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# THE VIRTUAL LEADERSHIP DEVELOPMENT PROGRAM FOR IRAQ 2 FINAL REPORT

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This publication was produced for review by the United States Agency for International Development. It was prepared by Morsy Mansour, Tawhida Khalil, and Dalia El Khodairy on behalf of BASICS.

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The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

## Abstract

This final report describes findings and lessons learned from the second Virtual Leadership Development Program for the Iraq Ministry of Health (VLDP IRAQ 2). The program was delivered by BASICS to a total of 74 participants from the central level of the Iraq Ministry of Health from April 24 to July 23, 2006. The VLDP is a 13-week Internet-based, blended learning program developed by Management Sciences for Health that combines face-to-face team work with distance learning methodologies and is facilitated by two organizational and leadership development specialists.

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Finally, the Team would like to thank the VLDP Iraq 2 participants for their high commitment to participating in the program while facing great challenges in Iraq, as well as their enduring efforts to actively and openly share their thoughts, hopes, experiences, and challenges throughout the VLDP.

## ACRONYMS

<b>AAR</b>	After Action Review
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MOH</b>	Ministry of Health
<b>MSH</b>	Management Sciences for Health
<b>NGO</b>	Non-Governmental Organization
<b>RTI</b>	Research Triangle Institute International
<b>RUD</b>	Rational Use of Drugs
<b>UNICEF</b>	United Nations Children's Fund
<b>USAID</b>	United States Agency for International Development
<b>VLDP</b>	Virtual Leadership Development Program
<b>WCA</b>	Workgroup Climate Assessment
<b>WHO</b>	World Health Organization

## EXECUTIVE SUMMARY

The Virtual Leadership Development Program (VLDP) is a 13-week Internet-based, blended learning program developed by Management Sciences for Health (MSH) that combines face-to-face team work with distance learning methodologies. VLDP participants complete seven learning modules, work in teams to identify an organizational challenge, and develop an action plan to address this challenge with support and feedback from the program facilitators.

Through a subcontract with MSH and with funding from USAID/Iraq, the BASICS project first offered the English-language VLDP in Iraq from September 25 to December 22, 2005. Success in that initial offering led to translation of the VLDP into Arabic and to a second session (referred to as VLDP Iraq 2 in this report), delivered from April 24 to July 23, 2006 to 74 participants, representing 12 teams from the central level of the Ministry of Health in Iraq.

The VLDP Iraq 2 also included two face-to-face workshops in Amman, Jordan for the team leaders. The two workshops, which were led by the VLDP Iraq 2 facilitators, took place from April 22 to 27, 2006, during the launch of the VLDP Iraq 2, and from July 7 to 14, 2006, during the final stages of the program. These meetings proved advantageous for introducing program and leadership concepts, cementing relationships between the Iraqi team leaders and the VLDP Iraq 2 facilitators, and encouraging participation. Furthermore, the second face-to-face workshop was a great opportunity to train three facilitators and one program manager to help sustain this program within the Iraqi Ministry of Health. These facilitators were selected from the first group of VLDP Iraq graduates, based on their active involvement in the program and their continuous commitment to leadership, as well as to supporting and inspiring their colleagues in the Ministry towards successful and sustained program results in the field.

On July 25, 2006, two days after the VLDP Iraq 2 ended, the VLDP team held an After Action Review (AAR) to review the program, and to discuss successes and areas for improvement.

The information contained in this report is compiled from the following sources: the AAR; the end-of-program evaluation surveys completed by participants during the last module of the VLDP; comments written by participants in the on-line VLDP Café<sup>1</sup>; results of the pre- and post-program Workgroup Climate Assessment (WCA)<sup>2</sup>; e-mail and telephone correspondence with the participants; and the action plans developed by the participant teams.

Like the participants in the first VLDP in Iraq, the VLDP Iraq 2 participants maintained a high level of participation and enthusiasm throughout the program. They completed most individual and team exercises, and participated very actively in the Café discussions. Ninety-one percent of participants completed the end-of-program evaluation, which is very high compared with other VLDPs.

