priority actions—the rest can be finished as homework with their teams. • When the group has a *draft* of their action plan, have participants present it in plenary or to the facilitator. **Step 4. Discuss action planning process** • In plenary, answer any questions that participants have about the action planning process.	Flipcharts Copies of the blank Action Plan Worksheet and Blank Action Plan Format Copies of the handout Is your plan ready? (for them to take home) Draw a sample Action Plan format on large paper for all to see (not filled in)

- Remind them that they will be reviewing the content with their local managers and completing their action plans with the entire team back that has to implement the plan.
- Make sure that this action plan will be integrated with existing work plans and that individuals discuss additional activities outside their planned scope of work with their supervisors if these are not present in the group.

Wrap up and next steps

- List all your priority actions on a timeline showing when each activity and sub-activity will be carried out, who is responsible, and what resources are required.
- Distribute handout Is your plan ready? for them to take home.

30 minutes

Exercise: Mobilizing Stakeholders to Commit Resources

Resources: Flipchart; Copies of the Resource Mobilization Request Form

Purpose

This exercise provides a process for developing a detailed plan for requesting resources from stakeholders. It should be used after completing a stakeholder analysis (see the exercise Analyzing Stakeholder Interests and Concerns). Have teams refer to their original stakeholder analysis worksheet.

Step 1. Practice using the Resource Mobilization Request Form

- Pass out the Resource Mobilization Request Form to all participants.
- In plenary, select the most critical stakeholders from the Stakeholder Analysis Worksheet (the criterion would be if you do not get those individuals or groups on board then you are unlikely to make much progress).
- Have each team focus on one stakeholder group who has an interest in their challenge. Those who are most familiar with a stakeholder should be planning the requests and actions to mobilize them.
- Have each team fill in the Resource Mobilization Request Form (one form for each stakeholder).
- Ask the participants, given their stakeholders' interests and concerns:
    - *How can you get these stakeholders to support your effort to achieve your intended result(s)?*
    - *What specific request(s) do you want to make to them?*

Step 2. Decide on priority actions and responsibilities

- Have each team present in plenary.

Time	Facilitator	Activity	Resources
		• Come to agreement on priority actions and accountabilities. **Wrap up and next steps** • Use the Resource Mobilization Request Form as a monitoring tool in subsequent meetings and fill in the column "Follow-up activities." • Revisit the list of stakeholders to determine if other groups need to be considered and plan actions accordingly.	
45 minutes		**Exercise: Preparing Monitoring & Evaluating Plans** **Purpose** This exercise will take participants through the process of the necessary steps to cover when preparing to Monitor and Evaluate (M&E) their results. **Step 1. What are the steps?** • In plenary say to participants in order to do good Monitoring & Evaluating you need to have a plan. A simple plan can be put together by answering a series of questions. Using the challenge of "how am I going to have a fit and strong body in one year?" in your teams work through the questions on this handout to develop an M&E plan for this challenge. • Distribute Preparing Monitoring & Evaluating Plans handouts to teams. Review each question/the steps briefly and then have them work in their teams. This should be done quickly. • Have a completed copy of the handout with the challenge of "how am I going to have a fit and strong body in one year" filled out on a flipchart. **Step 2. Share M&E plans** • In plenary, go through each step/question and gather their responses and record on a flipchart. • Share your filled out plan on the flipchart. Note similarities and differences from their responses. • Be sure they are clear with the steps. **Step 3. Apply to your own challenge** • Distribute a clean copy of the handout and have teams <u>begin</u> to fill it out using their selected challenge. Remind them to refer back to their work on using the M&E framework to help them work through the steps/questions.	Flipcharts Copies of Handout: Preparing Monitoring & Evaluation Plans (enough to be handed out twice) Flipchart with the handout filled out using the "How am I going to have a fit and strong body in one year?"

- Circulate and help teams as needed.
- In plenary have teams share their progress. Take time to answer questions.
- They should complete the M&E plan as homework with their teams.

45 minutes

Exercise: Making Effective Requests and Reducing Complaints

Flipchart paper

Copies of the *Complaints vs. Requests* handout

Purpose
This exercise enables participants be more effective in communicating requests and reducing the tendency to complain.

Step 1. Transform complaints into requests
- In plenary, explain to the participants that in organizations people usually have a lot of complaints.
- Ask them to give you some examples of complaints they have in their organizations.
- Record the examples on a flipchart.
- Take a few of the complaints and transform them into requests. Write the following on a flipchart and fill in the requests in the blanks in plenary.
    - Will you________________ (specific person)
    - Do this_________________(specific action)
    - By this time_____________ (specific time)?
- Write on flipchart: three ways to respond to a request:
    - Yes
    - No
    - Counteroffer: "No, I can't do that, but I can do this, or I can do it by some other time."

Step 2. Practice writing out complaints as requests
- Distribute handout Complaints versus Requests to the participants.
- Ask each participant to write down three complaints.
- Ask them to rewrite these complaints into requests.

Step 3: Share your request
- Divide the participants into pairs and ask them to share their requests with the other person to see if it has all the characteristics of a good request.

Time	Facilitator	Activity	Resources
		Step 4. Report out on experiences • In plenary, have the participants share examples of good requests **Wrap up and next steps** • In plenary, review the box in the handout Complaints and Requests: Principles in Effective Organizations • Encourage the participants to use these practices, and to make a request of someone soon after the workshop and note how they handle the request differently than a complaint.	
15 minutes		**Homework and Closing** **1. Review homework:** • They should complete their action plans with their teams during their next two team meetings. • Teams should review and complete the Resource Mobilization Request Form based on their challenge. • Teams should review and complete the Preparing to Monitor & Evaluate handouts based on their challenge. **Homework Deliverable for next workshop**: • Completed Action Plans • Completed Resource Mobilization Request Form • Completed Monitoring & Evaluation Plan **2. Closing Reflection:** • In a paired sharing have participants discuss: what have I learned today? • In plenary take several responses **3. Feedback and evaluation** • Hand out feedback and evaluation form	Feedback and evaluation form

SESSION 8: ALIGN & MOBILIZE AND IMPLEMENT

Purpose. enable participants to take their action plans and implement them.

Learning objectives.
- Recognize the role of commitment and motivation in implementing action plans
- Practice coaching skills to achieve results
- Explain the different roles members have in a team during a team meeting

Resources required.
- flipchart(s)—easel and paper
- tape
- colored markers
- participant materials/handouts
    - Commitment vs. Compliance
    - Coaching Principles
    - 3-Person Coaching Exercise
    - Feedback & Evaluation Form

Pre-session preparation.
- Read through the facilitator notes for this session
- Prepare copies of all handouts

Session 8: Align & Mobilize and Implement
3.5 hours

Facilitator Notes

Time	Facilitator	Activity	Resources
15 minutes		Settling into your teams	
15 minutes		**Homework presentations (when applicable)** Ask for several participants or teams to share their homework from the previous session.	
30 minutes		**Summarize previous workshop and Introduce next topic and objectives (when it is the beginning of the day)** 1) In plenary, show participants the flipchart of the previous session's topic and objectives. Ask participants: • What did you think about after the previous session? • What stayed in your mind? • What remains unclear? (any responses to this question can be put in the "parking-lot") 2) Review session topic and objectives (for whole day if more than one session is being covered)	Flipchart with previous session's topic and objectives Flipchart with today's session topic and objectives
45 minutes		**Exercise: Gaining Commitment, Not Just Compliance** **Purpose** This exercise increases people's understanding of the difference between compliance and real commitment. This exercise can help a work group or a group of managers generate commitment around a set complex tasks or work plan. **Step 1. Reflect on motivating factors of commitment** • In plenary, ask the participants to reflect individually on a time when they were really committed to doing something. • Ask them to write down the factors that motivated them. • Then ask them to think about another situation, where they were forced or obliged to do something and write down the factors that motivated them. • They should write on 2 separate lists	Flipchart paper Copies of the Commitment vs. Compliance handout

Time	Facilitator	Activity	Resources

- Have participants list the reasons why they complied. Take their responses and write them on a flipchart, keeping the 2 sets of reasons separate.
- Then write “internal motivators’ and “external motivators’ above the two lists

Step 2. Discuss the meaning of commitment and compliance
Distribute handout “Commitment versus Compliance” to the participants
Lead a group brainstorming session to discuss the following questions:

What is commitment?
What is compliance?
What is the difference in the types of performance they produce?
Explore when compliance is important.

(Alternatively, break up into smaller groups for this discussion, and share key group learning in plenary.)

Flipchart with commitment-compliance graphic

Wrap up and next steps

- Ask the participants to reflect on their workplace situations and what they need to do to move from external to internal motivation.
- Ask the group to make a commitment about instances where compliance can be turned into commitment.

45 minutes

Exercise: Coaching to Support Others

Flipcharts

Purpose: This exercise gives participants an opportunity to practice a short coaching conversation and explore its use in helping individuals become more effective.

Copies of the handout Coaching Principles

Process

Copies of the handout Three-Person Coaching Exercise

Step 1. Introduce the concept of coaching

- In plenary, explain to participants the concept of coaching.
    - a midwife who supports a woman to deliver her baby.
    - a sports coach who helps the team win without actually being a player.
- Coaching is a leadership tool to support others to successfully address challenges and produce results.
- Coaching is: *enabling another to reflect on their commitments and find new ways to achieve their intended results.*

Flipchart with the definition of coaching on it

Step 2. Conduct a role play demonstrating critical feedback

Time	Facilitator	Activity	Resources

- In plenary, two facilitators (or a facilitator and a prepared participant) conduct a role play, presenting the following:

  First scene: A supervisor is coming to visit a staff member to criticize their performance

  - Rather than listening to him, he immediately starts to look at papers, and criticizes the staff member for poor performance.
  - Rather than discuss the causes of the problems, the supervisor immediately begins to give solutions.

Resources: Facilitator Role Play

- Discuss the role play. Ask:
  - *Does this situation seem familiar?*
  - *How do you (the person being coached) feel?*
  - *Is your performance going to improve from this interaction?*

Step 3. Conduct a role play demonstrating effective coaching

- In plenary, two facilitators (or a facilitator and a prepared participant) conduct a second role play, presenting the following:

  Second scene: The supervisor coaches the staff member

  - The coach first greets the staff member and asks how he or she thinks things are going.
  - The coach then asks questions to try to understand what the staff member is trying to achieve, what actions they have taken, and what they think needs to be done. The coach stays in the "inquiry" mode and only asks questions, without giving solutions. The coach gives the staff person an opportunity to think through their problems, and offers support to them.—trying to understand how the other sees the problem, what they are

- Discuss the role play. Ask…
  - *How does the staff member feel now?*
  - *Was he/she able to generate some solutions?*
  - *Is he/she more motivated now to perform?*
- Distribute handout Coaching Principles and go over the principles in light of the role plays.

Step 3. Practice effective coaching

- Distribute handout Three-Person Coaching Exercise and divide the participants into groups of three.
- Read the instructions and role for each person to practice coaching.

Step 4. Report on experiences

- In plenary, ask the participants to report to the large group on their experiences:
  - o First review the experiences of being coached: what was good and what could have been better
  - o Then review the experiences of coaching: what was easy and what was difficult.
- Discuss the challenges of being a coach and help the participants identify what they need to work on to become better coaches.

Wrap up and next steps

Have the participants select an opportunity to coach or be coached at work and encourage them to practice.

If all the participants work in the same organization or team, they may consider forming a coaching support group to periodically discuss progress and common challenges.

45 minutes

Exercise: Understanding Roles in Teamwork

Resources: Flipchart with the four roles of team members: **Initiate, Follow, Oppose, Observe**

Purpose

This exercise helps a team reflect on the various roles of its members. Use this exercise to discover ways to improve team members' interactions.

Step 1. Present four roles of team members

- In plenary, present four roles to participants, saying:
  - o *These are the four roles you can play in a team*: Initiate, Follow, Oppose, Observe.
  - o *All the roles are important.*
  - o *A healthy team has people doing all four roles in order to get results*.
- Explain:
  - o *Someone needs to "initiate" an idea or action;*
  - o *Someone else needs to "follow" or accept the idea;*
  - o *Someone needs to "oppose" or question the idea to make sure that decisions or actions aren't made impulsively and to improve the quality of the team's thinking;*
  - o *Someone needs to "observe" to give feedback on how the team is doing.*

- Point out that these roles can also be done in a nonproductive way. (For example, one person can do all the initiating and dominate or someone can only follow and never question the value of the actions. One person can get stuck in opposing and never go along with the proposals of the group. Finally, someone can be too passive and only observe and never actively participate.)
- Explain that for a team to function well, it needs all four roles played out in a productive way. For a team member to be effective, she must be able to play any of the four roles.

Step 2. Practice team roles

- Divide the participants into groups of six.
- Select two people from each group to act as “observers.” It is good to choose natural “initiators’ for this role, because it gives them a challenge to stay quiet and observe.
- Ask the observers to write the four team roles on a piece of paper (Initiate, Follow, Oppose, Observe)
- The observers are to mark on the paper when they see members of their team playing one of these roles.
- Give the teams a topic or challenge to discuss that is sufficiently real to generate a spirited conversation. This topic should be part of the work they are engaged in, so that they won’t be self-conscious.

Step 3. Share what it felt like to be an observer

- In plenary, ask the observers what it was like to be only an observer. Was it difficult?
- Ask them what they observed. Did they see each of the four roles at play?

Step 4. Give teams feedback

- Have the observers give feedback to their teams.
- Go around to each team and ask the team members whether the four roles were present in a balanced way, or whether there was too much of one role or the other.
- Have the teams discuss the feedback and propose ways to correct imbalances.

Wrap up and next steps

- Emphasize that there are no wrong roles, only sometimes that the roles are not

Time	Facilitator	Activity	Resources
		balanced. • We all need to learn how to be more effective in the roles that don't come most easily to us.	
15 minutes		**Homework and Closing** **1. Review homework:** • Have the participants select an opportunity to coach or be coached at work and encourage them to practice. • Ask the participants to reflect on their workplace situations and what they need to do to move from external to internal motivation. • In the next two team meetings, assign someone the role of the observer and have participants keep track of the different team roles, and give feedback in the end. • Continue to share all you are learning with your entire team. **Homework deliverable for next workshop:** • Report on sharing with team on coaching, teamwork roles, and commitment with motivation **2. Closing Reflection:** • In a paired sharing have participants discuss: what have I learned today? • In plenary take several responses **3. Feedback and evaluation** Hand out feedback and evaluation form	Feedback and evaluation form

Session 9: Inspire

Purpose. enable participants to understand the need for and how to inspire their workgroups

Learning objectives.

- Define the leadership practice of inspire
- Practice building trust
- Understand what it takes to lead through breakdowns
- Understand leadership commitments

Resources required.

- flipchart(s)—easel and paper
- tape
- colored markers
- participant materials/handouts
    - Building Trust
    - Leading through Breakdowns
    - Breakdown Conversation worksheet
    - Feedback & Evaluation Form

Pre-session preparation.

- Read through the facilitator notes for this session
- Prepare copies of all handouts

SESSION 9: INSPIRE
4 hours
Facilitator Notes

Time	Facilitator	Activity	Resources
15 minutes		Settling into your teams	
15 minutes		**Homework presentations (when applicable)** Ask for several participants or teams to share their homework from the previous session.	
30 minutes		**Summarize previous workshop and Introduce next topic and objectives (when it is the beginning of the day)** 1) In plenary, show participants the flipchart of the previous session's topic and objectives. Ask participants: • What did you think about after the previous session? • What stayed in your mind? • What remains unclear? (any responses to this question can be put in the "parking-lot") 2) Review session topic and objectives	Flipchart with previous session's topic and objectives Flipchart with today's session topic and objectives
30 minutes		**What is Inspire?** 1) In plenary refer to the M&L Framework • Say *We have started to face our challenges, to scan and focus, align & mobilize; now we are going to* inspire*.* • Ask: *What does inspire mean?* Take answers and record on flipchart • Say*: Inspire is to breathe air (spirit) into something. Inspiring is an important leadership practice. It means to breathe life into something. When we are inspired, we have the commitment and motivation to keep going in the face of obstacles.* 2) In their teams have participants discuss: • *What does* inspire *mean?* They should try to come up with a definition • *What does your team need to do to inspire others around your results?* • Have teams share their thoughts in plenary 3) In plenary read the outcome of *inspire* from the Framework: "Organization displays a climate of continuous learning and staff show commitment, even when setbacks occur."	Flipchart paper

Time	Facilitator	Activity	Resources
45 minutes		**Exercise: Inspire through Building Trust** **Purpose:** This exercise helps participants to learn how to inspire others through building trust. **Step 1. Brainstorm** • In plenary ask Participants: *What is trust?* • Record their responses on a flipchart. • Show them the definition of trust on flipchart. Discuss. • Distribute page one of the handout Building Trust. • Ask participants: *Why is trust important for managers?* **Step 2. Appreciative Inquiry on Trust** • Distribute page two of the Building Trust handout. Ask participants to answer questions about earning and losing trust. • Chart responses on flipchart with two columns labeled: How was trust gained? How was trust lost? **Step 3. Using Leadership Practices to Improve Trust** • Give participants page three of the Building Trust handout • In small groups ask them to discuss what leadership practices they can use to improve trust in their work. • Each group presents their findings. **Step 4. Summary** • In plenary discuss and summarize what needs to happen to improve trust and integrity.	Copies of the Building Trust handout (3 pages—to be handed out separately) Flipcharts with the definition of Trust written: Trust is a firm reliance on the integrity, ability or character of a person. To trust is to increase one's vulnerability to another whose behavior is not under one's control in a situation where there may be risk.
45 minutes		**Exercise: Leading Through Breakdowns** **Purpose:** This exercise helps participants to work through obstacles. **Step 1. Individual Work**	Flipchart Copies of Leading through Breakdowns and

Time	Facilitator	Activity	Resources
		• Introduce participants to the handout "Leading through Breakdowns" • Ask participants to think of a time when they had a commitment and were confronted by an obstacle: What did you do? • Have participants write down their response. **Step 2. Small Group Work** • Have participants work in small groups • Provide each group with the *Breakdown Conversation Worksheet*. • Ask participants to respond to the questions on the worksheet: o *What are you committed to?* o *What actions can you take?* **Step 3. Large Group Discussion** ▪ Small groups present their work. ▪ Summarize the learning by asking: o *What else did you learn from this exercise?*	Breakdown Conversation Worksheet
30 minutes		**Leadership Commitments** 1) In plenary ask participants to reflect for a few minutes on: • *Think of yourself and what you want to bring to leadership* • *What are you committed to as a health manager?* • *Share your own examples of what you are committed to in your professional life as a facilitator/trainer.* 2) In their teams have participants discuss: • What are they each personally committed to—write them down and then share with each other. 3) In plenary have some volunteers share their commitments publicly and discuss: • Being clear about your commitments enables you to contribute more effectively to your teams and your clients.	Flipchart
15 minutes		**Homework and Closing** **1. Review homework:** • Share the trust and leading through breakdown materials with your teams.	

Time	Facilitator	Activity	Resources
		• Create your commitments as individuals and as a team. **Homework Deliverable for next workshop:** • Completed list of commitments for the team. **2. Closing Reflection:** • In a paired sharing have participants discuss: what have I learned today? • In plenary take several responses **3. Feedback and evaluation** Hand out feedback and evaluation form	Feedback and evaluation form

SESSION 10: INSPIRE AND MONITOR & EVALUATE

Purpose. enable participants to understand the need for and how to inspire their workgroups

Learning objectives.
- Define leadership commitments
- Understand what leading change is
- Define Monitor
    - Analyze and Interpret Data
- Begin preparations for presentations of results
    - Reporting and Communicating Results

Resources required.
- flipchart(s)—easel and paper
- tape
- colored markers
- participant materials/handouts
    - Worksheet for Analyzing and Interpreting data—Facilitator Copy
    - Worksheet for Analyzing and Interpreting data—Participant Copy
    - Steps for Organizing Data for Analyzing and Interpreting
    - Reporting and Communicating Results
    - Feedback & Evaluation Form

Pre-session preparation.
- Read through the facilitator notes for this session
- Prepare copies of all handouts

SESSION 10: INSPIRE AND MONITOR & EVALUATE
4 hours
Facilitator Notes

Time	Facilitator	Activity	Resources
15 minutes		Settling into your teams	
15 minutes		**Homework presentations (when applicable)** Ask for several participants or teams to share their homework from the previous session.	
30 minutes		**Summarize previous workshop and Introduce next topic and objectives (when it is the beginning of the day)** 1) In plenary, show participants the flipchart of the previous session's topic and objectives. Ask participants: • What did you think about after the previous session? • What stayed in your mind? • What remains unclear? (any responses to this question can be put in the "parking-lot") 2) Review session topic and objectives	Flipchart with previous session's topic and objectives Flipchart with today's session topic and objectives
30 minutes		**Exercise: Leading Change** **Purpose** This exercise helps participants to learn the process of leading change. **Step 1. Individual Work** • Say: *Leading people through change requires managing the transition.* • *Think of a change you have experienced.* o *What did others do to support you during that change?* • *Write down your thoughts about this.* **Step 2. Team Discussion** • *In your teams, share your responses.* • Record answers on flipchart **Step 3. Large Group Discussion**	Flipcharts

Time	Facilitator	Activity	Resources
		• Read all of the answers and say: *This is what we need to do to lead others through change.*	
30 minutes		**MONITORING RESULTS** 1) Write on a flipchart: • What results have we achieved so far? • What breakdowns are happening? • What is missing? --actions --new plans --support • What are our expected results at the next session? 2) In teams have participants write up a brief report on these four questions and pass in to you	Flipchart
60 minutes		**Exercise: Preparing to Analyze and Interpret Data** **Purpose** This exercise helps participants in learning how to look at the data they have collected and make sense of it, identifying the important role of data in Monitoring and Evaluating by using a sample challenge and data. **Step 1. What does it mean to analyze and interpret data?** • In plenary explain that this is a challenging exercise and may take more than just what we do today to fully understand, but it is a place to start. Good results require the ability to analyze and interpret data. • Ask: *What does it mean to analyze?* Have teams discuss and report out. • Ask: *What does it mean to interpret?* Have teams discuss and report out. • Ask: W*hy would it be important to analyze and interpret the data that is directly related to your result and challenge?* Give them a few minutes to think about this and discuss with their teams. Take an answer from each team. (An ideal answer is: *You need to be able to demonstrate through analysis and interpretation the progress you have made towards achieving your results. If you cannot measure, you **cannot** know if you improve. If you can measure, you **can** know whether you improve.)*	Facilitators need their copy of the Worksheet for Analyzing and Interpreting data Copy of handouts: Worksheet for Analyzing and Interpreting Data and Steps to Organizing your Data for Analyzing and Interpreting

Time	Facilitator	Activity	Resources
		Step 2. Practice Analyzing and Interpreting Data • Distribute the handout: Worksheet for Analyzing and Interpreting Data. • In their teams have them work through the questions. Circulate and assist teams as needed. • In plenary have participants share their responses and questions. • You should have a flipchart with the answers from the facilitator's copy of the worksheet.	Flipchart with answers from worksheet on it
		Step 3. Apply to your own challenge • Review your Monitoring and Evaluation Plan that you prepared for session 7 and answer these questions: o What is your baseline in raw numbers? o From where are you getting the data (e.g., from forms, reports, patient registers)? o What are your target results in raw numbers? o What statistics will you use to describe the difference between your baseline and target results (e.g., an average, percentage, or rate)? o What is the difference between your baseline and target results using these statistics? o Are you going to compare your results with other sites? If you are, what is the comparison site you are considering? What are the characteristics that make it a suitable comparison site? o Think about other factors that may affect your intervention and results (e.g., error in selecting your site, in data collection, other factors). What can you do to minimize these factors? • Distribute the handout: Steps to Organizing your Data for Analyzing and Interpreting. • If there is time, teams should begin to organize their data following this handout, otherwise, they should complete this as homework.	Flipchart with these questions on it
30 minutes		**Preparing to Present Results** **Purpose** This helps participants to organize their experience on leading others to face	Flipchart

Time	Facilitator	Activity	Resources
		challenges and achieve results into a presentation. • Ask teams to begin preparing a presentation which summarizes their experience in leading others to face challenges and achieve results. • In presenting results, it is suggested the teams do it in the form of the Challenge Model. • Distribute the handout: Reporting and Communicating Results—emphasize this is additional information for them to consider when presenting their results. • Present flipchart and explain that the presentation needs to answer these questions: 1. What were the most useful leadership practices you have learned that helped your team to: o Identify your challenges? o Prepare your action plans? o Overcome obstacles and achieve results? 2. What results have you achieved so far? 3. What are the remaining challenges you are facing? • Allow them time to begin and offer assistance has needed. • Emphasize presentations should be between 2—5 minutes	Copies of handout Reporting & Communicating Results Flipchart with these questions on it
15 minutes		**Homework and Closing** **1. Review homework:** Ask teams to bring to the next workshop (**deliverables**): • Their action plans. • Group presentations. (Presentations should be limited to five transparencies or five flipchart sheets.) • A report on how their team meetings are going. • A report on how they are applying leadership practices to improve their team work.	

Time	Facilitator	Activity	Resources
		2. Closing Reflection: • In a paired sharing have participants discuss: what have I learned today? • In plenary take several responses	
		3. Feedback and evaluation Hand out feedback and evaluation form	Feedback and evaluation form

SESSION 11: MONITOR & EVALUATE

Purpose. enable participants to practice their presentations and receive feedback from facilitators

Learning objectives.

- Understand and practice acknowledgements
- Receive feedback on practice session of presentations of results
- Summarize their learning up to this point

Resources required.

- flipchart(s)—easel and paper
- tape
- colored markers
- participant materials/handouts
    - Slips of paper
    - WCA Assessment Tool
    - Applying the Workgroup Climate Assessment
    - Feedback & Evaluation Form

Pre-session preparation.

- Read through facilitator notes for this session
- Prepare copies of all handouts

SESSION 11: MONITOR & EVALUATE
3 HOURS
Facilitator Notes

Time	Facilitator	Activity	Resources
15 minutes		Settling into your teams	
15 minutes		**Homework presentations (if applicable)** Ask for several participants or teams to share their homework from the previous session.	
30 minutes		**Summarize previous workshop and Introduce next topic and objectives** 1) In plenary, show participants the flipchart of the previous session's topic and objectives. Ask participants: • What did you think about after the previous session? • What stayed in your mind? • What remains unclear? (any responses to this question can be put in the "parking-lot")	Flipchart with previous session's topic and objectives
		2) Review session topic and objectives	Flipchart with today's session topic and objectives
30 minutes		**Exercise: What Acknowledgment Adds to Work or Life** **Purpose** This exercise helps participants to recognize the need of acknowledging the accomplishments or contributions of others as well as to be the recipient of acknowledgments, when working in a team. **Step 1. Individual Work** • Ask the participants to prepare a sentence for every member of their team beginning with the phrase "I acknowledge you for________________________." • These acknowledgments can include what the other member has contributed to the team, to the clients or to the community. • Write these sentences on separate slips of paper. **Step 2. Team Discussion**	Flipchart paper Slips of paper

Time	Facilitator	Activity	Resources
		• Each person reads their acknowledgement to the others. • Members collect the papers with their acknowledgments to save. **Step 3. Plenary Debrief Discussion** • Ask the group: *What does acknowledgment/recognition do for you?* • Ask: *How can we increase acknowledgment in our work?* • Discuss the responses.	
?? minutes (however long it takes!)		**Practicing Presentations** 1) Have all groups present their Challenge Model (two representatives from each group can present). • Have all groups present the results they have achieved to date that contributes to their measurable result. • They should also present the results achieved in teamwork, behavior, relationships and motivation. • Determine ahead of time how much time should be allowed for each presentation (overall time available divided by number of teams). 2) Coach the presenters by: • Say: *This is like coaching for a football game—today we are giving you very direct feedback so that tomorrow you can present at your best.* • Coach the presenters to stay within the time allowed for each presentation. • Coach presenters to speak rather than read to the audience. 3) In teams have participants: • Review their presentations and discuss what the main points are and how they can get the presentation completed in the time allowed.	Flipcharts
30 minutes		**Summary of Learning** 1) Write on a flipchart: • “Leading is enabling others to face challenges and achieve results.” 2) In small groups have participants discuss: • What have we learned about leading others?	Flipchart

Time	Facilitator	Activity	Resources
		3) In plenary have groups share what they have learned.	
15 minutes		**Homework and Closing** **1. Review homework:** • Finish presentations! o Complete the WCA tool with entire team—whoever filled it out at the beginning of the workshop (session one), return to workshop 12 with the results to be tabulated by the facilitators. Remind teams to: *Stress the importance of filling it out honestly, as people have a tendency to rate their experiences too highly. Also stress that it will always be confidential.* **Homework deliverable for last session:** • Completed WCA tool—<u>one for each member of the team</u> • Presentations	Copies of the WCA tool and Applying the Workgroup Climate Assessment handout
		2. Closing Reflection: • In a paired sharing have participants discuss: what have I learned today? • In plenary take several responses **3. Feedback and evaluation** Hand out feedback and evaluation form	Feedback and evaluation form

SESSION 12: PRESENTATIONS

Purpose. for participants to present their results they have achieved and complete a Workgroup climate Assessment to measure any improvements since the beginning of the program

Learning objectives.
- Present their results
- Evaluate the overall program
- Identify new challenges

Resources required.
- flipchart(s)—easel and paper
- tape
- colored markers
- participant materials/handouts
  - Final Evaluation/Feedback Form
  - WCA Tabulation Instructions (for the facilitators)
  - WCA Results Discussion Final Score
  - Leading & Managing Practices for Improving Workgroup Climate
  - The Challenge Model
  - LeaderNet promotional flyer
  - Electronic Resource Center & Toolkit flyer

Pre-session preparation.
- Read through facilitator notes for this session
- Be familiar with LeaderNet and Electronic Resource Center
- Prepare copies of all handouts

SESSION 12: PRESENTATIONS
4 hours
Facilitator Notes

Time	Facilitator	Activity	Resources
15 minutes		**Settling into your teams**	
15 minutes		**WCA Results** 1) Collect the data/results from each team from the second application of the WCA tool. • If time allows during a break or otherwise, input data into WCA spreadsheet for analysis and print off reports for each team to have when the workshop is finished --- Ideally, the facilitator has access to a computer and printer to input the results directly into the WCA score sheet in Excel. If no computer is available, prepare enough copies of the Tabulations sheets to do the scores by hand per/team and the feedback graphs for each team. 2) A final score should be distributed to each team before the end of the workshop. • Distribute WCA Results Discussion Guide—Final Score and the Leadership and Management Practices for Improving Workgroup Climate chart. • Teams should conduct another discussion about the results once they return from the workshop using the two handouts: WCA Results Discussion Guide—Final Score and the Leading & Managing Practices for Improving Workgroup Climate Chart.	The WCA Tabulations and Feedback, in Excel or in hard copy—for Facilitators Copies of the handout WCA Results Discussion Guide—Final Score Copies of the handout Leadership and Management Practices for Improving Workgroup Climate Chart
15 minutes		**Summary Remarks to Prepare for Presentations** 1) Introduce any guests that have come for the presentations 2) Provide a brief explanation of what the LDP is	
120 minutes		**Presentations** Have the teams present what they have learned and the results they have achieved	
15 minutes		**Identify New Challenges** Teams should leave this final workshop with new challenges to face.	Copies of the Challenge Model

Time	Facilitator	Activity	Resources
		1) Give the teams this time to meet and discuss what the new challenge will be—provide a fresh copy of the Challenge Model. 2) Have each team share their new challenge in plenary.	
15 minutes		**Conduct Final Evaluation** Feedback and evaluation: Hand out feedback and evaluation form	Feedback and evaluation form
30 minutes		**Closing Remarks and Additional Online Resources** 1) **Online Resources:** Say to the group: the Leading and Managing practices and the Challenge Model you have learned over the last five months can become the way you approach your work and daily challenges. Just because the program has officially ended does not mean you put your folder of LDP materials on a shelf and return to the old way of doing things. There are resources available to you online to help you continue facing challenges and achieving results. • Introduce LeaderNet and the Electronic Resource Center & Toolkit handouts. Please review prior to workshop so you can give a brief explanation about each. You may want to visit the web sites if you have a chance. • Have the URL to each site written on a flipchart for them to copy down: LeaderNet: http://erc.msh.org/leadernet Electronic Resource Center: http://erc.msh.org Health Manager's Toolkit: http://erc.msh.org/toolkit • ** The important aspect of LeaderNet that should be stressed is that it is made up of people just like them who have gone through one of our Leadership Development Programs from around the world and are facing similar challenges and work in low-resource settings. They have to register online to become members—it is free! • **The Electronic Resource Center requires no registration and is filled with many helpful tools, readings, and information all around leading and managing in health care. 2) **Closing Remarks:** facilitators, project management, and stakeholders should work out a head of time anything they want to say. Anything inspiring and motivating!	Copies of the LeaderNet handout and the ERC/Toolkit handout Flipchart with three web site URLs written on it

Laying the Foundation for Sustaining the Program

Since individuals and teams always face challenges, they constantly need people with leadership skills. An organization needs to institutionalize LDP a continuous process. To continue an LDP means replicating it for a broader audience. This means retaining some of the same characteristics of the first program (such as developing managers who lead over time while working in teams). However, it often requires modifying other characteristics, such as the source of facilitators and of resources. You can replicate an LDP when you create an environment that FLOWS:

- **F**acilitators—emerge from graduated participants;
- **L**ocal resources—are contributed;
- **O**ver time—staff are trained;
- **W**orking in teams—continues to be the best approach;
- **S**implicity—of the process.

Key responsibilities of LDP Champions. To be sustainable, an LDP depends on strong, committed local program champions. These champions need to care deeply about the development of their people and the achievement of results in their area. Only with their ongoing and persistent efforts, can an LDP be incorporated into an organization's routine activities. Through their commitment, to both leadership development, and their own organization, they can overcome many obstacles they face as they institutionalize leadership development.

The challenges of scarce resources. A major challenge is how to sustain an LDP in a low-resource area where organizations and public institutions lack funds. Organizations can draw from the lessons learned in other programs that have sustained their LDP over time without donor funding, using only local resources.

Suggestions for Sustaining an LDP in a Low Resource Area

1. Use available local facilities to conduct the program workshops (like a big room at the hospital or an open area in a rural health unit)

2. Use simple training aids as flow chart to reduce the cost of high technology (over head- data show)

3. Use the available communication tools like telephone or personal communication instead of faxes or letters or printed invitations for the meetings or the workshops

4. Printed handouts could be distributed as one copy for each team to reduce the cost of printing handouts for everyone

5. Bags, block notes, pens …etc, could be the participants responsibility.

6. Training workshops could be tailored to the local teams' timing and needs. They could meet biweekly or monthly; in working days or holidays Get the teams agreement for the time of the next meeting or workshop

7. Use local trainers and exchange trainers between distracts to enrich experiences.

8. Plan the training workshops with one break only. Use simple available soft drinks, and light food (This could be paid by volunteers from the participants in a reciprocal way among the groups)

9. Seek for references and materials for Leadership for extra reading from the available free internet sites, and ask for free copies if needed or allowed

10. At the beginning with each selected group, explain the idea of the program, simplify and listen to their priorities and discus steps for conducting LDP

11. Give them assignment or homework from the first meeting or workshop, to be done as a team (i.e. collecting some data or indicators related to their work) and encourage them to present their data or indicators in the next meeting or workshop, this will put them early in active sharing and start the building of team spirit in practice

12. Encourage every participant to express his thoughts, ideas and opinion in each item of the work

13. Help each team to document his work, and keep his own records, handouts, data, plan, presentations and their meetings reports.

14. Always ask the participants to present what happened in the previous workshop as a review with the group to strengthen the ideas

15. Include the decision makers and higher health officials in the activities of LDP, such as opening the workshops and attending the results presentations, and keep them always informed. This will facilitate the work and decrease the resistance to changes needed to be done.

16. Encourage the teams when they are about to finish their training program to put a plan to train another team from health facility or others and support them to face their challenge, this will ensure sustainability.

17. Communicate by e-mail and through LeaderNet, an electronic network operated by MSH, with the technical assistants and other teams in the LDP. They will give you the power to continue and to overcome any difficulty.

Source: Adapted from Dr. Abdo Alswasy, district-level doctor, Egypt

Intended outcomes necessary to sustain an LDP.

- To support teams to continue with existing challenges and to choose new challenges.
- To develop a core of local facilitators from among participants
- To adapt LDP facilitator notes to local needs.
- To conduct pilot local workshops that are independent of outside resources.
- To create continuous learning environment that supports all participants to continue to learn and grow.

Structure of a sustaining LDP.

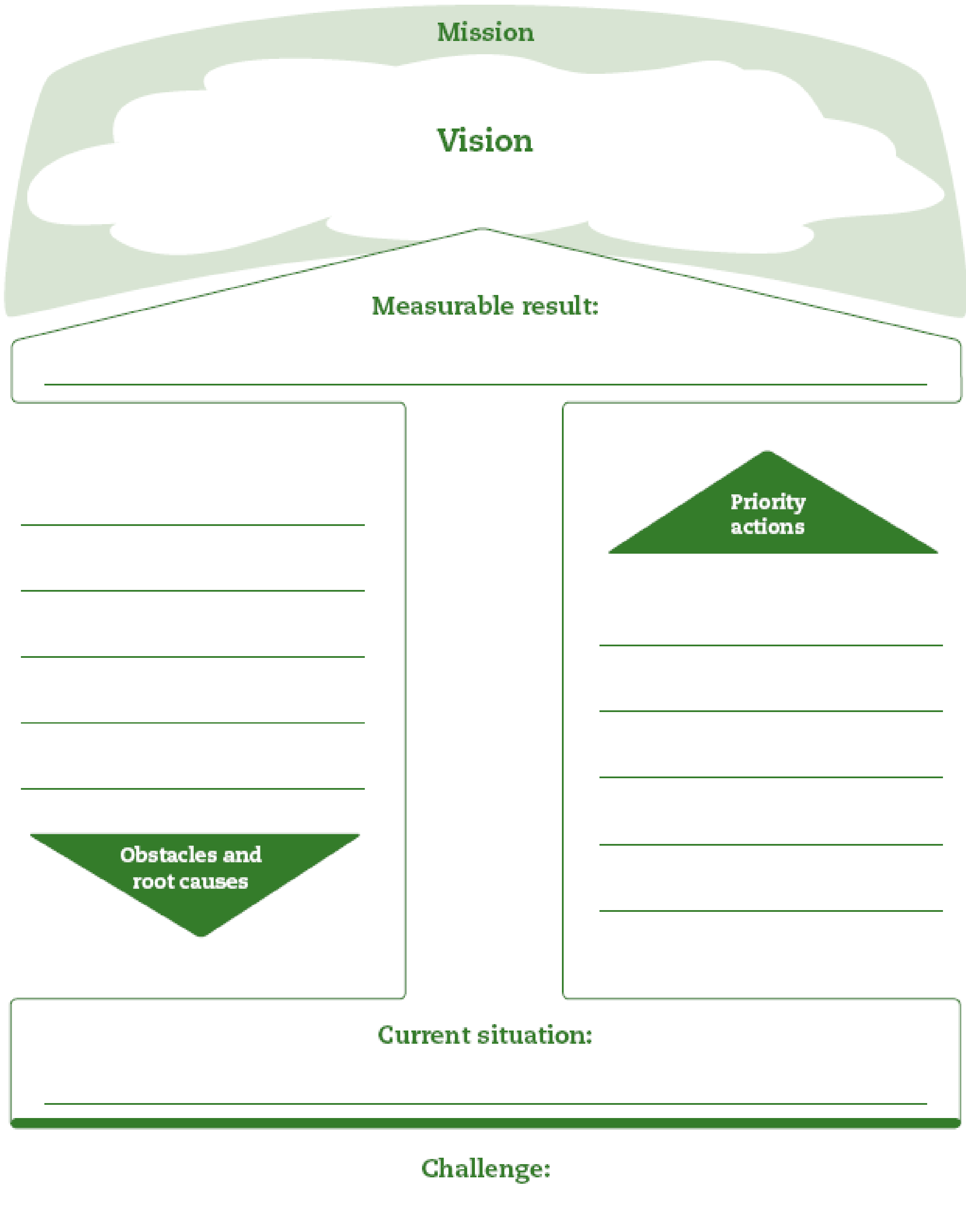
- **Workshops conducted that meet local needs and schedules.** These are usually conducted in half day sessions, scheduled at a time and place most convenient for participants. They are led by local facilitators chosen from among enthusiastic participants of the previous LDP. These local facilitators receive support from experienced facilitators through face-to-face contact and electronic networks like LeaderNet. They work in teams to support and learn from each other.
- **Local Manager's Meetings**
- **Stakeholder Meetings**
- **Local Team Meetings**

For more information on these meetings, please refer back to Part 1 and earlier sections of Part 2 of this Guide.

Handouts
All handouts for each session beginning with the Senior Alignment Meeting are organized by each session. They are not necessarily organized in order of their use within each session. Some handouts are a single page; some handouts contain multiple pages. Please read the titles carefully and be sure you are using the correct handout with each exercise.

Senior Alignment Meeting Handouts

The Challenge Model



[How will we achieve our desired result in light of the obstacles we need to overcome?]

From *Managers Who Lead: A Handbook for Improving Health Services*
Cambridge, MA: Management Sciences for Health, 2005

Leading & Managing Framework

Practices that enable work groups and organizations to face challenges and achieve results

Leading

SCANNING

- Identify client and stakeholder needs and priorities.
- Recognize trends, opportunities, and risks that affect the organization.
- Look for best practices.
- Identify staff capacities and constraints.
- Know yourself, your staff, and your organization — values, strengths, and weaknesses.

ORGANIZATIONAL OUTCOME: *Managers have up-to-date, valid knowledge of their clients, the organization, and its context; they know how their behavior affects others.*

FOCUSING

- Articulate the organization's mission and strategy.
- Identify critical challenges.
- Link goals with the overall organizational strategy.
- Determine key priorities for action.
- Create a common picture of desired results.

ORGANIZATIONAL OUTCOME: *Organization's work is directed by well-defined mission, strategy, and priorities.*

ALIGNING / MOBILIZING

- Ensure congruence of values, mission, strategy, structure, systems, and daily actions.
- Facilitate teamwork.
- Unite key stakeholders around an inspiring vision.
- Link goals with rewards and recognition.
- Enlist stakeholders to commit resources.

ORGANIZATIONAL OUTCOME: *Internal and external stakeholders understand and support the organization's goals and have mobilized resources to reach these goals.*

INSPIRING

- Match deeds to words.
- Demonstrate honesty in interactions.
- Show trust and confidence in staff, acknowledge the contributions of others.
- Provide staff with challenges, feedback and support.
- Be a model of creativity, innovation, and learning.

ORGANIZATIONAL OUTCOME: *Organization displays a climate of continuous learning and staff show commitment, even when setbacks occur.*

Managing

PLANNING

- Set short-term organizational goals and performance objectives.
- Develop multi-year and annual plans.
- Allocate adequate resources (money, people, and materials).
- Anticipate and reduce risks.

ORGANIZATIONAL OUTCOME: *Organization has defined results, assigned resources, and an operational plan.*

ORGANIZING

- Ensure a structure that provides accountability and delineates authority.
- Ensure that systems for human resource management, finance, logistics, quality assurance, operations, information, and marketing effectively support the plan.
- Strengthen work processes to implement the plan.
- Align staff capacities with planned activities.

ORGANIZATIONAL OUTCOME: *Organization has functional structures, systems, and processes for efficient operations; staff are organized and aware of job responsibilities and expectations.*

IMPLEMENTING

- Integrate systems and coordinate work flow.
- Balance competing demands.
- Routinely use data for decision making.
- Coordinate activities with other programs and sectors.
- Adjust plans and resources as circumstances change.

ORGANIZATIONAL OUTCOME: *Activities are carried out efficiently, effectively, and responsively.*

MONITORING & EVALUATING

- Monitor and reflect on progress against plans.
- Provide feedback.
- Identify needed changes.
- Improve work processes, procedures, and tools.

ORGANIZATIONAL OUTCOME: *Organization continuously updates information about the status of achievements and results, and applies ongoing learning and knowledge.*

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USAID FROM THE AMERICAN PEOPLE

Integrated Leading & Managing Process

MSH Management Sciences for Health
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SAMPLE AGENDA
Senior Alignment Meeting
(name of organization)
(dates)

AGENDA

Intended outcomes.

- A shared understanding of leading and managing practices;
- A common framework to talk about managers who lead well;
- A shared understanding about the organization's strengths and weaknesses in leading and managing;
- A shared understanding of priority challenges the organization faces;
- A shared vision for a leadership development program for the organization;
- A plan to implement the leadership development program.

Structure of the meeting. The meeting consists of ten discussions and exercises, conducted over 1 to 2 days. In addition, there are daily opening and closing sessions. These discussions and exercises are organized to answer the following questions.

DAY ONE:

- What are the essential leading and managing practices for achieving organizational results?

- What leadership practices are needed at the organization?

- What leadership practices are needed to face the challenges of the organization?

DAY TWO:

- What is needed to implement a leadership development program?

- What will be the process and timeline of the leadership development program?

- Who will take on the role of champions and other positions to complete the activities so the organization owns the program?

Principles for Developing Managers Who Lead

1. **Focus on health outcomes.** Good management and leadership result in measurable improvements in health services and outcomes. Only by focusing on real organizational challenges can managers develop their ability to lead.

2. **Practice leadership at all levels.** Good leadership and management can, and must, be practiced at every level of an organization. Working with their teams, managers at all levels—from health posts to national institutions—can confront challenges and achieve results.

3. **You can learn to lead.** Leadership practices improve through a process of facing challenges and receiving feedback and support. By using this process, managers develop the leadership abilities of their staff.

4. **Leadership is learned over time.** Becoming a manager who leads is a process that takes place over time. This process works best when it is owned by the organization and takes on critical organizational challenges.

5. **Sustain progress through management systems.** Gains made in health outcomes can be sustained only by integrating leadership and management practices into an organization's routine systems and processes.

Commitment versus Compliance

Source of motivation	Feeling	Outcome
Commitment (internally driven) You want to do something extraordinary You believe in it	Caring about the work Persevering in the face of obstacles Bringing new possibilities and options to the work and feeling empowered to overcome obstacles	Good results that you are proud of
Compliance (externally driven) You have to do something	Acting to satisfy an external standard or requirement	Obedience to orders and working according to a plan
Formal compliance You do just what is required and no more	Usually sufficient to achieve organizational objectives Doing what one has to but in a routine way	Results that are expected
Noncompliance You don't do what is required	Refusing to cooperate and participate in work activities	Insubordination No results
Malicious noncompliance You purposely do the wrong thing, although you may not object openly	Following the "letter of the law" but undermining desired results	Sabotage Negative results

Leadership Development Program
Feedback and Evaluation Form

Date____________________ Day______________________

We would appreciate your assistance in completing this evaluation form, which would allow us to improve on the material and other aspects of this program.