All of the teams have submitted their action plans, which they developed to address a specific organizational challenge. Seventy-six percent said their teams have begun to

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<sup>1</sup> The Café is a feature on the VLDP Web site where participants can communicate freely by posting and responding to discussion threads. It simulates an actual "café" where participants can go to chat informally about program content, or related subjects of their choice.

<sup>2</sup> The Workgroup Climate Assessment, a tool developed and validated by MSH to measure team climate, was applied during the first module of the program, and again at the conclusion of the program during Module 7 in order to measure the change in workgroup climate for each team pre- and post-VLDP.

introduce organizational changes as a result of participating in the VLDP Iraq, and more than 95% of them mentioned that they would recommend the VLDP to others. They thought this program would not only benefit MOH personnel from other Governorates, but would also be beneficial for other institutions, like the Ministry of Education and Scientific Research, and non-governmental organizations.

More than 80% of the participants who completed the final evaluation noted that they have already begun to implement their team's action plans. This demonstrates the participants' acquisition and application of the leadership skills, knowledge and attitudes presented during the VLDP Iraq 2.

The VLDP Iraq 2 had a positive impact on the workgroup climate of participating teams. Nine of the twelve teams indicated a positive increase in their workgroup climate scores.

Like the VLDP participants from the first VLDP Iraq 1 program and other leadership development programs, the VLDP Iraq 2 Iraq participants demonstrated what MSH has identified as "Leader Shifts," or shifts in behaviors or attitudes, as a result of participating in the program. This is an indication that participants have internalized leadership skills and knowledge, and are practicing what they have learned. From the postings shared in the Café, participants demonstrated shifts from "individual heroics to collaborative actions"; "despair and cynicism to hope and possibility"; "blaming others for problems to taking responsibility for challenges"; "scattered, disconnected activities to purposeful, interconnected actions"; and from "self-absorption to generosity and concern for the common good."<sup>3</sup>

Overall, participants mentioned that the program helped them be persistent in difficult situations and learn what their weaknesses are. They said the VLDP enabled them to become better at communicating with colleagues, and improved their ability to mobilize and inspire others.

[The VLDP] has helped us to manage meetings and set goals, identify the challenges in our work confidently and determinedly, develop the futuristic vision, teaching us the principles of communication and listening.  
—VLDP Iraq 2 participant, *Planning and Decision Making Team*

Participants reported improved teamwork and communication among team members as positive results of the VLDP Iraq 2. A participant from the Reduce the Incidence of Weak Vision Team stated at the end of the program:

This program had a great influence on me, personally and professionally... I learned participation and not to make decisions alone, even if the other's opinion differs from that of the team... Participation, and not stubbornness, has a positive impact on our problem and finding the accurate solution.

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<sup>3</sup> Management Sciences for Health, *Managers Who Lead: A Handbook for Improving Health Services* (Cambridge, MA: Management Sciences for Health, 2005), 3.

The use of a blended learning approach was successful in both VLDP Programs implemented in Iraq, and can be replicated in future programs. For future programs, lessons learned included:

- Offering the program in Arabic was very useful for improving the frequency, volume, and quality of communication among participants, as well as between participants and facilitators.
- The face-to-face workshops were helpful to participants and facilitators.
- Some participants recommended use of more historical examples and case studies, and the addition of background materials in Arabic.
- Participants could use more time to meet as teams to complete their action plans.
- Training of three Ministry of Iraq officials as facilitators and one as program site manager will help sustain this program in Iraq. These facilitators will make certain that trained teams are continuously committed and thereby inspired to implement and conclude the action plans to improve the health situation of the Iraqi people.

Next steps and recommendations are also provided in this report.

## BACKGROUND

BASICS is a global child survival project funded by the Office of Health and Nutrition of the Bureau for Global Health of the United States Agency for International Development (USAID). BASICS is conducted by the Partnership for Child Health Care, Inc., whose partners are the Academy for Educational Development (AED), John Snow, Inc. (JSI), and Management Sciences for Health (MSH). Subcontractors include the Manoff Group, Inc., PATH, and Save the Children Federation, Inc.