1. What did you learn from this session?

2. How will you apply it?

3. What suggestions do you want to give to facilitators?

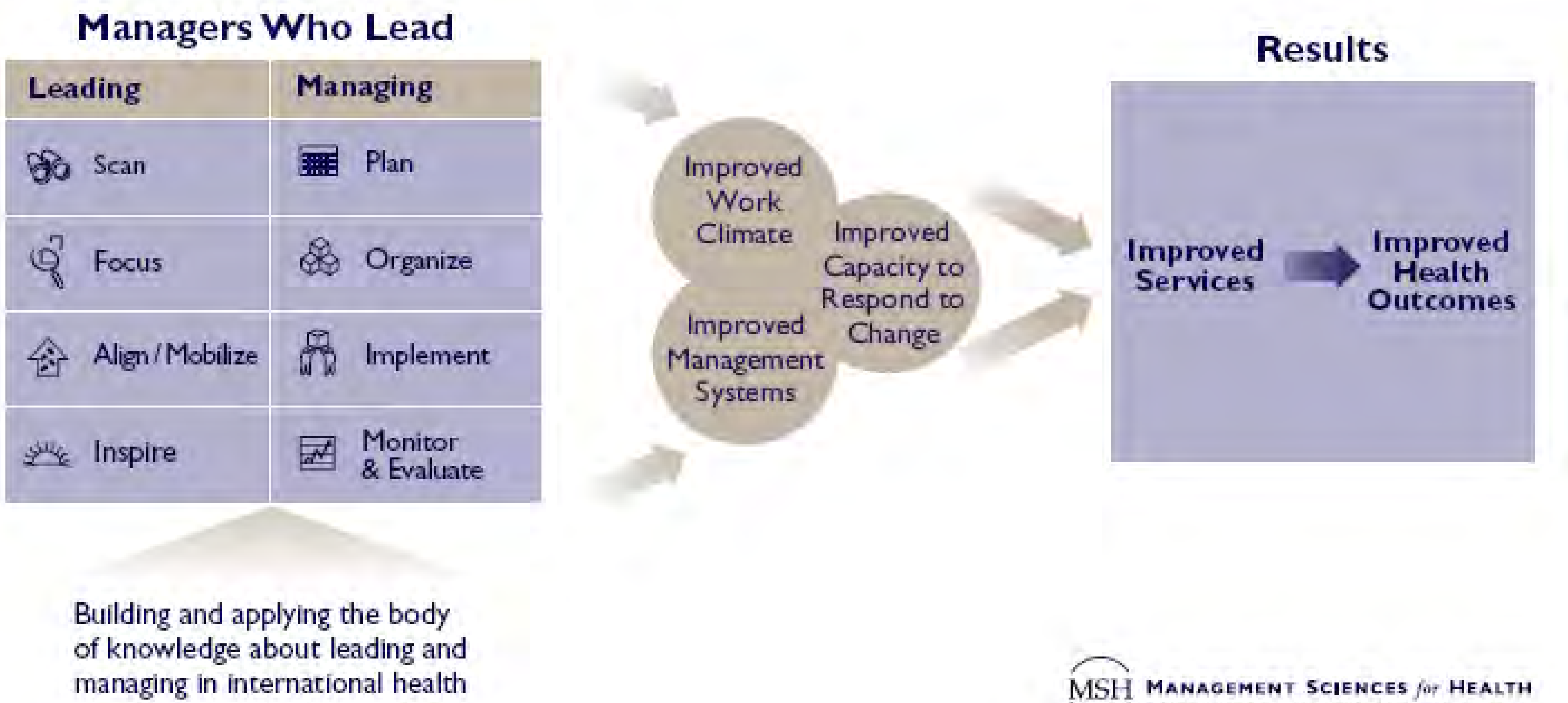
Leading & Managing Results Model

How do management and leadership contribute to improved service delivery?

Session One
Handouts

Leading & Managing Results Model

How do management and leadership
contribute to improved service delivery?



MSH MANAGEMENT SCIENCES *for* HEALTH
M&L | Management & Leadership Program

Sample
Program Outline

Overall Program Objectives

Participants in the GHARP Developing Leadership for Results program will work in teams in their hospital units and/or health centers to identify critical challenges and mobilize others to face these challenges and achieve measurable results.

They will:
- Create a shared vision for their team
- Define a measurable result that they want to achieve as a team
- Scan their environment to analyze the current conditions and obstacles they face
- Mobilize their team and others to implement a plan for action
- Monitor and evaluate results
- Utilize the Workgroup Climate Assessment as a tool to measure improvements in team performance

Process
Participants will attend four leadership workshops:

1. Program Overview, Leadership Overview, Scan, Focus
2. Focus, Focus & Plan, Align & Mobilize and Organize
3. Align & Mobilize and Implement, Inspire
4. Monitor and Evaluate, Presentations

They will work in teams compromising of health officials and community members such as: Nurses, Medex, Doctors, FBO Leaders, Social Workers, Counselors, Lab Technicians, community and NGO representatives.
Exact composition of the teams will depend on whether the team works in a hospital, a health center, or within the community.

They will work in their teams between workshops to address critical challenges in their respective hospitals, health centers, or in the community.

As part of their scanning they will utilize local experts and include international best practices research.

Outputs
Teams will make presentations to the workshop participants and relevant stakeholders based on:

- Analysis of a major challenge related to HIV/AIDS and region 6
- Recommendations and a plan of action to address it, as well as results achieved
- Application of Management and Leadership practices

Timing
The program will take place over four months commencing in March 2005 and ending in July 2005. Workshops will therefore take place at roughly four week intervals. There will be team meetings between workshops to apply action plans and achieve results.

Evaluation
Participants will be evaluated on the improvement of their team to work together and achieve results. Specifically, they will be evaluated on:

- Changes in their workgroup climate as indicated by the second application of the WCA
- The quality of their analysis of their challenge and the results achieved to date

Leadership Development Program
Feedback and Evaluation Form

Date______________________ Day________________________

We would appreciate your assistance in completing this evaluation form, which would allow us to improve on the material and other aspects of this program.

1. What did you learn from this session?

2. How will you apply it?

3. What suggestions do you want to give to facilitators?

Applying the Workgroup Climate Assessment (WCA)

PURPOSE: To introduce the concept of workgroup climate to your team and to have the team fill out the Workgroup Climate Assessment

TIME: 1 hour

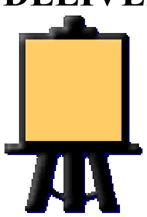
OBJECTIVES: By the end of this session, your team members will:

- Recognize the elements that make up a positive workgroup climate
- Understand how workgroup climate impacts performance
- Fill out the Workgroup Climate Assessment

MATERIALS FOR MEETING:

- Flip chart and markers
- Copies of the WCA for each member of your team
- Large envelope for completed WCA forms

DELIVERY



STEP 1: Explain that you are going to talk about what you have learned in the workshop about how workgroup climate affects performance and that the team is going to have the chance to fill out a questionnaire that will measure their workgroup climate before and after they participate in the Leadership Development Program.

STEP 2: Write the **OBJECTIVES** of the meeting on a flipchart—read through them

STEP 3: Ask your team to think of a time when they were a member of a workgroup that they did not like or felt it was a struggle to get anything done as a team.

- What was it like to be a member of that workgroup?
- What were their perceptions and feelings about the environment of that workgroup?

    - Why do they think the workgroup was unable to get anything done?
- Record their responses on flipchart

STEP 4: Now ask them to think of a time when they were a member of a workgroup that they enjoyed working with and that was successful in achieving results.

    - What was it like to be a member of that workgroup?
    - What were their perceptions and feelings about the environment of that workgroup?
    - Why do they think the workgroup was able to achieve results?
- Record their responses on flipchart

STEP 5: Explain that one of the goals of the Leadership Development Program is to help teams to improve their work climate at the same time that they work together on addressing an important challenge. One of the ways to improve climate is for a team to measure it using a short survey called the WCA, to discuss what the survey results show, and to brainstorm ways to improve it.

STEP 6: Explain that the survey is completely confidential and that no one's name will appear on it. When the team gets back their results, the feedback chart will only say Team Member #1 and Team Member #2 and so on. No names will be used. Also explain that the surveys will go into an envelope which will then be taken to the workshop facilitators. After the second workshop, the facilitators will give participants a chart of their team's results to bring back to the team for discussion.

STEP 7: Go over the Instructions on the first page of the WCA for how to fill out the questionnaire. Ask people if there are any questions about how to fill it out. When everyone has filled out the questionnaires, pass around the envelope to put the completed forms inside. The envelope should be sealed at this time.

STEP 8: Bring the envelope back to the facilitators along with a list of the team members who filled it out. The list will help you remember who filled it out the first time so that when you apply the follow-up WCA after the leadership development program is over the same people should fill out it again.

STEP 9: If a team member was missing during the presentation but will be participating in selecting a challenge and implementing the action plan, briefly explain the purpose of the WCA and ask them to fill out the questionnaire and put it in the envelope.

Workgroup Climate Assessment (WCA)

Management Sciences for Health

Management & Leadership

Please write the name of your workgroup here: ________________________

INSTRUCTIONS: To complete the survey, please read each item. How do you feel about the item today? To assist you, there is a there is a statement at the top of the survey that reads: *I feel that in my workgroup……* Once you have made your choice, indicate your selection by circling the appropriate number in the shaded column, as demonstrated in the sample below.

Your answers are confidential. In no case will your individual responses be shared with anyone in your organization.

Here is an example of how to complete the Workgroup Climate Assessment.

Workgroup Climate Assessment SAMPLE I feel that in my workgroup…..	How are things now in your workgroup? Please rate each item on a scale from 1 to 5 where: 1 = Not at All 2 = To a Small Degree 3 = To a Moderate Degree 4 = To a Great Degree 5 = To a Very Great Degree
1. We have a positive attitude	1 2 3 4 5
2. We enjoy our work	1 2 3 4 5

Workgroup Climate Assessment - Part A

Please read each item below and indicate your selection by circling the appropriate number in the shaded column.

Workgroup Climate Assessment – Part A I feel that in my workgroup…..	How are things now in your workgroup? Please rate each item on a scale from 1 to 5 where:- 1 = Not at All 2 = To a Small Degree 3 = To a Moderate Degree 4 = To a Great Degree 5 = To a Very Great Degree				
1. We feel our work is important	**1**	**2**	**3**	**4**	**5**
2. We strive to achieve successful outcomes	**1**	**2**	**3**	**4**	**5**
3. We pay attention to how well we are working together	**1**	**2**	**3**	**4**	**5**
4. We understand the relevance of the job of each member in our group	**1**	**2**	**3**	**4**	**5**
5. We have a plan which guides our activities	**1**	**2**	**3**	**4**	**5**
6. We understand each other's capabilities	**1**	**2**	**3**	**4**	**5**
7. We seek to understand the needs of our clients	**1**	**2**	**3**	**4**	**5**
8. We take pride in our work	**1**	**2**	**3**	**4**	**5**

After completing this part of the assessment, please move on to Part B found on the next page.

Workgroup Climate Assessment - Part B

This section is an assessment of your feelings about whether your workgroup is *known for quality work* and whether it is *productive*.

What does being *known for quality work* mean? It means that our workgroup:

- is known for meeting our clients' needs
- receives positive feedback from our clients or supervisors

What does being productive mean? It means that our workgroup:

- consistently meets our work objectives, such as monthly or annual objectives
- is recognized by others as a group that gets the job done

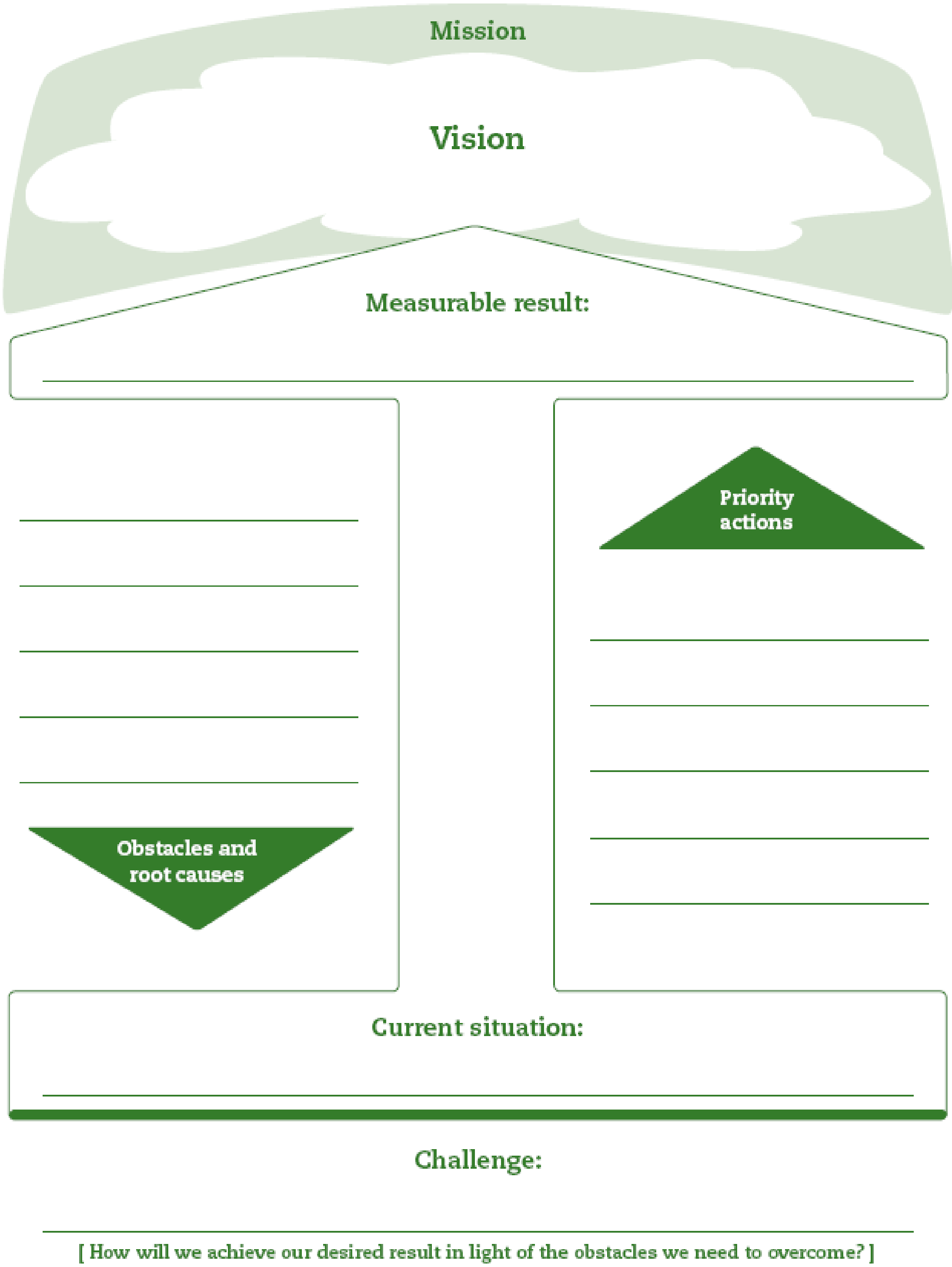
Please read each item and then decide how things are in your workgroup. Using the same scale as in Part A, indicate your selection by circling the appropriate number in the shaded column.

Workgroup Climate Assessment – Part B **I feel that …..**	How are things now in your workgroup? Please rate each item on a scale from 1 to 5 where: 1 = Not at All 2 = To a Small Degree 3 = To a Moderate Degree 4 = To a Great Degree 5 = To a Very Great Degree
9. Our workgroup is known for quality work	**1 2 3 4 5**
10. Our workgroup is productive	**1 2 3 4 5**

Thank you for completing the assessment.

Session Two
Handouts

The Challenge Model



From *Managers Who Lead: A Handbook for Improving Health Services*
Cambridge, MA: Management Sciences for Health, 2005

Leading & Managing Framework

Practices that enable work groups and organizations to face challenges and achieve results

Leading

SCANNING

- Identify client and stakeholder needs and priorities.
- Recognize trends, opportunities, and risks that affect the organization.
- Look for best practices.
- Identify staff capacities and constraints.
- Know yourself, your staff, and your organization — values, strengths, and weaknesses.

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FOCUSING

- Articulate the organization's mission and strategy.
- Identify critical challenges.
- Link goals with the overall organizational strategy.
- Determine key priorities for action.
- Create a common picture of desired results.

ORGANIZATIONAL OUTCOME: *Organization's work is directed by well-defined mission, strategy, and priorities.*

ALIGNING / MOBILIZING

- Ensure congruence of values, mission, strategy, structure, systems, and daily actions.
- Facilitate teamwork.
- Unite key stakeholders around an inspiring vision.
- Link goals with rewards and recognition.
- Enlist stakeholders to commit resources.

ORGANIZATIONAL OUTCOME: *Internal and external stakeholders understand and support the organization's goals and have mobilized resources to reach these goals.*

INSPIRING

- Match deeds to words.
- Demonstrate honesty in interactions.
- Show trust and confidence in staff, acknowledge the contributions of others.
- Provide staff with challenges, feedback and support.
- Be a model of creativity, innovation, and learning.

ORGANIZATIONAL OUTCOME: *Organization displays a climate of continuous learning and staff show commitment, even when setbacks occur.*

Managing

PLANNING

- Set short-term organizational goals and performance objectives.
- Develop multi-year and annual plans.
- Allocate adequate resources (money, people, and materials).
- Anticipate and reduce risks.

ORGANIZATIONAL OUTCOME: *Organization has defined results, assigned resources, and an operational plan.*

ORGANIZING

- Ensure a structure that provides accountability and delineates authority.
- Ensure that systems for human resource management, finance, logistics, quality assurance, operations, information, and marketing effectively support the plan.
- Strengthen work processes to implement the plan.
- Align staff capacities with planned activities.

ORGANIZATIONAL OUTCOME: *Organization has functional structures, systems, and processes for efficient operations; staff are organized and aware of job responsibilities and expectations.*

IMPLEMENTING

- Integrate systems and coordinate work flow.
- Balance competing demands.
- Routinely use data for decision making.
- Coordinate activities with other programs and sectors.
- Adjust plans and resources as circumstances change.

ORGANIZATIONAL OUTCOME: *Activities are carried out efficiently, effectively, and responsively.*

MONITORING & EVALUATING

- Monitor and reflect on progress against plans.
- Provide feedback.
- Identify needed changes.
- Improve work processes, procedures, and tools.

ORGANIZATIONAL OUTCOME: *Organization continuously updates information about the status of achievements and results, and applies ongoing learning and knowledge.*

MSH MANAGEMENT SCIENCES *for* HEALTH
M&L | Management & Leadership Program

USAID FROM THE AMERICAN PEOPLE

Leadership Development Program
Feedback and Evaluation Form

Date____________________ Day______________________

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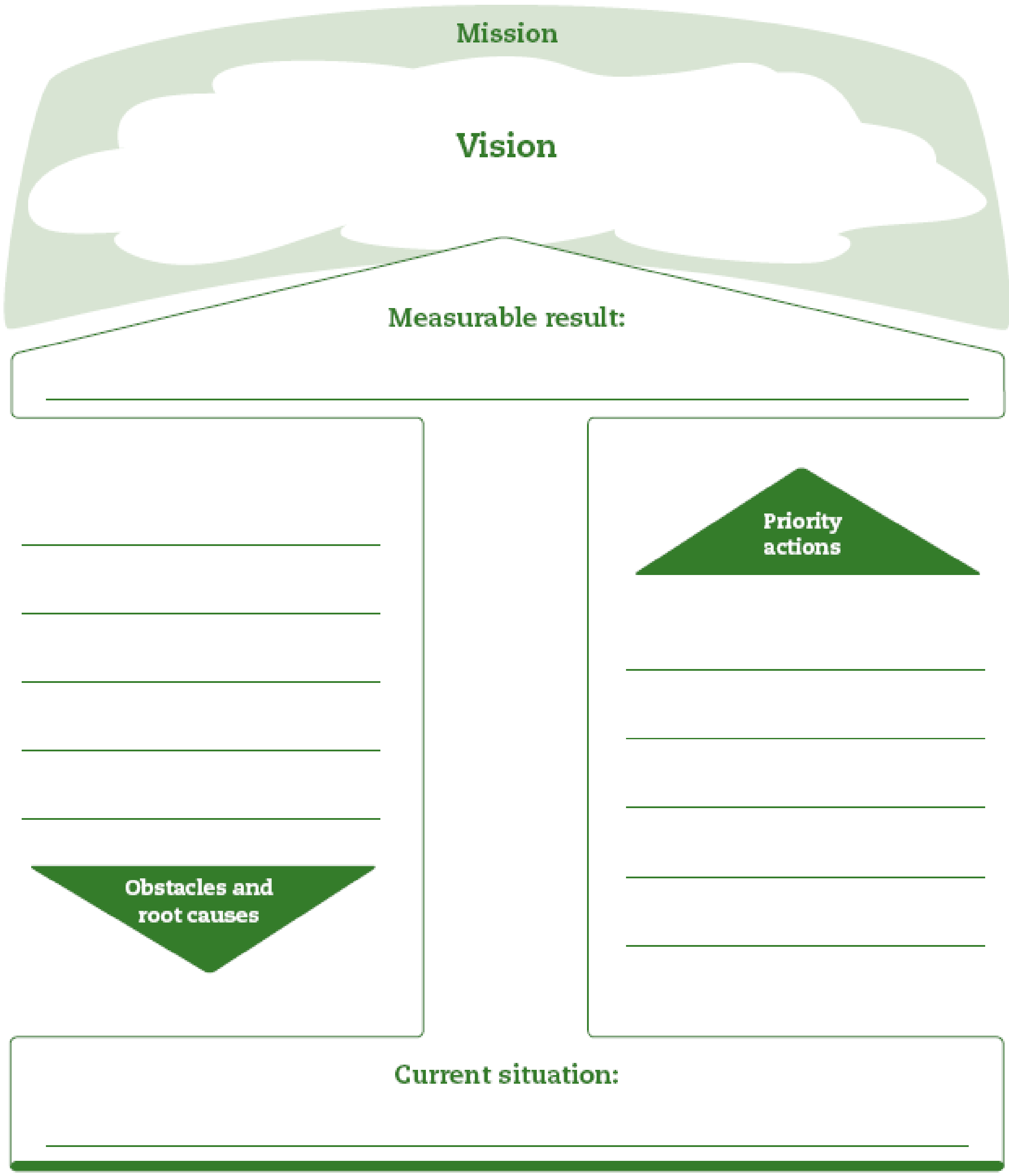
Session Three
Handouts

The Challenge Model



Challenge:

[How will we achieve our desired result in light of the obstacles we need to overcome?]

From *Managers Who Lead: A Handbook for Improving Health Services*
Cambridge, MA: Management Sciences for Health, 2005

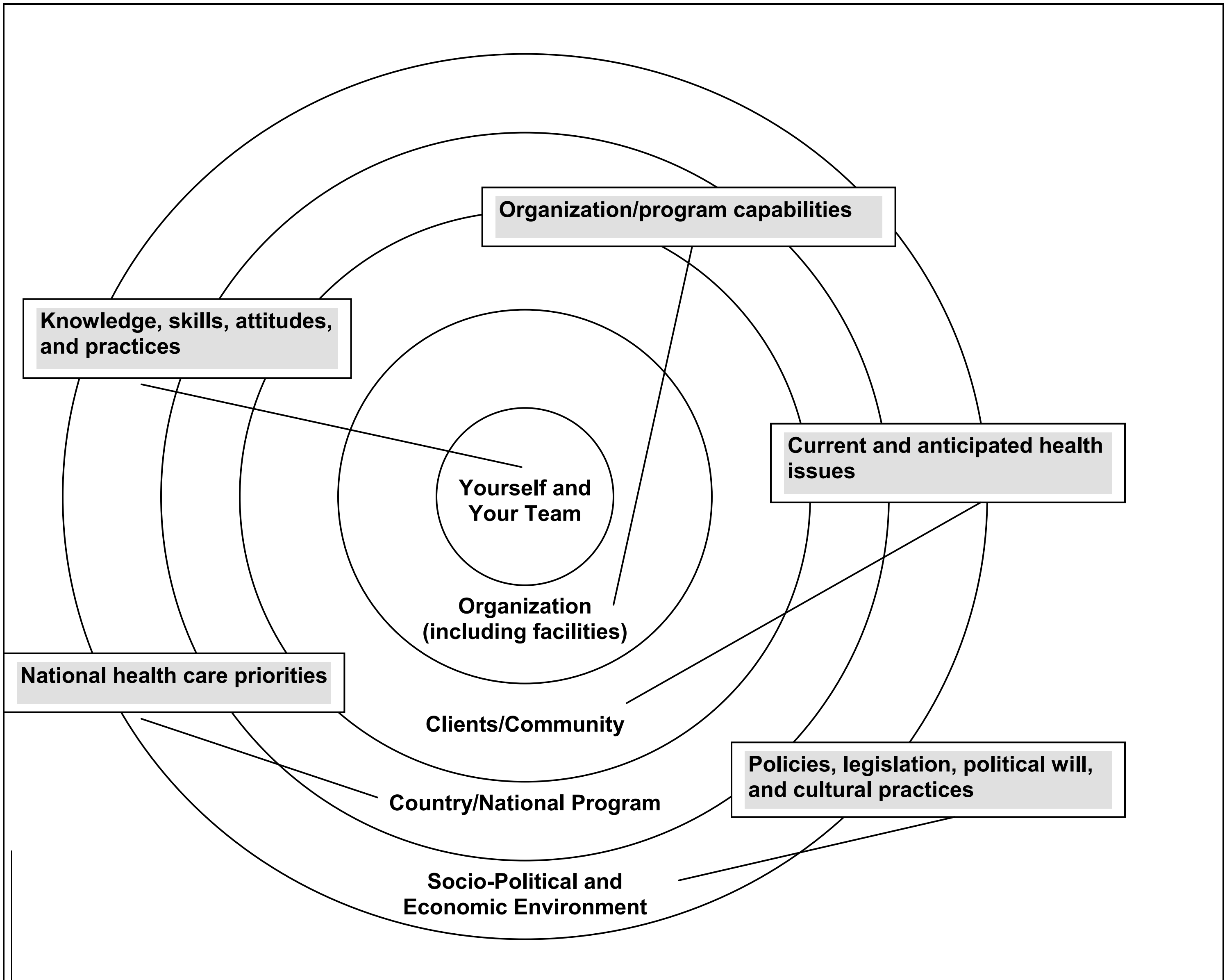
A) Maternal & Child Health Indicators

Indicator	*2001*	*2004*	
Maternal Mortality Rate	**85**	**68.9**	**/100000**
Infant Mortality Rate (less than 1 year)	**26.9**	**22.7**	**/1000**
Child less than 5 years	**30.4**	**27.6**	**/1000**
Infant care	**68**	**71**	**%**
Prenatal care	**62**	**69**	**%**
Delivery by trained providers	**85**	**92**	**%**
ANC	**1.9**	**2.7**	**Average**

B) Family Planning Indicators

Indicator	*2001*	*2004*
Natural increase	**21.4**	**20.2**
Birth Rate	**27.4**	**26.1**
Population	**1 051 949**	**1 109 703**
Females in reproductive age	**175 325**	**184 950**
CYP ***(Couple years of protection)***	**31.7**	**38.8**
F.P. coverage	**55 735**	**71 817**
New users	**30 133**	**41 722**
Repeated users	**50 494**	**86 929**
OCs	**206 022**	**84 204**
IUDs	**13 104**	**15 960**
Depo provera	**25 052**	**44 496**
Implants	**1 845 (Norplant)**	**1 452 (Implanon)**
Condom	**4 877**	**23 163**

Stakeholder Diagram



The realities that exist in your internal and external environments will impact your ability to achieve your result(s). It is important to consider whether or how these realities will contribute or pose obstacles to achieving the result.

Knowledge, skills, attitudes, and practices of managers and team members affect how well a team functions to work together to achieve results.
Organization/program capabilities (strengths and weaknesses) affect the ability of the organization to bring together service providers, supplies, equipment, and information that are needed to respond to client or community needs in a timely manner.
Current and anticipated health issues, including knowledge, attitudes, and behaviors of clients affect whether clients seek and use your services.
National health care priorities address major new diseases, access to and quality of health care, distribution of resources, and relationships among public, non-governmental, and private organizations.
Policies, legislation, political will, and cultural practices may affect program implementation and performance.

ANALYZING STAKEHOLDER INTERESTS AND CONCERNS

Stakeholder Analysis Worksheet

Stakeholder group or individual	What are they most interested in?	What is their biggest concern?	What do we need to do to get their support?

Team Meeting Form

Meet one time every other week (one to be held before the monthly district meeting)
2-hour meeting

1. Agree on the objectives for the meeting	
What do we want to accomplish in this meeting? (Set the time you will work on it)	
2. Report on results	
What was our goal for these two weeks?	
What did we accomplish? (Acknowledge team for our work)	
What obstacles are we facing and how will we overcome them?	
3. Next actions	
What is our goal for the next two weeks?	
List the activities we will do List who will be responsible for each activity	
4. Teamwork	
What is working on our team?	
What do we need to improve?	

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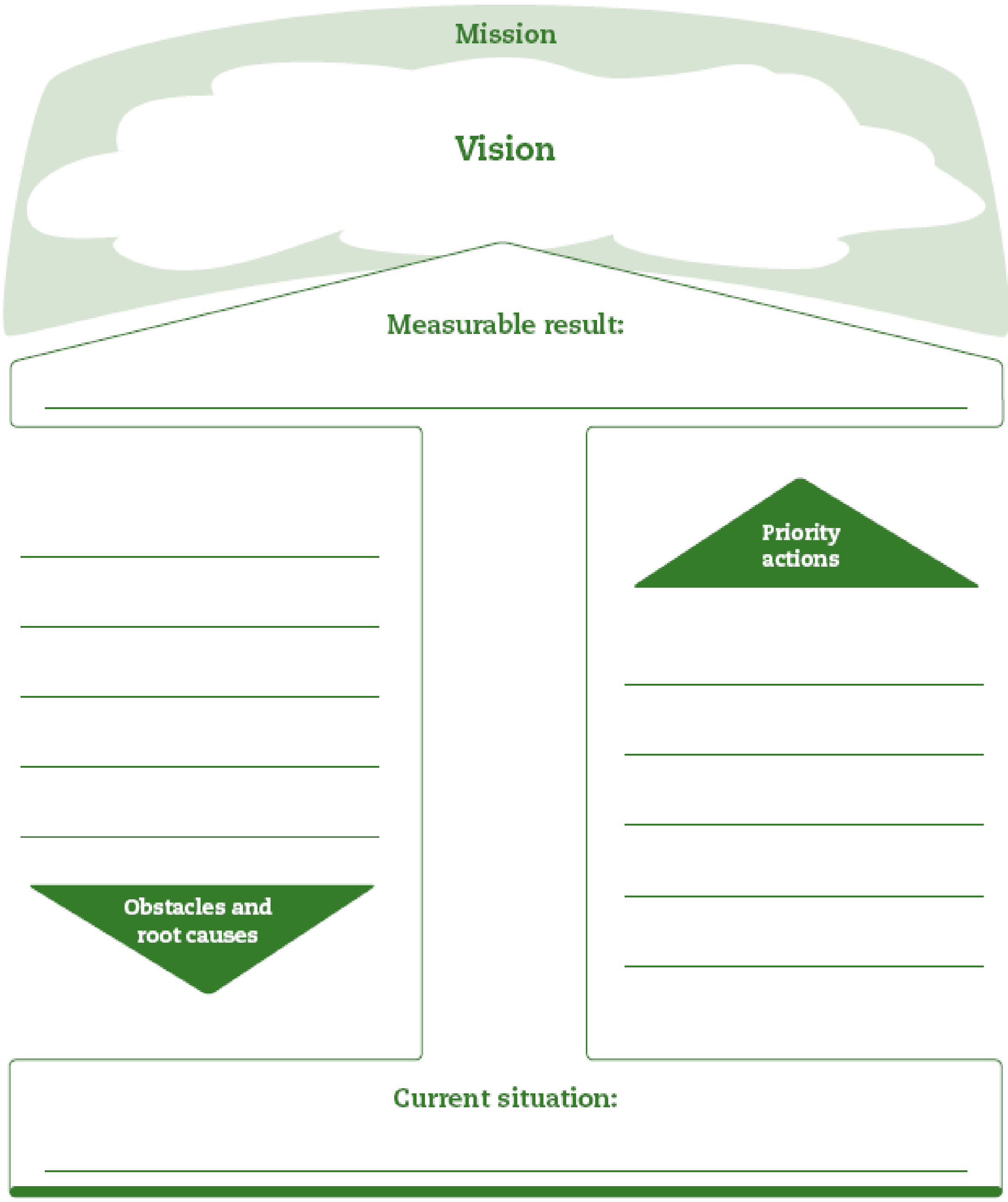
Session Four
Handouts

The Challenge Model



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The Challenge Model Process

How to…

Use the Challenge Model

Step 1. Create a shared vision
Work with your team to create a shared vision of the future you want. This shared vision serves to inspire the team to face each new challenge.

Step 2. Agree on one measurable result
Pick an aspect of your shared vision and create one measurable result that you all want to achieve. This measurable result is what will drive your work and, because it is measurable, it allows you to monitor and evaluate your progress toward achieving it.

(Note that *finalizing* the desired result is an iterative process. As you learn more about the current situation and obstacles you need to overcome, you may need to adjust your stated result so that it is appropriate and realistic.)

Step 3. Assess the current situation
Scan your internal and external environments to form an accurate baseline of the realities or conditions that describe the current situation in relation to your stated result.

Step 4. Identify the obstacles and root causes
Make a list of obstacles that will need to be overcome in order to reach your stated result. Use root cause analysis tools to analyze the underlying causes of these obstacles to make sure you are addressing the causes and not only the symptoms.

Step 5. Define your challenge and select priority actions
State what you plan to achieve in light of the obstacles you have identified. (It helps to begin your challenge statement with "How will we…") Then select priority actions that you will implement to overcome the obstacles.

Step 6. Develop an action plan
Develop an action plan that estimates human, material, and financial resources needed and the timeline for implementing your actions.

Step 7. Implement your plan and monitor and evaluate your progress
Provide support to your team in implementing your plan, and monitor and evaluate your progress toward achieving your result.

SAMPLE PROBLEMS AND CHALLENGES

Read the following examples related to: identifying a problem, turning it into a challenge, determining the baseline levels and desired measurable results, and identifying data sources.

Problem #1
Not enough IUD users.

Challenge #1
How can we increase the average IUD users to 10 clients per month during the year 2005?

Baseline
On average 5 clients per month during the year 2004.

Desired result
Average of 10 IUD users per month at the end of 2005.

Data source
FP clients register log.

Problem #2
Not enough new FP users.

Challenge #2
How can we increase the total to 110 new FP users?

Baseline
In total, 80 new FP clients during the first quarter of year 2004.

Desired result
Increase the number of new FP clients to 110 by the end of the 1st quarter in 2005.

Data source
FP clients register log.

Problem #3
Outpatient clients complain about the long waiting time to receive services.

Challenge #3
How can we reduce the waiting time by half by December 2005?

Baseline

On average clients wait for 40 minutes at the out patient clinic.

Desired results
Reduce the average waiting time from 40 minutes to 20 minutes at the outpatient clinic in the period from June to December 2005.

Data source
Waiting time survey.

Problem #4
Outpatient clients complain about the long waiting time to receive services.

Challenge #4
How can we reduce the clients' complaints about waiting time by half by December 2005?

Baseline
60% of the clients complain about the waiting time.

Desired results
Reduce the percentage of client complaints about waiting time at the outpatient clinic from 60% to 10% in the period from June to December 2005.

Data source
Client exit interview

Problem #5
Postoperative patients stay in the intensive care too long.

Challenge #5
How can we reduce the number of bed days in intensive care by one day by December 2005?

Baseline
On average postoperative patients stay 4 days in intensive care over the last 6 months.

Desired results
Reduce the average number of postoperative patient stay in intensive care from 4 days to 3 days in period from June to December 2005.

Data source
Register book.

Problem #6
Health centers are sending clients away due to contraceptive stock outs.

Challenge #6
How can we eliminate contraceptive commodity stock outs by the end of 2005?

Baseline
Last year 5 out of 20 health centers experienced contraceptive stock outs.

Desired Result
Reduce the number of health centers experiencing contraceptive stocks outs from 5 to 2 by the end of 2005.

Data source
Facility survey.

Problem #7
Doctors complained about the poor condition of the sterilizer.
Challenge #7
How can we purchase and install a new sterilizer before the end of September 2005?

Baseline
Sterilizer is not working properly.

Desired Result
A new sterilizer has been installed and staff trained in its use by September 2005.

Data source
Inspection.

Team Exercise
From your real work situation, write two examples:

- Identify problem
- Write challenge
- Write baseline
- Write desired measurable result
- Identify data sources

Use these sample problems and challenges to help your team complete the challenge model based on your challenge.

Leadership Development Program
Feedback and Evaluation Form

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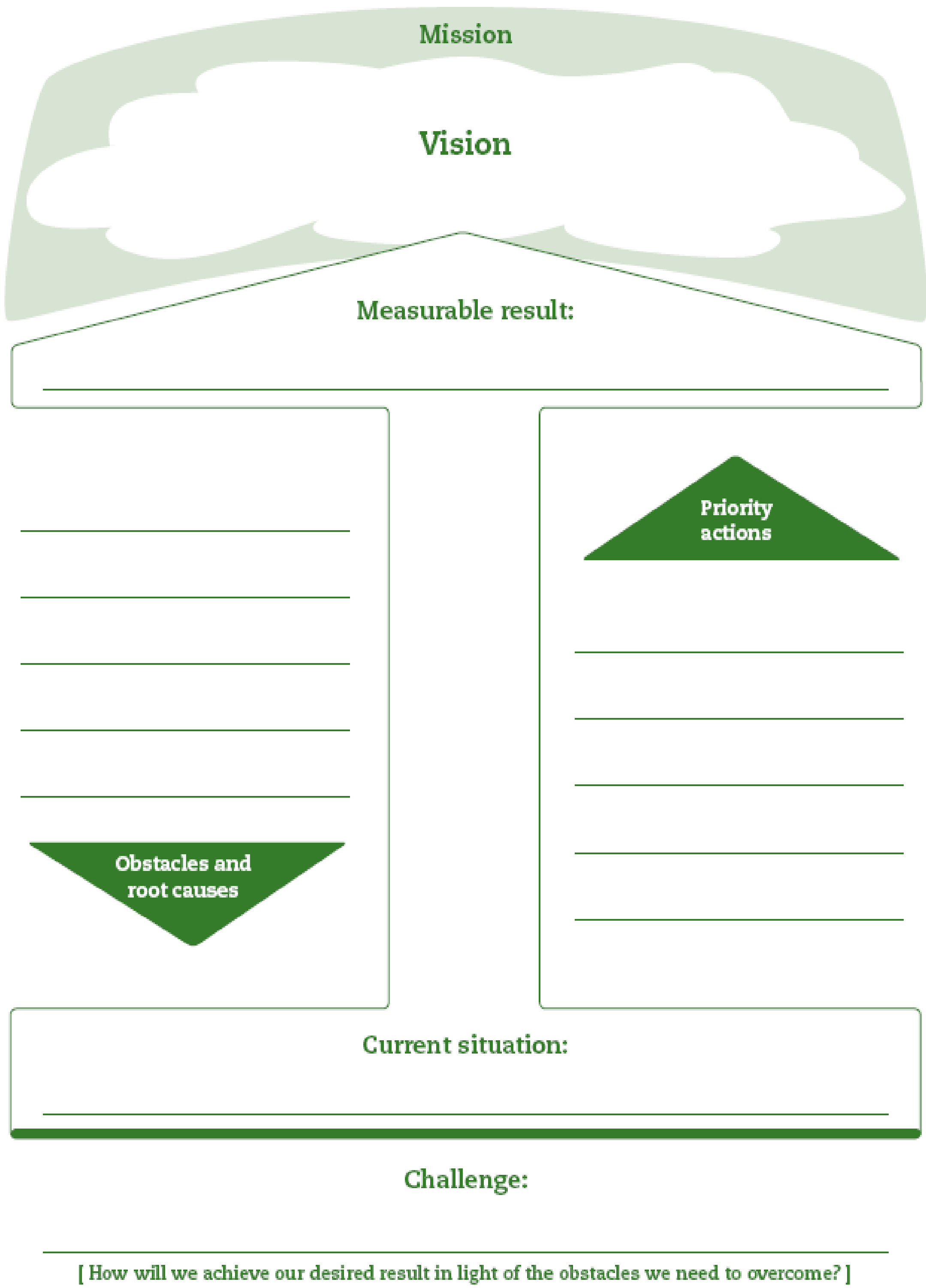
Session Five
Handouts

The Challenge Model



From *Managers Who Lead: A Handbook for Improving Health Services*
Cambridge, MA: Management Sciences for Health, 2005

Tabulation Instructions

Instructions for Facilitators when Tabulating by Hand and Using Printed Copies of the Tabulations Workbook

Tabulations (first worksheet)

1. Record the score for each of the 8 climate items, moving horizontally across the chart for each team member. Calculate the average score for each team member in the far right column, and then calculate the overall climate score by averaging the all of the "individual scores."
2. Do the same for the two items on productivity and quality.
3. DO NOT hand out copies of this sheet for the workgroup members.

Feedback Chart (for teams)

1. Once all of the necessary data has been input in the tabulations sheet, record the average Individual Climate Scores into the columns provided on the Feedback Chart.
2. Once this form is completed, make copies of this sheet for the workgroup participants. Make one copy per person.

Feedback Graph (for teams)

1. This graph should also be based on the data you recorded on the Tabulations worksheet. Draw a bar graph of each team member's average score, and one bar for the overall climate score.
2. Once this form is completed, make copies of this sheet for the workgroup participants. Make one copy per person.

Tabulation Sheet #1: climate items

The facilitator records scores for the 8 climate items in this table. Average scores are then calculated for each person and an overall climate score is calculated for the team.

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Individual Climate Score (average across all items)
Team member 1									
Team member 2									
Team member 3									
Team member 4									
Team member 5									
Team member 6									
Team member 7									
Team member 8									
Team member 9									
Team member 10									
	Overall team climate score (average across all individuals):								

Tabulation sheet #2: additional items

The facilitator records scores for the quality and productivity items. An overall team score is then calculated for each item.

	Quality (Item 9)		Productivity (Item 10)
Team member 1			
Team member 2			
Team member 3			
Team member 4			
Team member 5			
Team member 6			
Team member 7			
Team member 8			
Team member 9			
Team member 10			
Overall team score:			

Feedback chart for teams

Baseline (pre intervention) climate scores

Team members	PRE: Individual Climate Scores
Team member 1	
Team member 2	
Team member 3	
Team member 4	
Team member 5	
Team member 6	
Team member 7	
Team member 8	
Team member 9	
Team member 10	
Overall team climate score	

Team score on quality:	

Team score on productivity:	

Feedback chart for teams

Follow-up (post intervention) climate scores

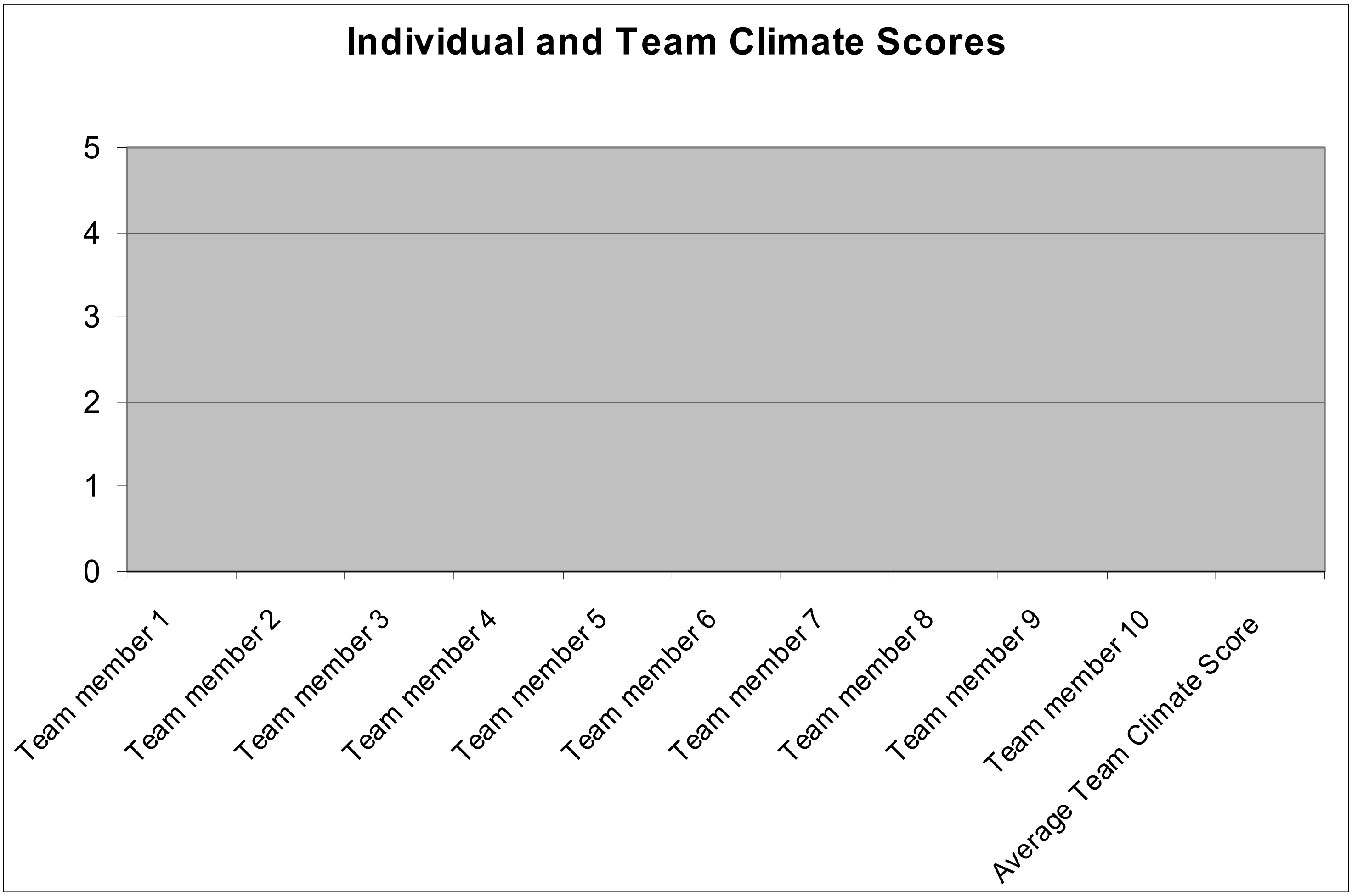
Team members	PRE: Individual Climate Scores		POST: Individual Climate Scores
Team member 1			
Team member 2			
Team member 3			
Team member 4			
Team member 5			
Team member 6			
Team member 7			
Team member 8			
Team member 9			
Team member 10			
Overall team climate score			

Team score on quality:			

Team score on productivity:			

Feedback graph for teams

The facilitator plots the individual scores and overall team score on this graph.