In 2005, BASICS was awarded a contract by the USAID Mission in Iraq to provide training and technical assistance to the Iraq Ministry of Health (MOH) in child survival and reproductive health. The project is called the Cross-Border project because Iraqi MOH officials and staff often travel to Amman, Jordan for training workshops and meetings. The Virtual Leadership Development Program (VLDP) is part of this Cross-Border portfolio.

In order to address the needs of the Iraq MOH for strengthened leadership and management capacity in health, BASICS offered the VLDP to teams at the Ministry of Health in Iraq in English from September 25 to December 22, 2005 and again, in Arabic, from April 24 through July 23, 2006. The VLDP is a 13-week blended learning program developed by MSH that combines face-to-face team work with distance learning methodologies. Facilitated by organizational and leadership development specialists, the program is Internet-based and does not require participants to leave their work sites in order to participate.

The VLDP consists of seven modules. Each module consists of individual reading, individual exercises on the site, group work, and a forum section where teams post and report about the results of their group work. The modules are:

- *Module 1: Getting Started*

Participants are oriented to the VLDP Web site and materials, and are introduced to the concept of team dynamics. Participants also create a calendar to plan their team meetings and activities for the rest of the program, and complete the Workgroup Climate Assessment (WCA) (see page 10).

- *Module 2: Leadership in Health Programs and Organizations*

Through individual and group exercises, participants are introduced to the leadership and management framework, and the eight leadership and management practices.

- *Module 3: Identifying Challenges*

Considered the heart of the VLDP, participants meet together to identify an organizational challenge they are facing and develop an action plan to address this challenge using the Challenge Model (see Appendix 7). The action planning process is an iterative process, in which the teams create action plan drafts and work with the facilitators and a Monitoring and Evaluation (M&E) specialist to revise and clarify their plans.

- *Module 4: Leadership Competencies*

To focus on personal mastery, participants assess and discuss their own leadership competencies by completing the Leadership Assessment Instrument.<sup>4</sup>

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<sup>4</sup> Linkage, Inc., *Leadership Assessment Instrument: Self-Managed Assessment* (Lexington, MA: nd)

- *Module 5: Communication*

In addition to targeted reading, participants complete an exercise to assess their patterns of communication and communication styles, and discuss this assessment with their teams.

- *Module 6: Managing Change*

Participants are introduced to the concept of change management, including through a case study, and story about perspectives on change and change management. Participants are also introduced to John Kotter's eight stages of change<sup>5</sup> and are asked to apply these stages to their work on their action plans.

- *Module 7: Coming to a Close*

Participants are asked to reflect upon the program, complete the final program evaluation, as well as a second application of the WCA.

To date, the VLDP has been offered thirteen times to more than 1,200 health professionals in 34 countries around the world, including Iraq, various countries in Latin America, the Caribbean, and Africa, as well as India. The VLDP has demonstrated that it strengthens leadership and management capacity, improves team work, and helps teams to develop action plans that address an identified organizational challenge.

Based upon the success of the first VLDP in Iraq in 2005, the BASICS Project offered a second VLDP (VLDP Iraq 2), this time in Arabic, to twelve teams from the central level of the Iraq Ministry of Health from April 24 to July 23, 2006.

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<sup>5</sup> Kotter, John P. *Leading Change*. Cambridge: Harvard Business School Press, 1996.

## DESCRIPTION OF THE VLDP IRAQ2

The VLDP IRAQ 2 is the first offering of the VLDP in Arabic and the second offering of the VLDP in the Middle East. It was facilitated by Dr. Morsy Mansour, Leadership Development Senior Program Officer, Leadership, Management and Sustainability Program, MSH, Cairo, Egypt; Dr. Tawhida Khalil, Leadership Development Consultant, Cairo, Egypt; and Dr. Hani Riad, Community Mobilization Advisor, Research Triangle Institute, Baghdad, Iraq.

The program content was translated into Arabic from the English-language Web site of the first VLDP in Iraq.

In total, 74 participants from twelve MOH teams participated in the VLDP. The participating teams are listed in Table I.

**Table I: Participating teams in the VLDP Iraq 2**

<b>Team name (based on team's goal or department)</b>	<b>Number of participants</b>
<b>1. Reduce the Incidence of Weak Vision</b>	<b>6</b>
<b>2. Alternative Medicine</b>	<b>6</b>
<b>3. Child Care and Breastfeeding</b>	<b>4</b>
<b>4. Impact of Noise on Elderly People</b>	<b>4</b>
<b>5. RTI for Children</b>	<b>8</b>
<b>6. Using Computers for Office Administration and Quality Management</b>	<b>7</b>
<b>7. Rational Use of Drugs (RUD)</b>	<b>6</b>
<b>8. Prevent Administrative Corruption</b>	<b>8</b>
<b>9. Planning and Decision Making</b>	<b>6</b>
<b>10. Home Nursing</b>	<b>8</b>
<b>11. Management of Nutrition Research</b>	<b>4</b>
<b>12. Classification of Patients in Emergency Wards</b>	<b>7</b>
<b>TOTAL</b>	<b>74</b>

### Face-to-Face Workshops

#### First Workshop

In addition to the Internet-based modules, the program included two face-to-face workshops conducted in Amman, Jordan by the VLDP facilitators with the VLDP Iraq 2 team leaders. These two workshops were a great example of successful cooperation between MSH, BASICS, and RTI, under the leadership of the USAID mission in Baghdad.

The first workshop was conducted in Amman, Jordan from April 22 to April 27, 2006. The main objectives of this six-day workshop were to launch the program, train new facilitators, orient team leaders on the VLDP components and requirements, and introduce them to the basic leadership and management practices.

This workshop consisted of two parts. First, Dr. Morsy Mansour, leadership development specialist and facilitator of VLDP Iraq 1, and Ms. Karen Sherk, facilitator of VLDP Haiti 1 and member of the VLDP management team, trained two new facilitators to facilitate the program: Dr. Tawhida Khalil, and Dr. Hani Riad. The facilitator training began with two full days of training (April 22 and 23, 2006) and continued through evening sessions after each day of the leadership workshop with Iraqi team leaders (April 24-27). The main objectives of this part of the workshop were to familiarize the facilitators with the VLDP and MSH's

approach to leadership; show them how to use the Web site, eRoom, and the mailbox; and outline facilitation responsibilities and daily tasks.

The second part of this workshop (April 24-27) focused on training of the team leaders from each of the 12 participating teams. It was facilitated by Dr. Morsy Mansour, Ms. Karen Sherk, Dr. Hani Riad (RTI/TMPP), and Dr. Tawhida Khalil. Eleven out of 12 team leaders from the Iraqi MOH teams participated fully in the training (the leader of the “Preventing administrative corruption” team could not come to Amman). They represented both practitioners (pharmacists and nurses) and middle level administrative managers from the Ministry.

The main objectives of this second part were:

- Familiarize team leaders with the VLDP and MSH’s approach to leadership,
- Understand Leadership Action Planning Process, and
- Make the participants create their own shared vision for the Iraqi Ministry of Health, and Application of leading and managing practices to project planning

Although the approach of this training workshop was rather new to all participants, it was clear by the end of the workshop that all participants had a good understanding of key leadership and management practices, the challenge model, and how to support their teams in implementing their action plans. They also gained a better understanding of how the program would be conducted virtually during the remaining period. The level of interaction and communication was very high among all participants in the discussions and in the work groups during the workshop. They showed a high level of commitment and enthusiasm during the entire workshop. They also expressed concern about their teams' registration, regular accessibility to internet, and the insecure situation in Baghdad.