Discussing the Workgroup Climate Assessment (WCA) Baseline Score

PURPOSE: To discuss your team's results of the Workgroup Climate Assessment at the beginning of the Leadership Development Program (LDP).

TIME: 1 hour, 10 minutes

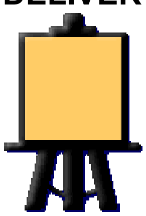
OBJECTIVES: By the end of this session, your team members will:

- Receive WCA results.
- Examine and discuss the similarities and differences in team members' perceptions of climate.
- Discuss as a team how you work together.
- Determine strategies to improve Work Climate.

MATERIALS FOR MEETING:

- Flip chart and markers.
- Copies of the WCA feedback chart and results graph for each team member.
- Copies of the Management and Leadership activities for improving Work Climate (this should have been given to the team at the workshop from the facilitator).

DELIVERY



STEP 1: Explain that you are going to talk about the results of the Work Climate Assessment as a team established at the beginning of the LDP. These results are a baseline and will give you a score to compare with once the LDP is completed.

STEP 2: Write the **OBJECTIVES** of the meeting on a flipchart—read through them.

STEP 3: Distribute copies of the feedback chart and WCA results graph to each team member.

STEP 4: Explain that you are going to discuss the results as a team. Just as each bar in the feedback graph is important for the overall picture of team climate, each voice of each the team member is important in the discussion of Work Climate. Be sure that each team member has an opportunity to share their thoughts during the discussion.

STEP 5: Ask the team to look at your feedback chart and graph together. Ask the team to look at all of the bars in the graph together. Decide if the height of all of the bars is uniformly high, uniformly low, or up and down.

Uniformly high:
- Does everyone perceive climate the same way (at the same level)?
- Are these realistic scores – did team members feel they had to assign high values?

Uniformly low:
- Does everyone perceive climate the same way (at the same level)?
- Are there forces beyond your control that affect your climate and are keeping it low?

Up and down:
- Why do some team members answer low and others high?
- What are the causes of the lower or higher scores in your team profile?
- What do you think are the main causes of the differences (or the similarities) among the individual scores within the team?

STEP 6: Explain that one of the goals of the LDP is to help teams to improve their work climate at the same time that they work together on addressing an important challenge. One of the ways to improve climate is to identify two or three strategies to improve work climate. Ask the following question:
- What can be done about the differences (or the similarities) among the individual scores within the team? For example, if in the team's discussion they decide that some lower climate scores are because not everyone on the team can participate equally in meetings, then they can come up with a strategy to address this issue. These are strategies that can be applied right away.

STEP 7: Distribute copies of the Leadership and Management Practices for Improving Workgroup Climate Chart to each member of the team. Ask the team to look at the practices described in the chart:
- Does your team implement some or many of these practices? Are you better at some than others?
- Are there activities that you can do right away that would help improve your team's work climate?

STEP 8: Write these strategies on the flip chart. As your team continues participating in the LDP, keep these tactics and strategies in mind.

Leadership and Management Practices for Improving Workgroup climate	
Leadership and Management Practices	**Examples**
Scanning	• Involve your workgroup in all scanning activities below • Have conversations with clients that focus on identifying their concerns. • Scan the organization and external environment to understand patterns and trends; • Gather information by using varied sources (interviews, documents, observation, computers, etc.); • Routinely analyze collected statistics to understand client needs;
Focusing	• Make sure the group is clear about its purpose and goals • Identify critical challenges • Work to make sure everyone understands the key challenges • Continue to clarify the main purpose when people get off track Using the techniques listed above, reflect on client needs and expectations, and adjust practice within the guidelines of the updated group mission, key goals, and strategy.
Aligning/ mobilizing	• Discuss how individual plans of group members align with group (and organizational) plans. • Encourage people to be resourceful in meeting their goals
Inspiring	• Personally model expected behaviors in your daily activities. • As a group, set high standards for your work, and recognize when they are met. • Let others in the organization know about your group's accomplishments. • Discuss frequently the importance of your group's work and the impact it has on the lives of your clients. • Take time to know each member of your workgroup. Learn what motivates him or her on the job. • Learn about the skills, values, and interests of each member of your group. • Create opportunities for group members to inform you and each other of their skills, values, and interests. • Observe how the group functions under pressure. Build on members' adaptive capacity and help them cope even more effectively. • Organize informal events outside of work during which members of the group can establish rapport and talk about personal interests and skills.
Planning	• Develop a work plan that clearly defines the goals of the group and work to be done to reach those goals.
Organizing	• Set up a system to track the group's processes, timetables, and outcomes as related to the work plan.
Implementing	• Implement the work plan, and schedule regular meetings to discuss progress towards goals.
Monitoring and Evaluating	• With the workgroup, set performance goals. • Assess current performance against group goals and identify opportunities for improvement. • With the group, continually compare current activities with stated plans for improvement.

The Fishbone Technique

PURPOSE
To identify the root causes of the obstacle(s) you have identified that is keeping you from achieving your intended result.

PROCESS

Step 1. Write your obstacle in the Fishbone Diagram
- In the box on the far right side of the diagram, write one obstacle you have defined in your Challenge Model.

Step 2. Brainstorm possible causes
- Discuss each category (main factors) and brainstorm possible reasons why this obstacle is creating a gap between your intended result and the current situation.

  People. Knowledge, skills, feedback, motivation, support
  Policies. Rules and regulations that you can affect
  Processes and procedures. Standards, equipment
  Environment. Ministry of Health, community, other stakeholders

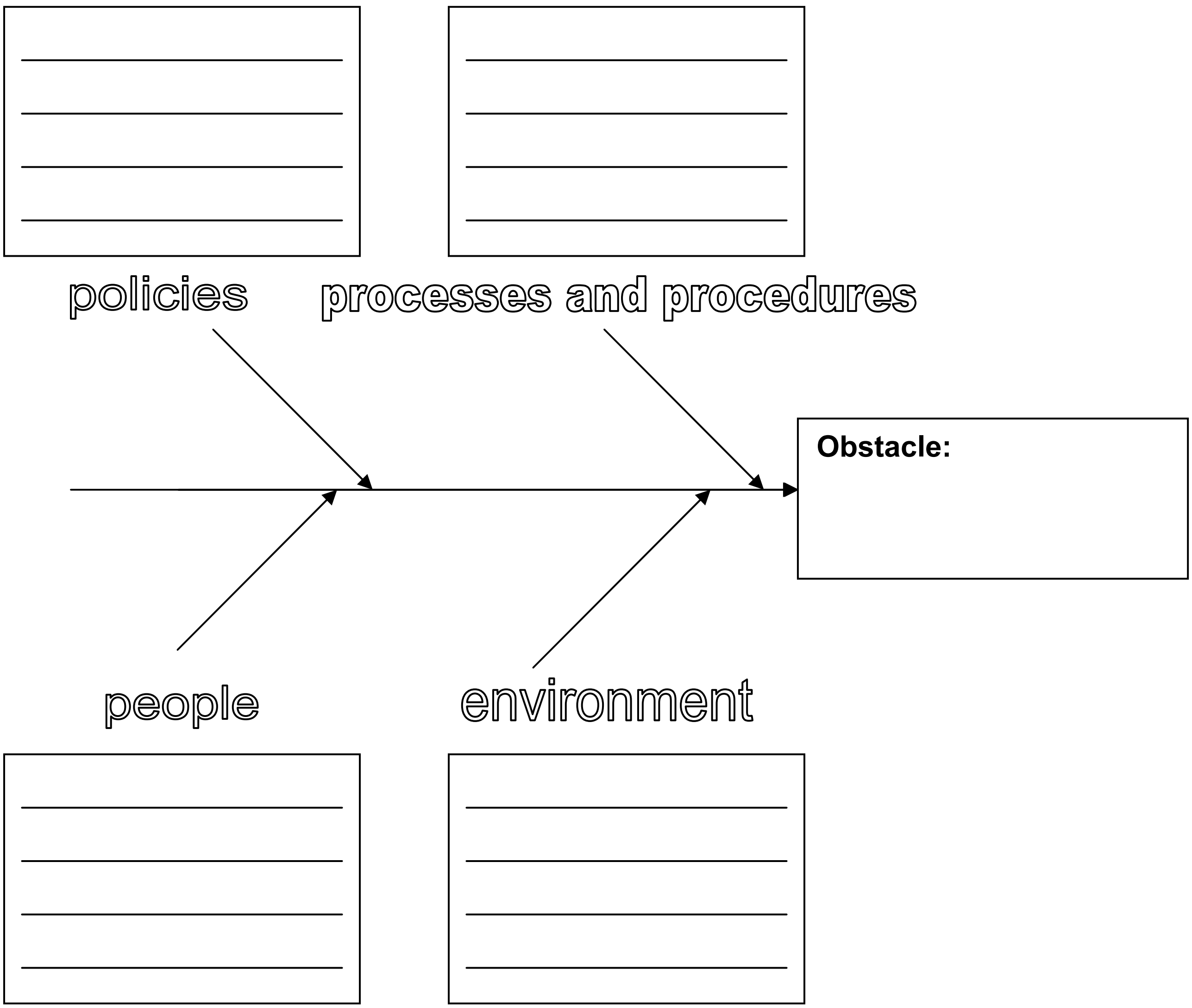
  The categories are designed to help organize your ideas. As a group, look for the possible causes of the performance gap, and classify them in accordance with the categories. You can select other categories if these don't apply to the group's situation.

Step 3. Connect the categories to the central spine of the diagram
- Draw arrows from each category to the central spine, as shown in the diagram.

Step 4. Identify the causes that are most responsible for the problem
- For each category, probe deeper to understand the factors that sustain the current situation and keep you from moving to your desired result. Use the Five Whys technique to help you probe
- Brainstorm and write the group's ideas directly on the diagram.
- Think about and select those causes that, if successfully addressed, will allow you to make significant progress toward the desired result. Circle these causes.

The Fishbone Technique (continued)

ANALYZING ROOT CAUSES OF YOUR OBSTACLE: THE FISHBONE DIAGRAM

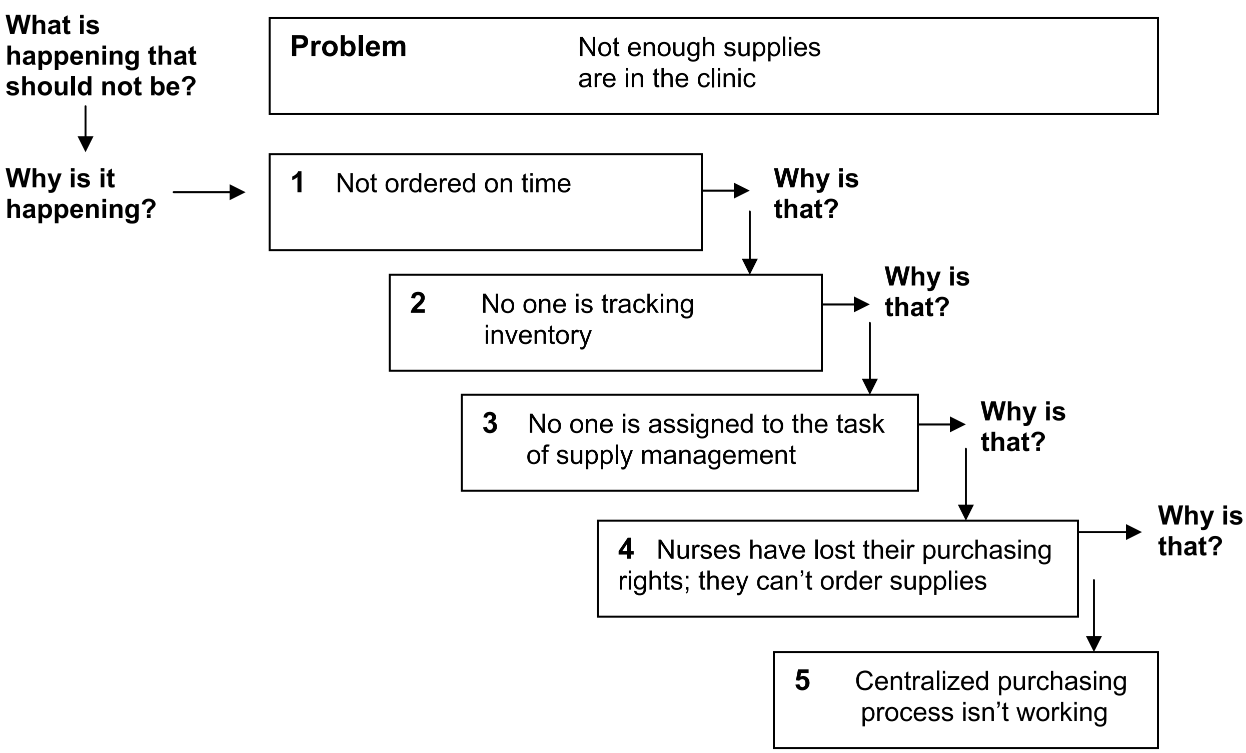


The Five Whys Technique

PURPOSE
The Five Whys exercise is a questioning technique, developed by Imai Masaaki, for getting beyond obvious symptoms and identifying the primary or root causes of a problem. Asking "why" five times prevents mistaking symptoms for causes, so that you can work on addressing the underlying factors that are causing the problem rather than working on the wrong causal factor.

PROCESS
When you are working with a cause-and-effect diagram and have identified a probable cause, ask, "Why is that true?" or "Why is that happening?" To each answer ask "why" again. Continue asking "why" at least five times, until the answer is "That is just the way it is, or that is just what happened."

EXAMPLE



Source: Imai, Masaaki. *Kaizen*. New York, N.Y.: Random House, 1988.

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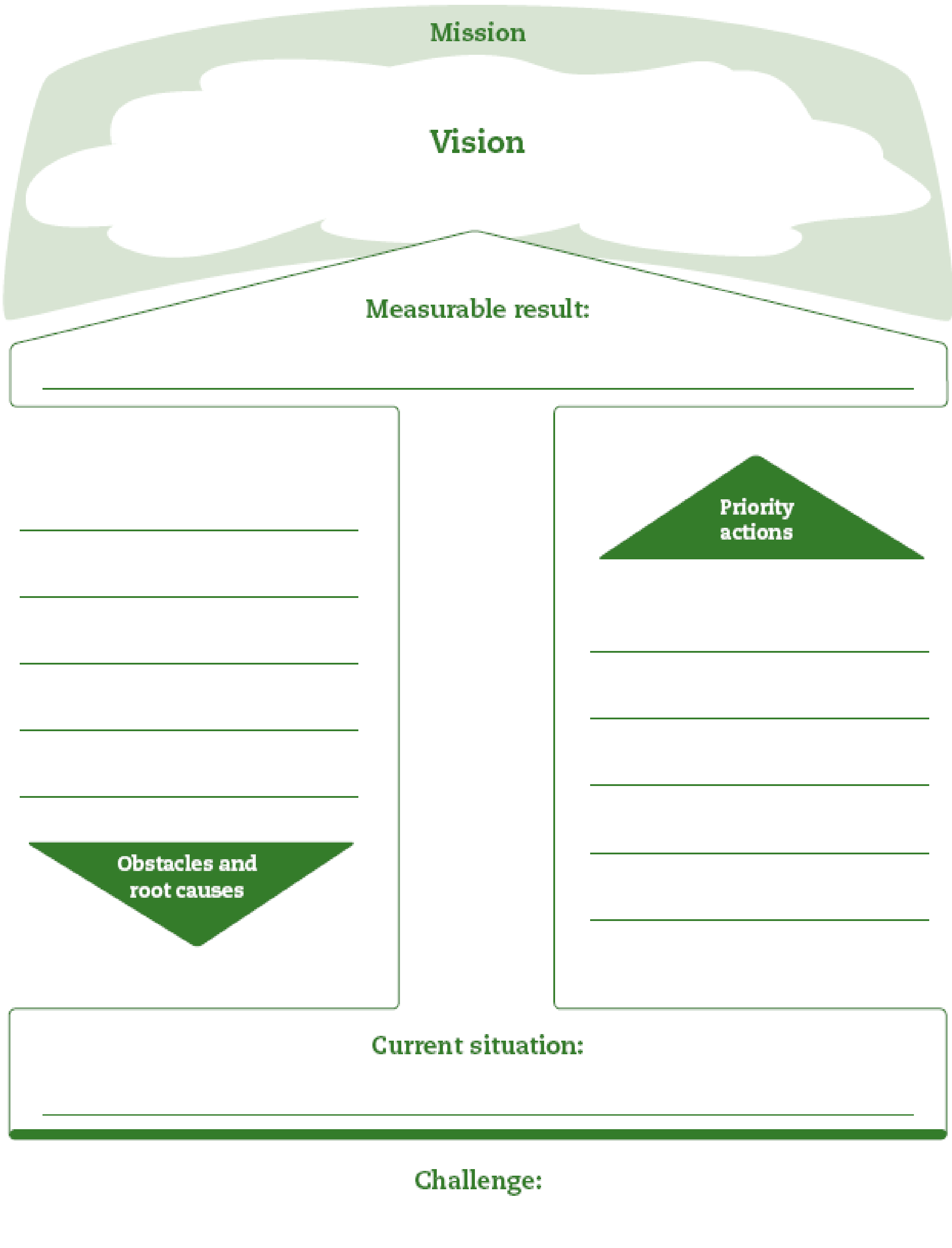
Session Six
Handouts

The Challenge Model



[How will we achieve our desired result in light of the obstacles we need to overcome?]

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DEVELOPING MEASURABLE RESULTS

SMART Criteria

One of the single most productive things a group can do is make its intended results clear.

When you decide on a desired result, make sure that you have a clear set of indicators. To meet the SMART criteria, results must be:

Specific **— clearly written and understood**

- Is it an absolute challenge?
  - we will totally solve the problem - such as immunizing all children in our area

- or is it a relative challenge?
  - we will make some improvement towards solving the problem - such as holding special immunization days through which we can reach 60% of all children in our area

Measurable **— we can monitor progress towards results**

- What are the sources of data?
- What are the indicators to monitor progress and evaluate results?

Appropriate **— to the scope of your program or work activities**

- Can your team affect the results given your level in the organization?
- Are there actions your team can take to meet your selected challenge?
- Do these actions contribute to the health outcomes you want to impact?
- Are there any conflicting needs or interests in your organization that may affect your results?

Realistic **— achievable and within your control**

- Ask your manager and other key stakeholders if this challenge is something that your team can and should be working on

Time bound **— with a specific time period for completion**

- Can you achieve the results in the time you have planned?
- If the result will take more time than you have planned, you may consider selecting another challenge.

Example of a measurable result (for a program whose mandate is to prevent the spread of HIV/AIDS):
The number of voluntary counseling and testing sites in the district will increase by 50% in the next 12 months.

The Important and Urgent Matrix

	URGENT	NOT URGENT
IMPORTANT	**I** Activities • Crises • Pressing problems • Deadline-driven projects that are critical to your strategic priorities	**II** Activities • Preventing problems and anticipating future activities • Creating strategy, planning • Relationship building • Recognizing new opportunities • Recreation
NOT IMPORTANT	**III** Activities • Interruptions, some calls • Some mail, some reports • Some meetings • Pressing matters	**IV** Activities • Trivia, busy work • Interruptions • Some mail • Some phone calls • Time wasters

Quadrant I represents things that are "urgent and important." Quadrant I activities are usually "crises" or "problems." They are very important, but look out! Quadrant I can consume you. As long as you focus on it, it keeps getting bigger and bigger until it dominates your work. There will always be crises that require immediate attention, but how many things are really urgent?

Quadrant II includes activities that are "important but not urgent." It is the *quality* quadrant, where we plan and anticipate, and prevent things that otherwise might become urgent. **Quadrant II is the heart of effective personal management.**

Quadrant III includes things that are "urgent, but not important." Plenty of us spend too much time in this quadrant. The urgency sometimes is based on someone else's priorities. It is easy to believe that something that is urgent is also important. Look at what you classified as "urgent and important" in Quadrant I. Ask yourself if the urgent activity contributed to an important strategic objective. If not, it probably belongs in Quadrant III.

Quadrant IV includes activities that are "not urgent and not important." It is the "waste of time" quadrant. Chatting, reading jokes, and gossiping are examples of these activities.

Source: Covey 2004

The Important and Urgent Matrix (continued)

Impact of each quadrant on your energy and effectiveness

Results of living in Quadrant I: Stress, burnout, crisis management, always putting out fires
Results of living in Quadrant II: *Vision, perspective, balance, control, few crises*
Results of living in Quadrant III: Short-term focus, crisis management, feeling victimized and out of control
Results of living in Quadrant IV: Irresponsibility, work not completed on time (or at all), loss of your job

Most of your time should be spent in Quadrant II, Important and Not Urgent.

Seven key practices of Quadrant II

- Improving communication with others
- Better preparation
- Better planning and organization
- Caring for yourself
- Taking advantage of new opportunities
- Personal development
- Knowing what is important

The key practice is *knowing what is important!*

Source: Covey 2004

SETTING PRIORITIES USING THE PRIORITY MATRIX

Sample Completed Priority Matrix

Criteria **(Rate from 1 to 3)**	**Priority actions**		
	Train counselors	**Conduct community education seminars**	**Renovate clinics**
Time to implement (1 = the most time) (3 = the least time)	2	2	1
Cost to implement (1 = the most cost) (3 = the least cost)	2	3	1
Potential for improving quality in the long term (1 = the least potential) (3 = the most potential)	3	2	2
Availability of resources (1 = the least available) (3 = the most available)	1	3	1
Totals	**8**	**10**	**5**

This example illustrates that conducting community education seminars should be a priority. It doesn't mean that you don't carry out the other actions, but you should focus on those that will have the most impact on achieving your result, taking into account time and money.

SETTING PRIORITIES USING THE PRIORITY MATRIX

Priority Matrix Worksheet

Criteria **(Rate from 1 to 3)**	**Priority actions**		
	____________	____________	____________
Time to implement (1 = the most time) (3 = the least time)			
Cost to implement (1 = the most cost) (3 = the least cost)			
Potential for improving quality in the long term (1 = the least potential) (3 = the most potential)			
Availability of resources (1 = the least available) (3 = the most available)			
Totals			

Handout: Monitoring and Evaluating Framework & Definitions

Definitions

- *Monitor:* To systematically keep track of collecting information, progression towards a result
- *Evaluate:* To assess the progression towards or achievement of a result
- *Inputs:* The resources needed to achieve the result
  -financial, human, supplies, commodities, facilities, etc.
- *Processes:* The activities you do to achieve the results
  -new contraceptive methods, services, systems, training
- *Output*: Result of our activities—it is a *level of results*
  - number of new users, total number of users, or number of people trained
- *Outcome:* Short term change—it is a *level of results*
  - changes in service use comparing one period to another,
- *Impact:* The long term change—it is a *level of results*
  - changes in the Contraceptive Prevalence Rate, Total Fertility Rate, child morbidity and mortality rate, etc.