Apart from the formal written evaluation of this workshop, the team leaders from the MOH Iraq expressed the need for this type of leadership development in the Arab world. They think that this is the mindset that will enable and empower the people to participate fully in and take responsibility for creating a better future at all levels and in all the aspects of life; not only in health.

### **Second workshop**

A second face-to-face workshop took place in Amman from July 7 to 14, 2006. The meeting had two components. First, a three-day facilitator training was conducted with Iraqi MOH staff who enthusiastically completed the first VLDP Iraq in English and who have been committed to using the acquired leadership skills in their work environment. This part of the workshop was a significant help with training team leaders and building local facilitation capacity to run future VLDP programs with limited support from outside organizations, such as BASICS and Management Sciences for Health. This three-day training covered the following topics:

- Overview of the VLDP, including the target audience and objectives
- Overview of VLDP modules, tools, and materials
- Orientation to the facilitators’ daily responsibilities
- Overview of the Challenge Model and action-planning process
- Overview of the M&E support needed throughout the action planning process
- Introduction to the Workgroup Climate Assessment
- Program preparation and management
- File management for facilitators
- Overview of program exercises
- Program evaluation

The twelve team leaders from the Iraqi MOH attended and actively participated in the second component of this workshop, from July 11 to 13,. They represented both practitioners (pharmacists and nurses) and administrative senior- and middle-level managers from the Ministry. The main purpose of the three-day workshop was to help team leaders gain a more profound understanding of the Challenge Model, complete their action plans in order to address their team’s challenge, and produce results in a short period of time. During this training, the new facilitators and team leaders were presented the Challenge Model “from vision to action.” The training was an opportunity for all team leaders to present the draft action plans they had done together with their teams. The new facilitators practiced providing feedback on these plans. The training included:

- Presenting the Challenge Model “From vision to action” to the new facilitators and team leaders
- Opportunities for team leaders to present their action plans after practice building a shared vision, defining measurable results, and determining root causes using fish bone analysis and the “Five Whys” technique.
- Opportunities for the new facilitators to provide feed back on the draft action plans presented by the team leaders during the workshop.

At the end of the workshop, in addition to the formal written evaluation for the VLDP face-to-face workshop, the team leaders of the MOH Iraq expressed their gratitude for the facilitators’ positive and constructive manner of providing feedback and helping them to understand how to improve their action plans. They expressed their commitment to helping their teams achieve all of the VLDP diploma requirements, working on implementing their action plans, and producing the desired results by the end of December 2006.

### **Participant Engagement**

The level of participation in the Iraq VLDP Iraq 2 was very high. This is evidenced by:

- Timely completion of assessment exercises by individual participants.
- All twelve teams presenting their completed action plans at the Amman second workshop, where they received feedback and coaching from the facilitators.
- Eight of the twelve teams completing, finalizing and submitting their action plans with their teams after feedback and coaching at the Amman workshop by July 23, 2006. The remaining four action plans have complete content, but need to have their sections and timelines defined for roles and responsibilities, which were established at the second Amman workshop, endorsed by all team members.
- There was very high participation by the teams in all forums during the program. Eleven of the twelve teams completed all forum postings. Furthermore, postings in the Virtual Café, although not a mandatory VLDP program exercise, offered an excellent prospect for the participants to share their experiences and their daily reflections. There were 4,480 total postings by the end of the program.
- Ninety-one percent of participants (67 of 74) answered all or part of the evaluation, a very high response rate compared to pervious VLDP offerings<sup>6</sup> (see Appendix 2 for the quantitative results of the participants’ evaluations).

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<sup>6</sup> The end-of-program evaluation response rates for the preceding VLDPs are the following: VLDP Iraq 1: 83%, VLDP Caribbean: 49%, VLDP Africa 1: 90%, VLDP Africa 2: 80%, and the VLDP Haiti: 54%.

## FINDINGS

The VLDP Iraq 2 Delivery and Management team held an After Action Review (AAR) meeting in July 2006, two days following the program's completion. The team reviewed the participant evaluation results, discussed the participation and performance of the teams, and identified strengths and weaknesses of this VLDP, as well as ways that the program can be improved in the future. The findings in this section are based on the AAR, the end-of-program evaluations that participants completed at the conclusion of the VLDP, comments written by participants in the Café, results of the WCA pre- and post-program applications, e-mail and telephone correspondence with the participants, the action plans developed by each team, and observations made by the facilitators and the delivery and management team.

Like the first VLDP Iraq program, participants rated the program very positively in their end-of-program evaluations. Almost all of the respondents rated each of the modules and all of the program components as "helpful" or "very helpful". Almost 97% of the participants felt that the input from the facilitators was "excellent" or "good." In addition, all respondents rated the availability of the facilitators as "excellent" or "good." (Please see Appendix 2).

Of the 67 participants who responded to the qualitative section of the evaluation, more than 95% mentioned that they would recommend VLDP to others. They thought that this program will not only benefit MOH personnel from other Governorates, but will also be beneficial for other institutions like the Ministry of Education and Scientific Research and Non-Governmental Organizations. One participant from the RTI for Children Team stated:

I hope that there are teams participating from other countries in the next course, to familiarize with the program and to learn more about the implementation of the program in other countries...This is an outstanding program for the virtual development of leadership and administrative skills... I am willing to help at any time and according to my experience in this program.

At the end of the program, participants expressed that they would like to see the skills and experiences gained from this program available to other members of the MOH, as well as other ministries in Iraq. Additionally, they requested that the Web site remain open as long as possible for them to access and use the content materials available on the site

The evaluation provided by one participant from the Home Nursing Team reflected:

I would like to express my thanks and gratitude for all the workers in VLDP for the great effort they made, which contributed in the development of our capabilities, both personally and professionally. As for me personally, my family and I were affected by this program as we have changed many of our behaviors and actions that were essential for change. We have implemented this program in reality. As for work, we have become an active team working non-stop, within a plan and a shared vision, to accomplish the challenge which is our only objective (serving patients).

## **Action Plans and Organizational Challenges**

In the third module, teams apply leadership practices they are learning in the VLDP by identifying an organizational challenge and developing an action plan to address this challenge.

The action plans are developed using the Challenge Model (see Appendix 7), which involved an interactive process of support and feedback from the program facilitators. Each facilitator pays special attention to the objectives and indicators in the plan. Facilitators coached teams on how to formulate their vision, how to focus their measurable result, how to articulate a realistic challenge, and they supported the teams to do a complete root cause analysis and help them fine tune their interventions in a detailed action plan. This process was enhanced through the second workshop held in Amman. To date, the twelve teams have completed their final action plans, which they are determined to implement. The teams hope to produce their desired measurable results by the end of December 2006.

Seventy-six percent of respondents said their teams have begun to introduce organizational changes as a result of participating in the VLDP Iraq. Of the 67 participants who answered the qualitative section of the end-of-program evaluation, almost 80% reported starting to implement their team's action plans.

The completion and implementation of these leadership projects, or action plans, can be used as a measure of the skills participants have acquired throughout the VLDP. It is very early in the process to determine the extent to which the participating teams have made progress on their challenges and implementing their plans. At the time of this writing, one week after the program concluded, there is not much information available on the progress teams have made implementing their action plans. Measurable results from the VLDP Iraq 2 can be reported as data becomes available, specifically after a Graduation / Recognition Ceremony planned for January 2007, when teams will present their progress on their action plans to MOH officials.