MONITORING AND EVALUATION FRAMEWORK

Context
Political environment, Socioeconomic conditions, Health system

Inputs	Outputs Activities(what)	Participation	Outcomes	Impact
• Human resources • Financial resources • Equipment • Infrastructure • Facilities • Policies	• Meetings • Training • Supervision • Services • Drug management • Products	• Participants • Clients • Partners • Other agencies • Decision-makers	• Change in knowledge • Change in attitudes • Change in practices • Service improvements	• Change in disease rates • Change in death rates • Change in birth rates • Change in fertility rates

Service providers and managers:

- Influence **Inputs** by mobilizing and aligning stakeholders.
- Design **Activities** through their Action Plans.
- Monitor the direct results of their activities in terms of **Outputs.**
- Also monitor results in terms of the **Inputs provided and the Activities carried out.**

- In some cases they can measure **Outcomes** as a result of implementing a whole set of activities.

You will need to determine at which level you will monitor and evaluate your results – output or outcome levels, or both. (Impact results take a long time to change and are usually not within the scope of a leadership program, but they are important to include in the overall logic of your M&E framework and action plan so you know what you hope to achieve in the long run.)

You will need to create indicators to measure those results.

Worksheet for Applying the M&E Framework to your Challenge

Challenge selected: ____

____

What will your **inputs** be?

What will the **process** be?

At what level will your expected results be if they are achieved? (more than one is possible)

Output (activities): ______________________________

Outcome: ______________________________

Impact: ______________________________

What are the indicators for these results?

Output: ______________________________

Outcome: ______________________________

Impact: ______________________________

Have you used the SMART criteria to choose your result:

Specific
Measurable
Appropriate
Realistic
Timebound

What are the data sources that will be used for measuring the baseline and monitoring the progress? (How will you know you are progressing towards the result? What are the indicators?)

Monitoring and Evaluation Framework—To Fill In

Context

Inputs	Outputs Activities(what)	Outputs Participation (who)	Outcomes	Impact
Data source	Data source	Data source	Data source	Data source

Leadership Development Program
Feedback and Evaluation Form

Date____________________ Day______________________

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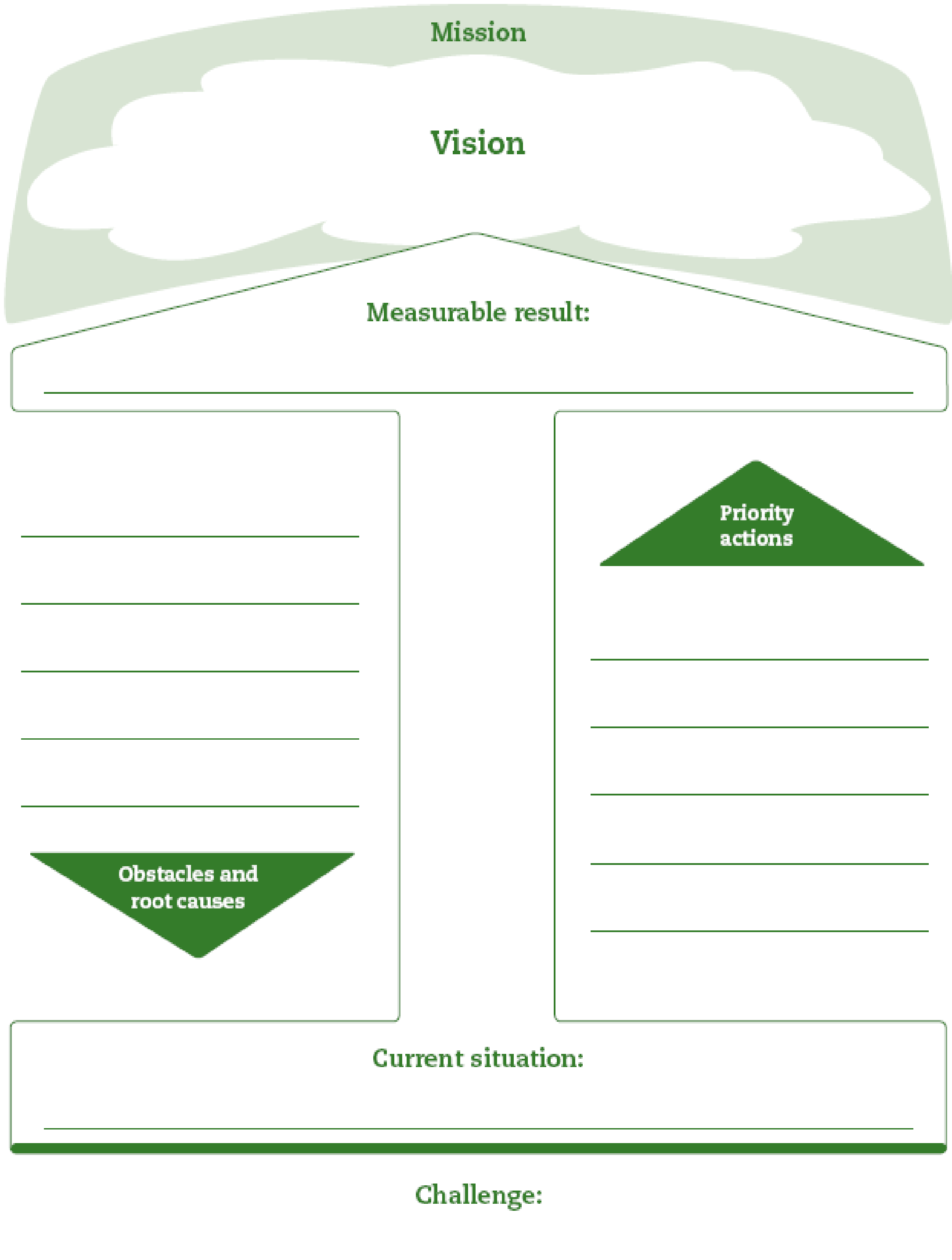
Session Seven Handouts

The Challenge Model



[How will we achieve our desired result in light of the obstacles we need to overcome?]

From *Managers Who Lead: A Handbook for Improving Health Services*
Cambridge, MA: Management Sciences for Health, 2005

Action Plan Format

Health District/Unit: ________________________ **Measurable result:** ____

Priority actions and activities	Person(s) responsible	Resources needed (human, financial, material)	Timeline															
			1st month				2nd month				3rd month				4th month			
Example **Priority action:** Conduct community education seminars • Activity: Get agreement from community leaders • Activity: Set place and time and identify presenter • Activity: Select topics and materials																		

Action Plan Worksheet

Transfer the information from your work with the Challenge Model and insert it in the appropriate places in this chart.

Health District/Unit: ________________________

Challenge	Current situation (baseline data)	Measurable result

Root causes	Priority actions

Complaints versus Requests

Complaints and requests: Principles in effective organizations

- People complain only to someone who can do something about the situation.
- People state their complaint in the form of a request.
- If you receive a complaint you cannot do anything about, you decline to listen to it, and refer it to someone who can do something about it (avoid gossip).
- If you receive a request, you are free to respond in the three ways (yes, no, or counteroffer).

Take one complaint and transform it into a request using the following format.

Request form

1. Will you ____ (specific person)

2. please do this ____ (specific action)

3. by this time____ (specific time)

Three ways to respond to a request

- Yes

- No

- Make a counteroffer: *"No, I can't do that, but I can do something else, or I can do it by some other time."*

Is your plan ready?

A quick checklist for reviewing your analysis to produce an action plan

Adapted from: Robert Fritz – The Path of Least Resistance for Managers. San Francisco: Berrett-Koehler Publishers, 1999:87

1. ***Look at your result(s):***

    - Is this the result/are these the results you truly want to achieve?
    - Did you describe it/them in enough detail to serve as a guide?
    - Did you quantify it/them wherever you could?
    - Did you translate comparative terms (less, more, better, shorter, faster) into measurable goals?
    - Did you focus on what you want to create rather than on eliminating problems?
    - Did you describe the result(s) you want or the process for achieving them?

2. ***Look at your description of current reality:***

    - Have you described the current reality in relation to each result?
    - Is your description of current reality relevant to the result(s) you want?
    - Is it complete (did you include all the facts that you have access to)?
    - Does your description of current reality include assumptions, inferences and editorials or is it as objective as it can be?
    - Did you stick to the facts without exaggeration?
    - Did you state current reality as it is rather than how it got to be that way?

3. ***Look at the interventions, activities or action steps in your plan:***

    - Can you answer 'Yes' to the question: "If we took these steps (not more, not less), would we produce the result(s) we want to achieve?"
    - Are the descriptions of the activities or action steps accurate, brief and concise?
    - Does every action have a due date?
    - Does every action step have a person who is accountable for completing it?

PREPARING MONITORING AND EVALUATION PLANS

For the challenge your team has selected prepare the Monitoring and Evaluation Plan using the template provided. You will need to determine the desired measurable result before completing the rest of the M&E plan.

Challenge:	**Desired measurable result:**
What are the indicators linked to your desired result?	
From where will you get the data for these indicators? For percentage indicators write down the numerators and denominators	
How will you collect the data? Clearly write down the methodology.	
What is the frequency of data collection?	
What is the period covered by the baseline? When will the follow-up measure be taken?	

MOBILIZING STAKEHOLDERS TO COMMIT RESOURCES

Resource Mobilization Request Form

Name of stakeholder and resources needed	What specific request will we make of this stakeholder?	Who will make this request?	When will the request be made?

SAMPLE

Action Plan Format

Health District/Unit: _Clinic B in Blue District____ **Measurable result:** Increase the percent of current family planning users supplied/serviced in the district from 37% to 42%

Priority actions and activities	Person(s) responsible	Resources needed (human, financial, material)	Timeline															
			1st month				2nd month				3rd month				4th month			
First Activity: Meetings	District Manager																	
Required tasks for implementation: 1- Schedule meetings between doctor and work team	District Manager		▲				▲				▲				▲			
2- Schedule meetings between nursing staff and work team	Nursing Supervisor		▲				▲				▲				▲			
3- Regular meetings of work team	Family Planning Specialist		▲		▲		▲		▲		▲		▲		▲		▲	
Second Activity: Training																		
Required tasks for implementation: 1- Cross-cutting training for doctors on other sector activities	Technical supervisor			▲				▲				▲				▲		
2- Train nursing staff	District nursing supervisor			▲				▲				▲				▲		
3- Training during supervisory visits	Family planning specialist + Technical supervisor		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲

Priority actions and activities	Person(s) responsible	Resources needed (human, financial, material)	Timeline															
			1st month				2nd month				3rd month				4th month			
Third Activity: Surveys Required tasks for implementation: 1- To identify the targeted women's opinions on family planning methods	Population Project Representative		▲	▲														
2- To comprehend the private sector's role in family planning at the district level	Technical Supervisor		▲	▲														
Fourth Activity: IE&C plan Required tasks for implementation: 1- To coordinate with the Population Project on funded seminars	Population Project representative + District IE&C representative		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
2- IE&C seminars in high risk areas	District IE&C representative		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲

SAMPLE

Action Plan Worksheet

Transfer the information from your work with the Challenge Model and insert it in the appropriate places in this chart.

Health District/Unit: Clinic B in Blue District

Challenge	Current situation (baseline data)	Measurable result
Increase the percent of current family planning users supplied/serviced in the district	37.3%	42.7%

Root causes	Priority actions
An on-job-training plan	Develop a plan for on-job-training
Lack of awareness on the importance of family planning and the danger of population inflation	Develop an IE&C plan for increasing community awareness
Lack of moral and financial motivation for the work teams	Develop a monthly plan for the work teams with high performance (to connect motivation with achievements)

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Session Eight
Handouts

Three-Person Coaching Exercise

Step 1. Divide the participant into groups of three and assign each a letter:

- Person A is the coach.
- Person B is the person being coached.
- Person C is the observer.

Step 2. The person being coached describes a challenging situation

- This situation could be an obstacle that stands in the way of achieving a result that the person cares about. This is a real problem that he is facing in either his work or personal life. The person being coached takes about five minutes to describe the situation.
- The coach listens to the entire story with great care and without interrupting.

Step 3. The coach *only* asks questions and does not provide solutions

- Following are some of the questions the coach can ask:
  - What are you committed to achieving?
  - What have you achieved so far?
  - What obstacles are you facing?
  - Why do you think you are stuck?
  - If it could turn out exactly as you dreamed, how would it turn out?
  - What actions could you take to overcome your obstacles?
  - What support do you need from others?
  - How can I support you?

Step 4. The observer watches and reviews how the coach performs

- Allow 10 minutes for each round. Then B becomes the coach, C becomes the person coached, and A is the observer. Repeat again in third round, with C being the coach, A the one coached, and B the observer.
- Make sure each person takes a turn in each role. The complete exercise, not counting instructions or debriefing, will take at least 30 minutes.
  - The observer gives feedback on the coaching.
  - Was the coach supportive?
  - Did she listen well?
  - Did she ask questions to help the staff person think through the issues?
  - Did she avoid giving solutions?
  - Did she leave the person more motivated to perform?

Coaching Principles

Principles of coaching

Coaching is a conversation in which the coach is committed to the development and success of the person being coached.

A coach helps the other person:

- clarify her commitments and intended results;
- see new possibilities and actions, and expand her range of behavior choices;
- understand her own contribution to recurrent problems and see the consequences of choices made;
- think more clearly and see new ways of achieving her intended results.

A coach does not:

- evaluate and judge
- blame, criticize and scold
- give solutions.

An effective coach:

- builds a relationship of trust and support
- cares about the person being coached/has the other's growth in mind
- listens well
- asks questions to clarify and illuminate a goal or challenge.

To be coached, you have to:

- want to learn and change
- be open to feedback from others
- take responsibility for your own actions.

Commitment versus Compliance

Source of motivation	Feeling	Outcome
Commitment (internally driven) You want to do something extraordinary You believe in it	Caring about the work Persevering in the face of obstacles Bringing new possibilities and options to the work and feeling empowered to overcome obstacles	Good results that you are proud of
Compliance (externally driven) You have to do something	Acting to satisfy an external standard or requirement	Obedience to orders and working according to a plan
Formal compliance You do just what is required and no more	Usually sufficient to achieve organizational objectives Doing what one has to but in a routine way	Results that are expected
Noncompliance You don't do what is required	Refusing to cooperate and participate in work activities	Insubordination No results
Malicious noncompliance You purposely do the wrong thing, although you may not object openly	Following the "letter of the law" but undermining desired results	Sabotage Negative results

Leadership Development Program
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Session Nine
Handouts

Breakdown Conversation Worksheet

Think of the breakdown your team has recently experienced, and answer the following questions related to that breakdown.

1. **What was the breakdown? Briefly describe what happened.**

   ____

   ____

   ____

   ____

2. **What were you committed to? Describe the commitment of you or your team.**

   ____

   ____

   ____

3. **What was missing that caused the breakdown to occur?**

   ____

   ____

   ____

4. **What did you learn?**

   ____

   ____

   ____

5. **What actions could you take now?**

   ____

   ____

   ____

   ____

Inspire through Building Trust

Page 1: *Inspire through Building Trust*

Trust is having a firm reliance on the integrity, ability, or character of a person

What it means to trust: To increase one's vulnerability to another whose behavior is not under one's control in a situation where there may be risk

Page 2: *Inspire through Building Trust*

Appreciative Inquiry on Trust

1. Think of someone you trust

    What have they done to earn your trust?

2. Think of someone you don't trust

    What have they done to lose your trust?

Page 3: *Inspire through Building Trust*

Practices that Lead to Trust

- Treating associates with respect
- Cooperating rather than competing
- Supporting and helping associates
- Looking for causes of problems in work processes rather than blaming people
- Using knowledge and competence rather than official status to influence others
- Admitting one's own mistakes and uncertainties

Handout: (2 pages)

Leading Through Breakdowns—"Success is moving from failure with no loss of enthusiasm"

What is a Breakdown?

- Any situation which will threaten progress toward a commitment
- Presents uncertainty or difficulty
- A stop in effective action
- Events or circumstances that are obstacles to our commitments

Breakdowns Normally Lead To.....

- Minimizing or ignoring the problem
- Blaming each other
- Erosion of teamwork, trust, and effectiveness

Changing How You Approach Breakdowns

- All large commitments have breakdowns
- The greater our commitment, the more and greater the breakdowns

"NO Commitment No Breakdown"

- Breakdowns, when well handled, are a major source of breakthroughs "finding a new way" to meet your commitments

Comparison of Typical Group Behavior to High Performance Team

Typical Groups		High Performance Teams
• Being stopped by breakdowns • Blaming others • Problems seen as obstacles/barriers • Breakdowns are avoided • Breakdowns seen as an indicators that something is wrong with the person, the team, the project	→	• Breakdowns are effectively used to create breakthrough solutions and finding new ways • Breakdowns are expected • Breakdowns are welcomed and help to understand what is missing to fulfill a commitment.

Coaching Through Breakdowns

1. Declare the **breakdown**
   - What is the breakdown?
   - What happened - facts not interpretations?

2. Identify your **commitment**
   - What's the commitment behind this?
   - Take responsibility (not blame) for the breakdown

3. Notice what is **missing**
   - What was missing that the breakdown occurred? (e.g., integrity, process, etc.)
   - To what are you now committed?

4. Capture **learning**
   - What did you learn?
   - What is possible now?

5. Plan **actions**
   - What actions will you take?
   - What requests and promises do you or others need to make?

Leadership Development Program
Feedback and Evaluation Form

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Session Ten
Handouts

Reporting and Communicating Results

- ### Defining the purpose of sharing and reporting results

Once you have completed your project you need to decide how to use the results. The results of your efforts should have a use not only by your team but also by others. First of all, you need to define your purpose for sharing and reporting your results. Why do you want to share your results?

The reason may be one or several of the following:

- Support or change a policy
- Support or change a program or a component of a program
- Support or change the behavior and practice of people
- Demonstrate an alternative way of doing things

In order to make your results useful you need to take a look at your project and your results from the following two perspectives:

The truth:

- Did you implement a quality project?
- Are your results acceptable in terms of common knowledge and practice?

The use:

- Do your results provide a new insight and guidance?
- Do your results show how to make feasible changes?
- Do your results provide a new perspective?

- ### Defining the audience

The second step is to define your audience. Depending on your purpose, you need to define your audience. Who should hear your story and why? The audience could be:

- Your peers
- Your managers
- Your staff
- Policy makers
- Your community
- The press

Each type of audience has its own perceptions, and its own personal, political or organizational factors that have an influence on the use of results. The same story and results should be tailored appropriately for your audience.

You also need to think about the attitude of the different audiences.

- Are they favorable to you or your team or your project?
- Are they neutral or ignorant?
- Are they unfavorable toward you or your team or your project?

In terms of the audience consider also:

- How do you think they are likely to react? (Will they be skeptical, ignorant, knowledgeable, neutral, interested, excited?)
- How will you present your results? What tables and charts will you use?
  Develop a sample chart showing your target results compared with your baseline.

Depending on your analyis of the purpose and the audience, it is now time to work on preparing results for presentation.

- **Presenting results**

You can present your results through a written report and/or through an oral presentation. The usefulness of your report and presentation depends on its clarity. You may use lists, charts, and tables for this purpose. Excel can be used to create charts and graphs.

Lists

You can use lists to provide information on the following:

- project design
- project objectives
- data collection methods
- analysis performed
- key results
- recommendations

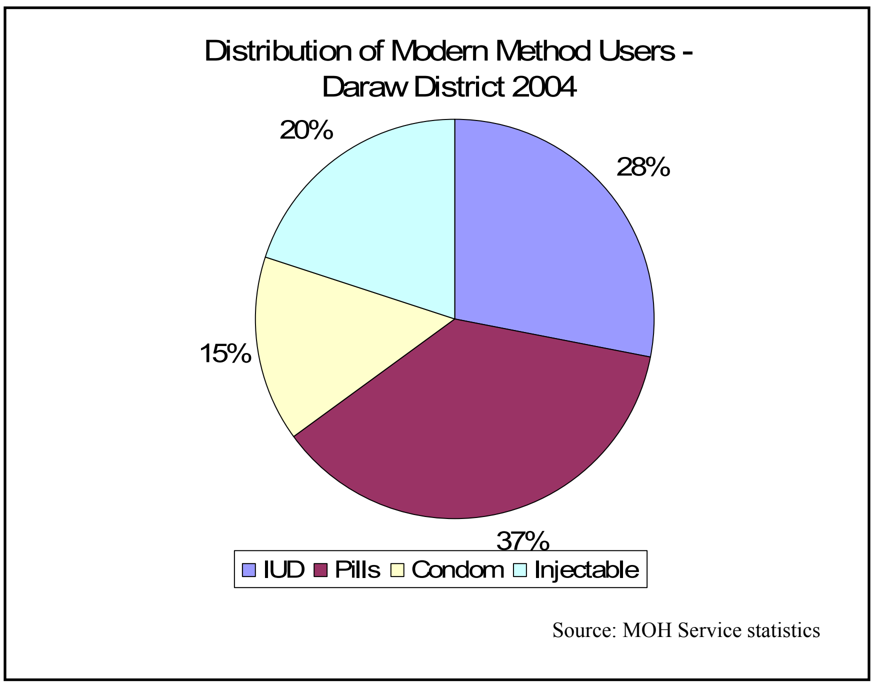
Throughout these sessions we have used many lists, including the one shown above. Lists help to communicate your presentation.

Charts

Charts greatly enhance the understanding of numbers, percentages, rates. There are several types of charts you can use. Remember: *a picture is worth a thousand words*.

Pie chart

This type of chart shows the percentages or numbers that are part of the whole. An example is given below.

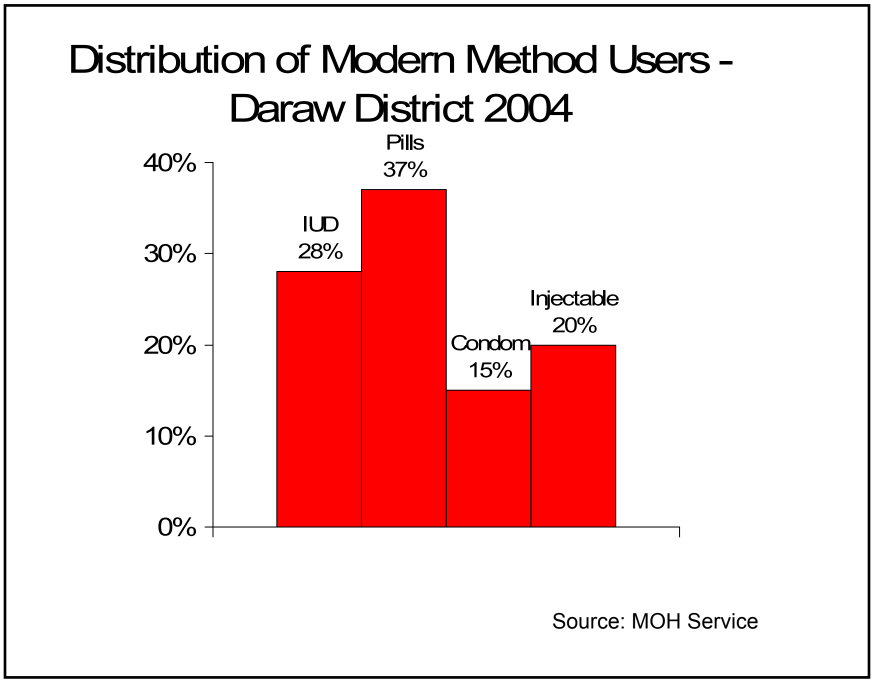


Notice that the sum of the above percentages (20%+28%+15%+37%) are always equal to 100%. When you use a chart in your report or presentation, keep in mind to include the following:

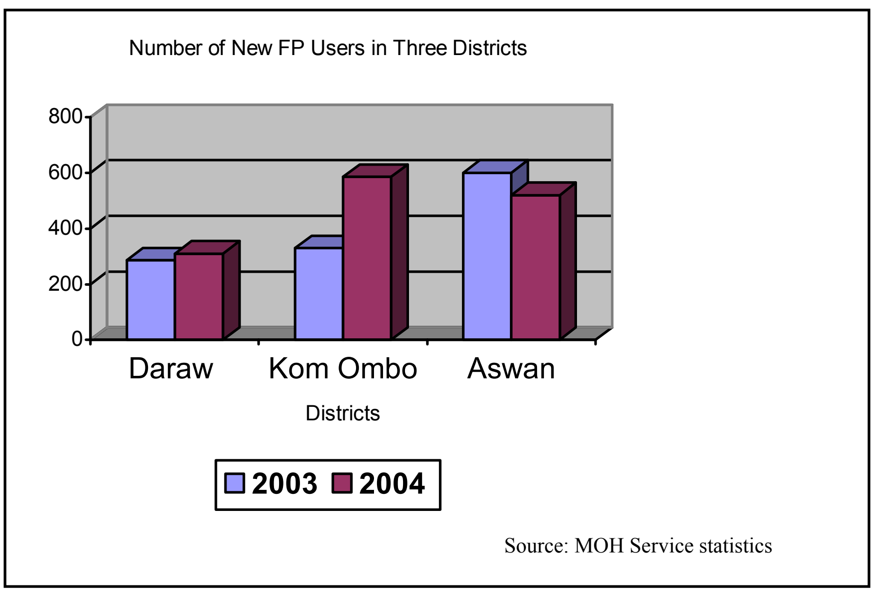
Include these:	**In our example above:**
Title of the chart	Distribution of modern method users
Data representing	Daraw District
Source of data	MOH service statistics

Which period	2004
Legend	IUD, Pills, Condom, Injectables

Histogram
Similar to a pie chart, a histogram is also used to illustrate the distribution of a whole. Here is an example using the same percentages as above. Note that the red area equals 100%.