**Table II: Summary of the VLDP Iraq team action plans at the conclusion of the program<sup>7</sup>**

<b>Team</b>	<b>Challenge</b>	<b>Measurable result</b>
Reduce the Incidence of Weak Vision	How to improve optometry in primary health care and the general health sector?	By the end of 2006, increase the number of employees wearing medical eye glasses by 50%
Alternative Medicine	How to increase the use of alternative medicine and decrease dependency and the irrational use of modern medicines?	By the end of 2006 in the Baghdad hospital's catchment area, 10 % of bronchial asthma sufferers will properly use alternative medicine for treatment.
Child Care and Breastfeeding	How to encourage mothers in El-Rahman Nursery/MOH to breast feed?	By the end of 2006, increase the number of breastfeeding mothers by 10% in El-Rahman Nursery/MOH
Impact of Noise on Elderly People	How to decrease the negative effects of noise on the elderly residents in Baghdad elderly nursing home?	Decrease the frequency of sleeping disturbance among residents in the Baghdad elderly nursing home by 10% by the end of 2006
RTI for Children	How to reduce the cases of RTI for children in the El-Rahman Nursery/ MOH?	By the end of 2006, increase the level of health awareness for Mothers and Service Providers in El-Rahman Nursery/MOH by 100% for the prevention of RTI in children and dealing with sick patients
Using Computers for Office Administration and Quality Management	How to enable employees in the General Manager's office in the General Health Department to use computers for administration of the quality system?	By the end of 2006, train 25 out of 32 employees in the General Manager's office in the General Health Department on using computer programs for the administration of the quality system
Rational Use of Drugs	How to enable ER staff to treat patients properly, and to ensure that the drugs dedicated to emergency patients are available in the ER pharmacy and are used scientifically and rationally?	By the end of 2006, increase the percent of Aminophylin dispensed for patients with chronic respiratory asthma and which is required in ER wards in Baghdad Educational Hospital by 35%
Prevent Administrative Corruption	How to decrease the number of cases of financial corruption at all levels of the MOH?	By the end of 2006, to increase the number of administrative and financial investigative committees by 20%

<sup>7</sup>This chart is a summary of the teams' identified challenges and measurable results.

Team	Challenge	Measurable result
Planning and Decision Making	How to make the nurses in Baghdad Educational Hospital realize the importance of implementing infection control procedures and train them on these procedures so they can practice them during their daily work?	By the end of 2006, train 80 nursing staff in the Baghdad Educational Hospital on infection control according to MOH standards
Home Nursing	How to improve nursing health care for invalids at their homes, train nurses and the patient's relatives, and increase the awareness of the importance of home nursing in serving Iraqi citizens?	By the end of 2006, improve side effects (bed ulcers, kidney stones, weight loss, severe decay of muscles of the lower and upper limbs ) of invalids suffering from CVA in Sadr City (sectors 44 & 61) by 25%
Management and Nutrition Research	How to train 50% of the administrative cadres in the Nutrition Research institute on nutritional programs?	By the end of 2006, 50% of the administrative cadres in the Nutrition Research institute are trained on nutritional programs
Classifications of Patients in Emergency Wards	How to train nurses to increase people's awareness, and decrease referral of non-emergency cases to ERs and route them to other institutions instead?	By the end of 2006, decrease the number of non-emergency sick cases admitted in ER in Ibn Nafis Hospital during official holidays by 10%

## Changes in the Workgroup Climate

The Workgroup Climate Assessment (WCA), an assessment tool developed and validated by MSH to measure team climate, was applied during Module 1 of the program, and again at the conclusion of the program during Module 7 in order to measure the change (if any) in workgroup climate for each team (see Appendix 8 for the WCA questions).

The security situation had a great effect on the teams and individuals during the program, sometimes negatively affecting the work climate and morale of the teams. Many of the team members recognized this, however, as a challenge that they needed to address. To do so, they followed the leadership slogan "never, never, never give up."

Seven of the twelve teams have valid WCA results.<sup>8</sup> Valid results are defined as teams that had the same participants complete both the pre- and post-WCA during the VLDP. Of the seven teams with valid results, five teams demonstrated an increase in workgroup climate.<sup>9</sup> Of the twelve total teams, nine of the twelve demonstrated an increased workgroup climate score (for all of the climate results, please see Appendix 3).