Bar chart
This type of chart resembles a histogram, but this time each bar or column represents a different distribution (in this case, each set of bars is from a different district). Here is an example:

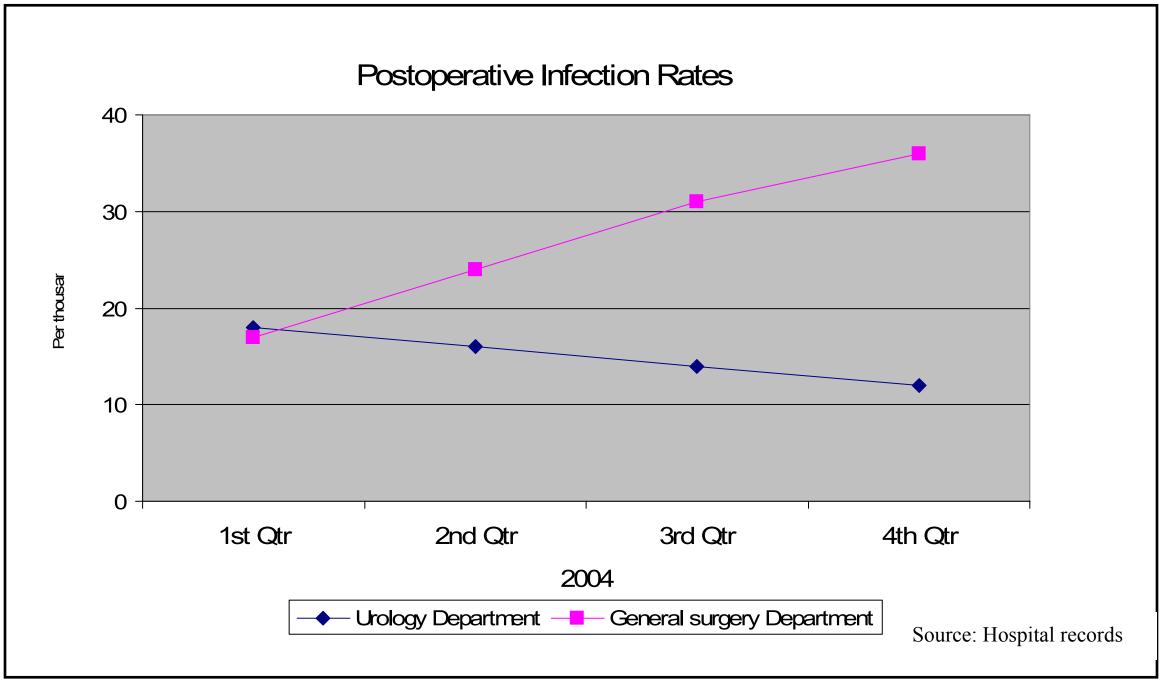


Notice that bars for different districts are shown separately since there is no continuity or relation between the districts. Also note that each bar has equal width.

This type of chart is used to demonstrate differences. You do not need to put numbers on each bar since visual presentation is usually enough.

Line chart

A line chart is used to illustrate the change in continuous quantities over time. An example is shown below.



Line charts are used to illustrate differences over time. Each point represents one value.

Tables

As we discussed during session 10, tables are used to summarize data. Please refer to your Worksheet for Analyzing and Interpreting Data.

- **Preparing a report**

The three main features of a report are:

The report should be readible:

- The report is simple enough to be understood by readers.
- The report includes only the most important objectives, results, and recommendations.
- There are no long sentences and difficult words.
- Jargon and hard to understand technical terms are avoided.

The report should be comprehensive:

- o The readers have all the information needed.
- o There are no unanswered questions left out.
- o All important results are included.

The report should be accurate:

- All the numbers and percentages are correct.
- All tables and charts are labeled.
- All the writers and data sources are acknowledged.
- All data collection and analysis methodologies are explained.

Conclusion

- The purpose of selecting a challenge is to improve the health and well being of people.
- The purpose of a good Monitoring and Evaluation practice is to appropriately monitor, measure, and demonstrate results.
- If you cannot measure, you cannot improve.
- If you can measure, you can improve.

Steps to organizing your data to analyze and interpret

Step 1: Describe your data

Put raw numbers in tables

- Summarize the data you have collected for your challenge.
- The data could come from forms, reports, patient registers.
- Reorganize data in table format to make it more useful.
- Sum up the raw numbers and put totals in the appropriate columns and rows.

Keep in mind:

- Put both your baseline and your final results in the table.
- Do not collect and analyze data that you do not need.
- Use basic descriptive statistics to understand your data.

Step 2: Compare your results

- **Compare your results with your challenge:**
  - For qualitative challenges the result is either YES or NO. Look at the final result for your answer.
  - For numerical challenges the result is in an average, percentage, rate, etc. Look at your final numbers for your answers.
- **Comparing your results with your baseline:** In some cases comparing the results with your target may not be enough or may be misleading. Then it is better to look at the baseline. Consider doing a rate calculation to determine if the percentage has changed (see the bedsore example in Morbidity Rate in the Worksheet for Analyzing and Interpreting Data).
- **Comparing your results with other sites:** This is the last comparison that can be performed.
  - For most of your small scale projects this may not be necessary.
  - Teams with district or hospital level challenges may wish to compare their results with other districts or other hospitals.
  - For this exercise look at our numbers again. You know that the percentage of bedsore cases has not changed.
  - But what about other sites, other districts, hospitals? Have they done better or worse than the sample site?
  - If, during the same period, the percentage of bedsore cases increased at other sites, then it is possible to say that at least this site managed to perform better.

  If you want to do a comparison then keep in mind:
  - Find a similar site with no intervention
  - Use data from the same period

Step 3: Interpret your results

Numbers, percentages or rates do not provide a conclusion. You need to interpret these figures. In addition to the comparisons mentioned above, there are several other factors that you may consider when interpreting your results.

- **Luck:** The results were achieved just by chance, which can occur at any time, and have nothing to do with your project or intervention.

- **Error in selection:** Improper selection of group or site for your intervention. You might have selected an easy clinic to work with, or problematic clinics have refused to participate.

- **Error in data collection:** Error in measuring or collecting data. Your data might be inaccurate, incomplete or not collected in a timely way. People might have made errors while recording and reporting data. If you collect information through interviews with staff or patients, these people might have given incorrect answers or did not report the reality.

- **Underlying factors:** There may be other underlying factors that might have an effect on the results. The age or sex of the patients or another project working in the same area may all have a positive or negative effect on the results.

  OR

- **The role of your intervention:** When you rule out all other possibilities you may consider that your intervention or project has produced these results!

Facilitator Copy with answers
Worksheet for Analyzing and Interpreting Data

For this handout the challenge and table below will be used to analyze and interpret data.

Challenge: How to reduce the number of cases of bedsores?

Objective: Reduce the number of cases of bedsores by half in the first quarter of 2005 compared to the first quarter of 2004

Baseline: 80 bedsore cases in January, February, and March in 2004

Target: 50% reduction in bedsore cases in January, February, and March in 2005 compared to the same period in 2004

Data source: Patient registers in clinic A

Table: Number of bedsore cases – Alexandria Hospital

Baseline data	**January**	**February**	**March**	**Total**
2004 Cases with bedsores	26	28	26	80
2004 Cases without bedsores	56	84	72	212
2004 Total Patients	**82**	**112**	**98**	**292**
Final data				
2005 Cases with bedsores	18	10	8	36
2005 Cases without bedsores	32	28	36	96
2005 Total Patients	**50**	**38**	**44**	**132**

The most common and simple statistics are given below:

AVERAGE (MEAN)

An average is calculated by totaling observations (numbers, responses, etc.) and dividing by the number of observations. Look at the table and calculate the average (mean) number of total cases in 2004 and in 2005.

What are the averages for 2004? 2005?

Answer: 82 + 112 + 98 = 292 divided by 3 = 97.3 in 2004
50 + 38 + 44 = 132 divided by 3 = 44.0 in 2005

What do these numbers mean?

Answer: In 2004, on average, there were 97 patients admitted to the clinic while in 2005, on average, there were 44 patients.

PERCENTAGE

A **<u>percentage</u>** is a part divided by the whole and then multiplied by 100%. Now look at the Table above and calculate the percentage of bedsore cases in January 2004 and 2005.

What is the percentage of bedsore cases in January 2004? 2005?

Answer: January 2004 : 26 bedsore cases divided by 82 total cases then multiplied by 100%

26 / 82 = 0.317 x 100% = 31.7%

Answer: January 2005 :18 bedsore cases divided by 50 total cases then multiplied by 100% 18 / 50 = 0.36 x 100% = 36.0% **What do these numbers mean?** **Answer:** In January 2004 31.7% of the total patients had bed sores while in 2005 36.0% of the patients had bedsores. Or these percentages can also be interpreted as: In both January 2004 and 2005 approximately one out of every 3 cases had bedsores.

RATE
A **rate** is similar to percentage. Rate is defined with a base (100, 1,000, 10,000, etc.). Rates are computed over a period of time such as over a year. Below is the calculation of the bedsore rates for 2004 and 2005 using 1,000 as a base; **80/292 = 0.274 x 1,000 = 274 per thousand** **36/132 = 0.209 x 1,000 = 273 per thousand** **What do these numbers mean?** **Answer:** In 2004 there were 274 bedsore cases per thousand total cases and in 2005 there were 273 bedsore cases per thousand total cases.

Compare your results with your challenge:

For qualitative challenges: The result is either YES or NO. Look at the final product:

Examples

Challenge	Baseline	Final Result	Challenge accomplished
Conduct training for interns	No baseline	Training conducted Training not conducted	**YES** **NO**
Purchase a new sterilizer	No baseline	Equipment purchased Equipment not purchased	**YES** **NO**
Renovate the clinic	No baseline	Clinic renovated Clinic not renovated	**YES** **NO**

For numerical challenges: The result is in percentages, rates, etc. Look at the final numbers:

Examples

Challenge	Baseline	Final Result	Challenge accomplished
Reduce the number of bedsore cases by half	80 cases	40 cases or below 41 cases or above	**YES** **NO**
Double the average number of antenatal care visits	2 visits per pregnant woman	4 visits per pregnant woman or over Fewer than 4 visits per pregnant woman	**YES** **NO**
Increase the number of new FP users by 50%	220 new users	330 new users or more 329 new users or less	**YES** **NO**

So…..
Challenge: Reduce the number of cases of bedsores by 50%, which means from 80 cases in 2004 to 40 cases in 2005.

What is the result?

Answer: Number of bedsore cases in 2004: 80
Number of bedsore cases in 2005: 36

Is it possible to say that the challenge has been accomplished?

Answer: Yes!

Compare your results with your baseline: In some cases comparing the results with your target may not be enough or may be misleading. Then it is better to look at the baseline. In this example, although there are fewer bedsore cases in 2005, is this the whole story?

To answer this question, put the Morbidity Rates next to these numbers.

	Number of bedsore cases (A)	**Total number of cases (B)**	**Morbidity Rate (A divided by B)x1,000**
2004	80	292	274/1,000
2005	36	132	273/1,000

What is the result?
Answer:
- As seen from the table above, the number of bedsore cases and the total number of patients went down in 2005. But the percentage of bedsore cases has not changed.
- This analysis shows that the intervention has not made a difference since the same percentage of patients still developed bedsores.

Comparing results with other sites: This is the last comparison that can be performed.
- For most of your small scale projects this may not be necessary.
- Teams with district or hospital level challenges may wish to compare their results with other districts or other hospitals.
- For this exercise look at our numbers again. You know that the percentage of bedsore cases has not changed.
- But what about other sites, other districts, hospitals? Have they done better or worse than the sample site?
- If, during the same period, the percentage of bedsore cases increased at other sites, then it is possible to say that at least this site managed to perform better.

If you want to do a comparison then keep in mind:
- Find a similar site with no intervention
- Use data from the same period

Worksheet for Analyzing and Interpreting Data—*Participant Copy*

For this handout the challenge and table below will be used to analyze and interpret data.

Challenge: How to reduce the number of cases of bedsores?

Objective: Reduce the number of cases of bedsores by half in the first quarter of 2005 compared to the first quarter of 2004

Baseline: 80 bedsore cases in January, February, and March in 2004

Target: 50% reduction in bedsore cases in January, February, and March in 2005 compared to the same period in 2004

Data source: Patient registers in clinic A

Table: Number of bedsore cases – Alexandria Hospital

Baseline data	**January**	**February**	**March**	**Total**
2004 Cases with bedsores	26	28	26	80
2004 Cases without bedsores	56	84	72	212
2004 Total Patients	**82**	**112**	**98**	**292**
Final data				
2005 Cases with bedsores	18	10	8	36
2005 Cases without bedsores	32	28	36	96
2005 Total Patients	**50**	**38**	**44**	**132**

The most common and simple statistics are given below:

AVERAGE (MEAN)

An average is calculated by totaling observations (numbers, responses, etc.) and dividing by the number of observations. Look at the table and calculate the average (mean) number of total cases in 2004 and in 2005.

What are average number of total bed cases in 2004 and 2005?
Answer: 2004____

Answer: 2005____

What do these numbers mean?
Answer:____
____
__

PERCENTAGE

A **percentage** is a part divided by the whole and then multiplied by 100%. Now look at the Table above and calculate the percentage of bedsore cases in January 2004 and 2005.

What are the percentage of bedsore cases in January 2004 and 2005?
Answer: Jan. 2004____

Answer: Jan. 2005____ **What do these numbers mean?** **Answer:____**

RATE
A **rate** is similar to percentage. Rate is defined with a base (100, 1,000, 10,000, etc.). Rates are computed over a period of time such as over a year. Below is the calculation of the bedsore rates for 2004 and 2005 using 1,000 as a base; **80 divided by 292 = 0.274 x 1,000 = 274 per thousand** **36 divided by 132 = 0.209 x 1,000 = 273 per thousand** **What do these numbers mean?** **Answer:____**

Comparing Results

For qualitative challenges: The result is either YES or NO. Look at the final product:

Examples

Challenge	Baseline	Final Result	Challenge accomplished
Conduct training for interns	No baseline	Training conducted Training not conducted	**YES** **NO**
Purchase a new sterilizer	No baseline	Equipment purchased Equipment not purchased	**YES** **NO**
Renovate the clinic	No baseline	Clinic renovated Clinic not renovated	**YES** **NO**

For numerical challenges: The result is in percentages, rates, etc. Look at the final numbers:

Examples

Challenge	Baseline	Final Result	Challenge accomplished
Reduce the number of bedsore cases by half	80 cases	40 cases or below 41 cases or above	**YES** **NO**
Double the average number of antenatal care visits	2 visits per pregnant woman	4 visits per pregnant woman or over Fewer than 4 visits per pregnant woman	**YES** **NO**
Increase the number of new FP users by 50%	220 new users	330 new users or more 329 new users or less	**YES** **NO**

So…….
Challenge: Reduce the number of cases of bedsores by 50%, which means from 80 cases in 2004 to 40 cases in 2005.

What is the result? What were the number of bedsore cases in 2004? In 2005? (look at table on page one to figure out answer)
Answer:
____
____

Is it possible to say that the challenge has been accomplished?
Answer:____

Comparing your results with your baseline: In some cases comparing the results with your target may not be enough or may be misleading. Then it is better to look at the baseline. In this example, although there are fewer bedsore cases in 2005, is this the whole story?

To answer this question, put the Morbidity Rates next to these numbers.

	Number of bedsore cases (A)	Total number of cases (B)	Morbidity Rate (A divided by B)x1,000
2004	80	292	274/1,000
2005	36	132	273/1,000

What is the result?
Answer:____
____

Comparing results with other sites: This is the last comparison that can be performed.

- For most of your small scale projects this may not be necessary.
- Teams with district or hospital level challenges may wish to compare their results with other districts or other hospitals.
- For this exercise look at our numbers again. You know that the percentage of bedsore cases has not changed.
- But what about other sites, other districts, hospitals? Have they done better or worse than the sample site?
- If, during the same period, the percentage of bedsore cases increased at other sites, then it is possible to say that at least this site managed to perform better.

If you want to do a comparison then keep in mind:

- Find a similar site with no intervention
- Use data from the same period

Leadership Development Program
Feedback and Evaluation Form

Date_____________________ Day_______________________

We would appreciate your assistance in completing this evaluation form, which would allow us to improve on the material and other aspects of this program.

1. What did you learn from this session?

2. How will you apply it?

3. What suggestions do you want to give to facilitators?

Session Eleven Handouts

WCA Tool

Workgroup Climate Assessment (WCA)

Management Sciences for Health

Management & Leadership

Please write the name of your workgroup here: _______________________

INSTRUCTIONS: To complete the survey, please read each item. How do you feel about the item today? To assist you, there is a there is a statement at the top of the survey that reads: *I feel that in my workgroup……* Once you have made your choice, indicate your selection by circling the appropriate number in the shaded column, as demonstrated in the sample below.

Your answers are confidential. In no case will your individual responses be shared with anyone in your organization.

Here is an example of how to complete the Workgroup Climate Assessment.

Workgroup Climate Assessment SAMPLE I feel that in my workgroup…..	How are things now in your workgroup? Please rate each item on a scale from 1 to 5 where: 1 = Not at All 2 = To a Small Degree 3 = To a Moderate Degree 4 = To a Great Degree 5 = To a Very Great Degree
1. We have a positive attitude	1 2 3 4 5
2. We enjoy our work	1 2 3 4 5

Workgroup Climate Assessment - Part A

Please read each item below and indicate your selection by circling the appropriate number in the shaded column.

Workgroup Climate Assessment – Part A I feel that in my workgroup…..	How are things now in your workgroup? Please rate each item on a scale from 1 to 5 where:- 1 = Not at All 2 = To a Small Degree 3 = To a Moderate Degree 4 = To a Great Degree 5 = To a Very Great Degree				
1. We feel our work is important	1	2	3	4	5
2. We strive to achieve successful outcomes	1	2	3	4	5
3.We pay attention to how well we are working together	1	2	3	4	5
4. We understand the relevance of the job of each member in our group	1	2	3	4	5
5. We have a plan which guides our activities	1	2	3	4	5
6. We understand each other's capabilities	1	2	3	4	5
7. We seek to understand the needs of our clients	1	2	3	4	5
8. We take pride in our work	1	2	3	4	5

After completing this part of the assessment, please move on to Part B found on the next page.

Workgroup Climate Assessment - Part B

This section is an assessment of your feelings about whether your workgroup is *known for quality work* and whether it is *productive*.

What does being *known for quality work* mean? It means that our workgroup:

- is known for meeting our clients' needs
- receives positive feedback from our clients or supervisors

What does being productive mean? It means that our workgroup:

- consistently meets our work objectives, such as monthly or annual objectives
- is recognized by others as a group that gets the job done

Please read each item and then decide how things are in your workgroup. Using the same scale as in Part A, indicate your selection by circling the appropriate number in the shaded column.

Workgroup Climate Assessment – Part B **I feel that …..**	How are things now in your workgroup? Please rate each item on a scale from 1 to 5 where: 1 = Not at All 2 = To a Small Degree 3 = To a Moderate Degree 4 = To a Great Degree 5 = To a Very Great Degree
9. Our workgroup is known for quality work	**1 2 3 4 5**
10. Our workgroup is productive	**1 2 3 4 5**

Thank you for completing the assessment.

Applying the Workgroup Climate Assessment (WCA)

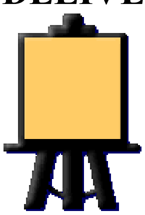
PURPOSE: To introduce the concept of workgroup climate to your team and to have the team fill out the Workgroup Climate Assessment

TIME: 1 hour

OBJECTIVES: By the end of this session, your team members will:
- Recognize the elements that make up a positive workgroup climate
- Understand how workgroup climate impacts performance
- Fill out the Workgroup Climate Assessment

MATERIALS FOR MEETING:
- Flip chart and markers
- Copies of the WCA for each member of your team
- Large envelope for completed WCA forms

DELIVERY



STEP 1: Explain that you are going to talk about what you have learned in the workshop about how workgroup climate affects performance and that the team is going to have the chance to fill out a questionnaire that will measure their workgroup climate before and after they participate in the Leadership Development Program.

STEP 2: Write the **OBJECTIVES** of the meeting on a flipchart—read through them

STEP 3: Ask your team to think of a time when they were a member of a workgroup that they did not like or felt it was a struggle to get anything done as a team.
  - What was it like to be a member of that workgroup?
  - What were their perceptions and feelings about the environment of that workgroup?
  - Why do they think the workgroup was unable to get anything done?
- Record their responses on flipchart

STEP 4: Now ask them to think of a time when they were a member of a workgroup that they enjoyed working with and that was successful in achieving results.
  - What was it like to be a member of that workgroup?

- What were their perceptions and feelings about the environment of that workgroup?
    - Why do they think the workgroup was able to achieve results?
- Record their responses on flipchart

STEP 5: Explain that one of the goals of the Leadership Development Program is to help teams to improve their work climate at the same time that they work together on addressing an important challenge. One of the ways to improve climate is for a team to measure it using a short survey called the WCA, to discuss what the survey results show, and to brainstorm ways to improve it.

STEP 6: Explain that the survey is completely confidential and that no one's name will appear on it. When the team gets back their results, the feedback chart will only say Team Member #1 and Team Member #2 and so on. No names will be used. Also explain that the surveys will go into an envelope which will then be taken to the workshop facilitators. After the second workshop, the facilitators will give participants a chart of their team's results to bring back to the team for discussion.

STEP 7: Go over the Instructions on the first page of the WCA for how to fill out the questionnaire. Ask people if there are any questions about how to fill it out. When everyone has filled out the questionnaires, pass around the envelope to put the completed forms inside. The envelope should be sealed at this time.

STEP 8: Bring the envelope back to the facilitators along with a list of the team members who filled it out. The list will help you remember who filled it out the first time so that when you apply the follow-up WCA after the leadership development program is over the same people should fill out it again.

STEP 9: If a team member was missing during the presentation but will be participating in selecting a challenge and implementing the action plan, briefly explain the purpose of the WCA and ask them to fill out the questionnaire and put it in the envelope.

Leadership Development Program
Feedback and Evaluation Form

Date_____________________ Day_______________________

We would appreciate your assistance in completing this evaluation form, which would allow us to improve on the material and other aspects of this program.

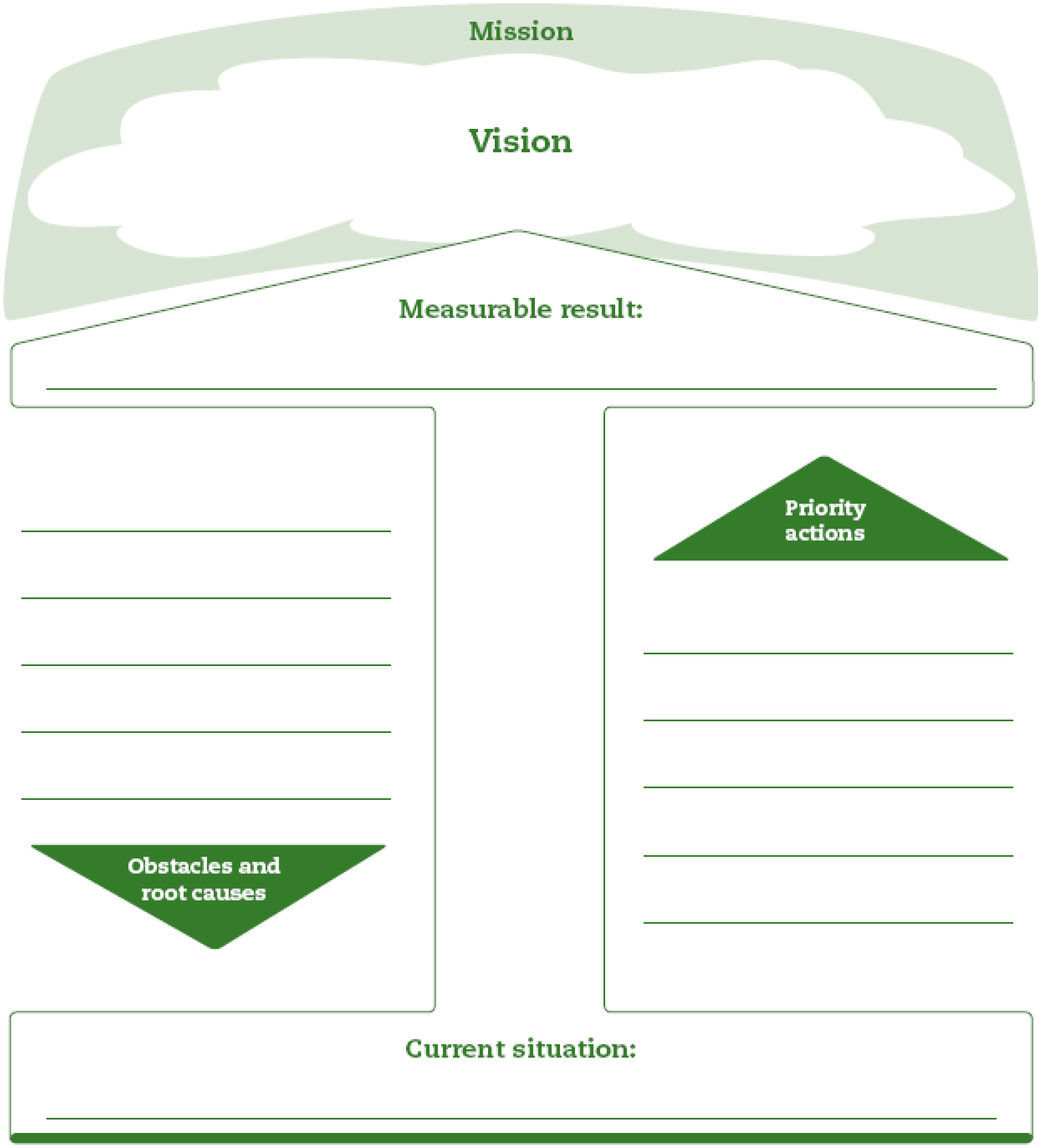
1. What did you learn from this session?

2. How will you apply it?

3. What suggestions do you want to give to facilitators?

Session Twelve
Handouts

The Challenge Model



Challenge:

[How will we achieve our desired result in light of the obstacles we need to overcome?]

From *Managers Who Lead: A Handbook for Improving Health Services*
Cambridge, MA: Management Sciences for Health, 2005

LeaderNet *Developing Managers who Lead*

LeaderNet is a community of practice for managers, leaders, and facilitators of leadership and management programs in the health care field. Members of this CoP share knowledge that is grounded in their everyday work as leaders. Through LeaderNet, members connect to one another face-to-face, on the Web, through email, by phone, and fax.

Why Is LeaderNet Needed?

The Management and Leadership Program (M&L) has provided leadership training to more than 5,000 managers from developing countries all over the world. They finish their training ready to take their new learning and self-awareness back to the workplace to effect change. Many of them run into a wall of obstacles, with no peer network, no resources to consult, and no coach to keep them inspired.

Until now they have relied on informal contact with program facilitators and peers for advice and to share experiences. In light of decentralizing health care systems and the urgent need to scale up services to combat HIV/AIDS, tuberculosis, and malaria, many graduates of M&L programs are becoming facilitators of leadership development programs in their own countries and need resources and support to build their skills. From this strongly-voiced need, LeaderNet was born.

What Does LeaderNet Do?

LeaderNet is open to alumni and facilitators of M&L programs. It is a platform for continuous learning, ongoing support and peer exchange long after a leadership program ends. LeaderNet:

- Sustains an on-going relationship between M&L and graduates of its programs
- Provides opportunities to members to continue to learn from one another
- Provides greater access to M&L expertise in leadership and management through dynamic dissemination of leadership and management resources
- Provides support to managers and health care providers, even in countries with little internet access, through a variety of pathways including, Web, e-mail, fax and phone

What has LeaderNet Achieved?

In a little over one year of operation LeaderNet has enrolled 262 members from 29 countries in Africa, Latin America, India, and the Caribbean. Milestones include:

- A Web site in Spanish and English
- Eight online workshops on: Creating a Work Climate that Improves Performance; How Personal Motivation Affects Workgroups; Developing Effective Productive teams; Ethics and Leadership; Executive Coaching; Monitoring and Evaluation for the Egypt Leadership Development Program; Strengthening Leadership at the Top: Promises and Pitfalls; and Strategies for Success in Low-Resource Settings: Stories from Mozambique
- Moderated online discussions across three languages
- Web-based resources on the latest thinking in Leadership and Management

What Is Coming Soon?

- A case study section on building community leadership in Nicaragua
- A facilitator section where facilitators can download entire Leadership Development Programs as well as tips on how to improve their skills
- A Portuguese version of the Web site

> *"This activity has been truly interesting and enriching. It's so important to be able to share ideas on such key topics with people from other countries, so that we have a broader vision of the world that surrounds us.*
>
> *—A LeaderNet member from Nicaragua commenting on the Executive Coaching Workshop*

MSH MANAGEMENT SCIENCES *for* HEALTH

M&L | Management & Leadership Program

USAID FROM THE AMERICAN PEOPLE

Funding provided by the U.S. Agency for International Development under the Management and Leadership Program, cooperative agreement number HRN-A-00-00-00014-00

For more information, contact Cary Perry at leadernet@msh.org

MSH MANAGEMENT SCIENCES FOR HEALTH

a nonprofit organization strengthening health programs worldwide

THE HEALTH MANAGER'S TOOLKIT

http://erc.msh.org/toolkit

Whether integrating services, conducting an organizational management assessment, fighting epidemics, improving human resources, or evaluating information systems, health managers around the world need tools to do their work.

The MSH Health Manager's Toolkit, is an electronic compendium of over 60 tools designed for health professionals at all levels to meet this need.

The Toolkit includes spreadsheet templates, forms for gathering and analyzing data, checklists, guidelines for improving organizational performance, and self-assessment tools for evaluating underlying problems management systems.

These tools assist managers in providing accessible high-quality and sustainable health services.

VISIT THE TOOLKIT TODAY AND FIND VALUABLE TOOLS ON:

- leadership development
- clinical services and quality management
- financial management
- information management
- health policy and reform
- organizational sustainability
- human resources management
- organizational planning
- community health services

A Collaborative Project

Originally developed by MSH and Family Health International (FHI), the Health Manager's Toolkit features 59 tools collected from 23 different organizations. Available in English, French, Spanish, and Portuguese, the tools are easily accessible, informative, up-to-date, and practical.

Features

The Toolkit provides an annotation for each tool and either the tool itself or information on where it may be obtained. Each annotation indicates:

- the purpose of the tool;
- advantages and limitations;
- where the tool has been used;
- the organization that developed the tool;
- availability of support materials, such as user's guides or facilitator's guides.

The Toolkit also includes links to other toolkits and the Toolkit message board, where you can share your thoughts about tools in the Toolkit

Accessing the Toolkit

To access the Health Manager's Toolkit on the Web, go to http://erc.msh.org/toolkit. For information on accessing the Toolkit by e-mail, please send a message to erc@msh.org. MSH is always searching for appropriate new or updated management tools to add to the Toolkit. To submit a tool to the Toolkit, send an e-mail to toolkit@msh.org.

"Well organized and practical, your tools help me in my daily work, and have impacted the way I manage."

Family planning manager, Peru

- drug and supply management

MSH Management Sciences for Health
a nonprofit organization strengthening health programs worldwide

The Manager's Electronic Resource Center

http://erc.msh.org

Sharing management experience through an international network of health professionals

What do a manager in East Timor, a technical advisor in Suriname, and a health economist in Cameroon have in common? They are members of a global network of health professionals who use The Manager's Electronic Resource Center (ERC) to access the latest management tools, information, and resources.

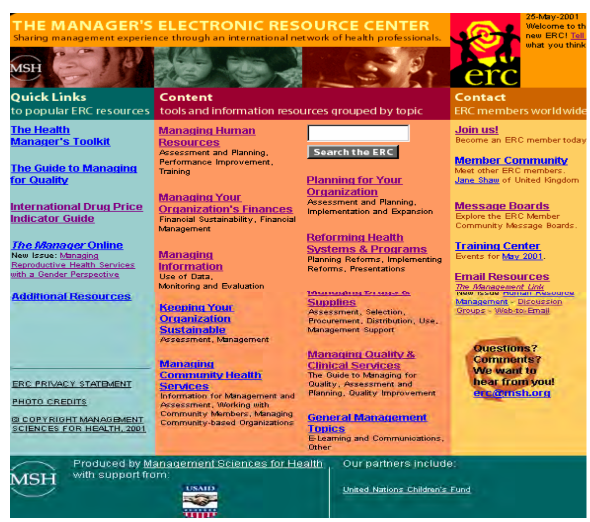
ERC members can share experiences, best practices, and materials with one another through the use of interactive message boards, e-mail discussion groups, and field-tested tools from over 17 collaborating agencies.

The ERC Web site offers:

- over 5,000 pages of quick-loading information;
- printable full-text documents;
- more than 150 ready-to-use management tools;
- a members' area for networking;
- a training calendar of international conferences and events;
- online issues of *The Manager*;
- message boards for exchange of experiences and best practices;
- access to the Health Manager's Toolkit
- materials in English, French, and Spanish.

Explore the ERC and become a member today.* Registration is free and once you join, you will be part of a large community of health professionals with full access to all of the site's features. Please let us know what you think (*erc@msh.org)*. Your feedback determines how we expand and strengthen the ERC and its associated offerings.

**** Membership is not necessary to access and use the ERC.***



"I found the information very useful and relevant to my country, Sudan, which is experiencing a complete collapse of public health services."

ERC member, Sudan

Tabulation Instructions

Instructions for Facilitators when Tabulating by Hand and Using Printed Copies of the Tabulations Workbook

<u>Tabulations (first worksheet)</u>

4. Record the score for each of the 8 climate items, moving horizontally across the chart for each team member. Calculate the average score for each team member in the far right column, and then calculate the overall climate score by averaging the all of the "individual scores."
5. Do the same for the two items on productivity and quality.
6. DO NOT hand out copies of this sheet for the workgroup members.

<u>Feedback Chart (for teams)</u>

3. Once all of the necessary data has been input in the tabulations sheet, record the average Individual Climate Scores into the columns provided on the Feedback Chart.
4. Once this form is completed, make copies of this sheet for the workgroup participants. Make one copy per person.

<u>Feedback Graph (for teams)</u>

3. This graph should also be based on the data you recorded on the Tabulations worksheet. Draw a bar graph of each team member's average score, and one bar for the overall climate score.
4. Once this form is completed, make copies of this sheet for the workgroup participants. Make one copy per person.

Tabulation Sheet #1: climate items

The facilitator records scores for the 8 climate items in this table. Average scores are then calculated for each person and an overall climate score is calculated for the team.

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Individual Climate Score (average across all items)
Team member 1									
Team member 2									
Team member 3									
Team member 4									
Team member 5									
Team member 6									
Team member 7									
Team member 8									
Team member 9									
Team member 10									
	Overall team climate score (average across all individuals):								

Tabulation sheet #2: additional items

The facilitator records scores for the quality and productivity items. An overall team score is then calculated for each item.

	Quality (Item 9)		Productivity (Item 10)
Team member 1			
Team member 2			
Team member 3			
Team member 4			
Team member 5			
Team member 6			
Team member 7			
Team member 8			
Team member 9			
Team member 10			
Overall team score:			

Feedback chart for teams
Baseline (pre intervention) climate scores

Team members	PRE: Individual Climate Scores
Team member 1	
Team member 2	
Team member 3	
Team member 4	
Team member 5	
Team member 6	
Team member 7	
Team member 8	
Team member 9	
Team member 10	
Overall team climate score	

Team score on quality:	

Team score on productivity:	

Feedback chart for teams

Follow-up (post intervention) climate scores

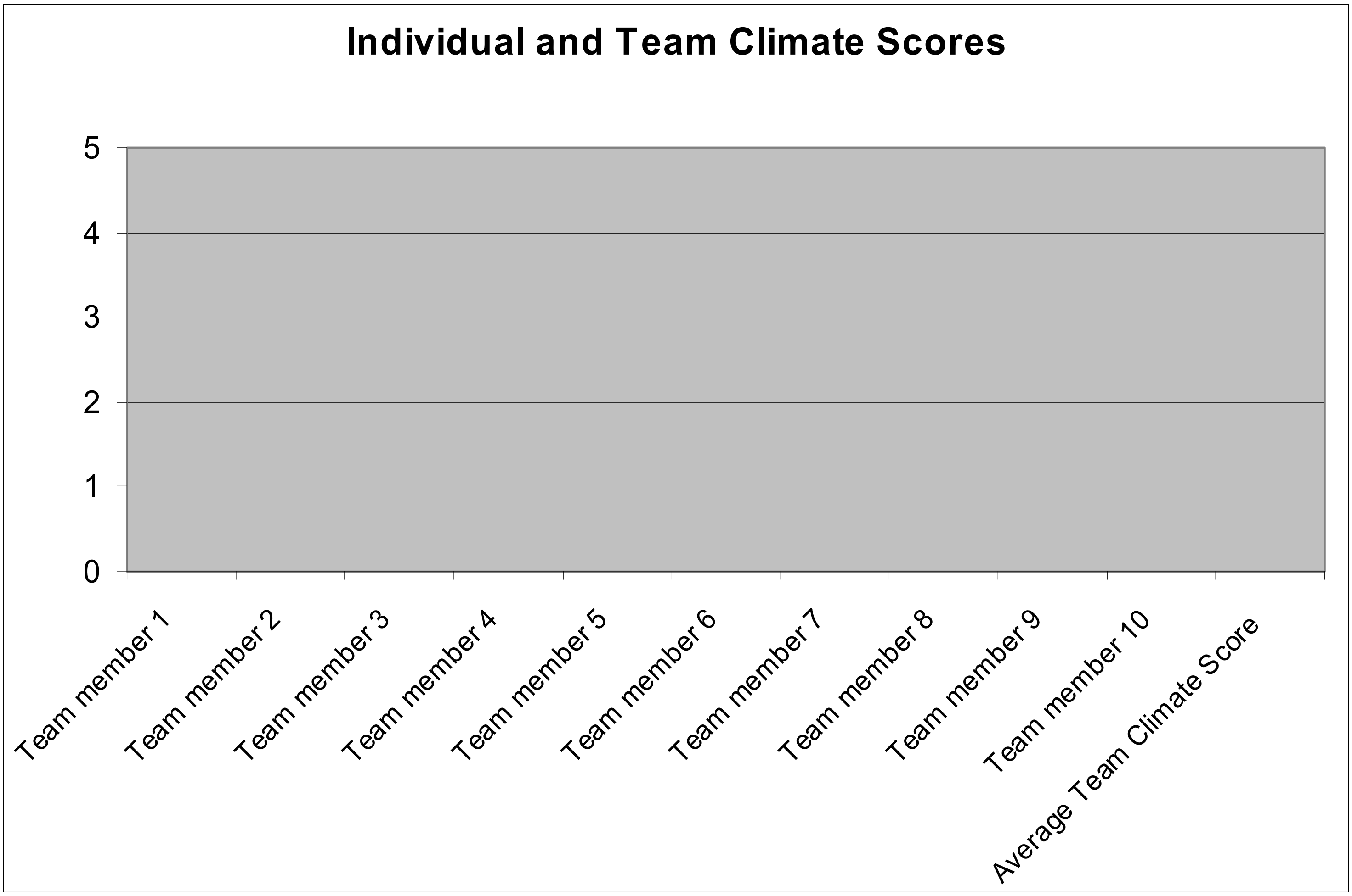
Team members	PRE: Individual Climate Scores		POST: Individual Climate Scores
Team member 1			
Team member 2			
Team member 3			
Team member 4			
Team member 5			
Team member 6			
Team member 7			
Team member 8			
Team member 9			
Team member 10			
Overall team climate score			

Team score on quality:			

Team score on productivity:			

Feedback graph for teams

The facilitator plots the individual scores and overall team score on this graph.



Discussing the Workgroup Climate Assessment (WCA) Post-Intervention

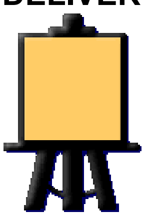
PURPOSE: To discuss your team's results of the Workgroup Climate Assessment after your team has participated in the Leadership Development Program (LDP).

TIME: 1 hour, 10 minutes

OBJECTIVES: By the end of this session, your team members will:
- Receive WCA results.
- Discuss results and compare these results to the baseline score established when you the first completed the WCA.

MATERIALS FOR MEETING:
- Flip chart and markers
- Copies of the WCA feedback chart and results graph for each team member (given to the team at the workshop from the facilitator)

DELIVERY



STEP 1: Explain that you are going to talk about the results of the Work Climate Assessment as a team after you have participated in the LDP.

STEP 2: Write the **OBJECTIVES** of the meeting on a flipchart—read through them.

STEP 3: Distribute copies of the feedback chart and WCA results graph to each team member for both the first application of the tool at the beginning of the program (baseline copy) and this application of the tool.

STEP 4: Explain that you are going to discuss the results as a team. Just as each bar in the feedback graph is important for the overall picture of team climate, each voice of each team member is important in the discussion of Work Climate. Be sure that each team member has an opportunity to share their thoughts during the discussion.

STEP 5: Ask the team to look at both sets of the feedback chart and graph together. Ask the team to look at all of the bars in the graph together. Decide if the height of all of the bars is uniformly high, uniformly low, or up and down.

Uniformly high:
- Does everyone perceive climate the same way (at the same level)?
- Are these realistic scores – did team members feel they had to assign high values?

- Have scores increased or decreased since the first application of the WCA?

Uniformly low:
- Does everyone perceive climate the same way (at the same level)?
- Are there forces beyond your control that affect your climate and are keeping it low?
- Have scores increased or decreased since the first application of the WCA?

Up and down:
- Why do some team members answer low and others high?
- What are the causes of the lower or higher scores in your team profile?
- What do you think are the main causes of the differences (or the similarities) among the individual scores within the team?

STEP 6: Ask the team to look at the graph results of the baseline score and this final score of the WCA. Ask the following questions:

- Have the scores changed? Why do you think so?
- What actions did you take—or not take—that may have impacted the score? During the discussion of your baseline scores you decided upon actions you could take within your workgroup during the program that could improve workgroup climate (for example, increasing individual participation in meetings). Were you able to do this?
- What did you learn during the leadership or management strengthening program that you feel has changed your workgroup's climate? Why do you think this happened?

If the team scores have decreased since the first time the team completed the WCA, explain that this is common and that it does not necessarily mean that the Climate has worsened. It sometimes means that members of a workgroup have set higher standards for themselves since participating in a program and have therefore scored themselves lower, or they have a better idea of what the elements on the survey mean and are scoring themselves more realistically. If this is the case, open a discussion about reasons for this difference.

STEP 7: As your team continues to work together, keep this discussion in mind and continue to use the Leadership and Management Practices for Improving Workgroup Climate Chart to help guide your team towards optimum performance.

Leadership and Management Practices for Improving Workgroup climate	
Leadership and Management Practices	**Examples**
Scanning	• Involve your workgroup in all scanning activities below • Have conversations with clients that focus on identifying their concerns. • Scan the organization and external environment to understand patterns and trends; • Gather information by using varied sources (interviews, documents, observation, computers, etc.); • Routinely analyze collected statistics to understand client needs;
Focusing	• Make sure the group is clear about its purpose and goals • Identify critical challenges • Work to make sure everyone understands the key challenges • Continue to clarify the main purpose when people get off track Using the techniques listed above, reflect on client needs and expectations, and adjust practice within the guidelines of the updated group mission, key goals, and strategy.
Aligning/ mobilizing	• Discuss how individual plans of group members align with group (and organizational) plans. • Encourage people to be resourceful in meeting their goals
Inspiring	• Personally model expected behaviors in your daily activities. • As a group, set high standards for your work, and recognize when they are met. • Let others in the organization know about your group's accomplishments. • Discuss frequently the importance of your group's work and the impact it has on the lives of your clients. • Take time to know each member of your workgroup. Learn what motivates him or her on the job. • Learn about the skills, values, and interests of each member of your group. • Create opportunities for group members to inform you and each other of their skills, values, and interests. • Observe how the group functions under pressure. Build on members' adaptive capacity and help them cope even more effectively. • Organize informal events outside of work during which members of the group can establish rapport and talk about personal interests and skills.
Planning	• Develop a work plan that clearly defines the goals of the group and work to be done to reach those goals.
Organizing	• Set up a system to track the group's processes, timetables, and outcomes as related to the work plan.
Implementing	• Implement the work plan, and schedule regular meetings to discuss progress towards goals.
Monitoring and Evaluating	• With the workgroup, set performance goals. • Assess current performance against group goals and identify opportunities for improvement. • With the group, continually compare current activities with stated plans for improvement.

Leadership Development Program
Feedback and Evaluation Form

Date____________________ Day______________________

We would appreciate your assistance in completing this evaluation form, which would allow us to improve on the material and other aspects of this program.

1. What did you learn from this session?

2. How will you apply it?

3. What suggestions do you want to give to facilitators?

Leadership Development Program
Final Feedback and Evaluation Form

Date____________________ Day______________________

We would appreciate your assistance in completing this evaluation form, which would allow us to improve on the material and other aspects of this program.

1. What did you learn from the program?

2. How will you apply it?

3. What suggestions do you want to give to facilitators?

End of Handouts