**Table III: VLDP IRAQ2 WCA Results**

Teams (n=team members responding)	Pre-intervention team score, May 2006	Post-intervention team score, July 2006	Change in overall WCA score
Alternative Medicine, n=5	4.80	5.00	+0.20
Child Care and Breastfeeding, n=4	4.28	4.84	+0.56
Impact of Noise on Elder People, n=4	4.66	4.72	+0.06
RTI for Children, n=7	4.23	4.68	+0.45
Using Computers for Office Administration and Quality Management, n=7	4.63	4.93	+0.30
Rational Use of Drugs, n=3	3.83	3.75	-0.08
Management and Nutrition Research, n=4	4.59	4.44	-0.15

<sup>8</sup> Many teams WCA scores could not be compared, as different numbers of team members responded to the pre- and post-program applications of the WCA. Only teams with valid results, where equal number of team members responded to the WCA both in Module 1 and Module 7, are included here. A list of all teams' WCA results is included in Appendix 3.

<sup>9</sup> It is recognized that post-intervention scores can sometimes drop because team members are more honest about their workgroup climate during the post-intervention application or they now understand the elements of workgroup climate and can more accurately assess their team's climate. Therefore, a fall in scores does not necessarily indicate a negative trend in workgroup climate.

## Leader Shifts

Management Sciences for Health has identified five "Leader Shifts", or attitudinal and behavior changes commonly observed among leadership development program participants as a result of their participation. Table IV describes these shifts.

**Table IV: Leader Shifts**<sup>10</sup>

A shift in perspective from...	To...
Individual heroics	Collaborative action
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

As in the first VLDP in Iraq, participants in VLDP Iraq 2 have demonstrated these five Leader Shifts in their behavior and comments during the program:

### *1. From individual heroics to collaborative actions*

This Leader Shift is explained as a growth from “work based on the heroic actions that you take alone, to collaborative actions that build on the strength of groups to produce sustainable results.”<sup>11</sup> VLDP participants cited changes in how they function as individuals and how they now value working in teams. Teams repeatedly described improved team work as a result of the VLDP Iraq.

I have realized during the VLDP that anything I do, whether small or big, cannot be achieved alone without assistance from others. Only through team work, we will complete each other’s work, and great things can be achieved.

—VLDP Iraq 2 participant, *Reduce the Incidence of Weak Vision Team*

Leadership is the participation of everyone in the decision making, not to make decisions singularly. Good listening and paying attention to everyone is the specifications of a successful leader. This is what we learned in this program.

—VLDP Iraq 2 participant, *Reduce the Incidence of Weak Vision Team*

### *2. From despair and cynicism to hope and possibility*

This Leader Shift is described as “a state of despair or cynicism, where you see overwhelming problems and obstacles, to a place of hope and dreams, where you see possibilities to make things better.”<sup>12</sup> The challenges facing the participating teams in the MOH Iraq are overwhelming, but, participants expressed hope for their situation and their work.

<sup>10</sup> Table 5 taken from: Management Sciences for Health, *Mangers Who Lead: A Handbook for Improving Health Services* (Cambridge, MA: Management Sciences for Health, 2005), 3.

<sup>11</sup> Management Sciences for Health, *Mangers Who Lead: A Handbook for Improving Health Services*, 3.

<sup>12</sup> Management Sciences for Health, *Mangers Who Lead: A Handbook for Improving Health Services*, 3.

[The VLDP] had a great effect in increasing our self-confidence and spreading hope and enthusiasm to face challenges. We really need this program in developing our management and leadership capabilities at work.

—VLDP Iraq 2 participant, *Impact of Noise on Elder People team*

Let our motto be from the beginning of the program ‘there is no despair in life, and no life with despair’, in order to overcome the obstacles and to achieve a shared vision.

—VLDP Iraq 2 participant, *Reduce the Incidence of Weak Vision Team*

### 3. From blaming others for problems to taking responsibility for challenges

This Leader Shift is about moving from, “A tendency to blame others for problems or failures, [to] taking initiative, owning challenges, and working together to do something about them.”<sup>13</sup> As in the VLDP Iraq 1, although there was not a lot of blame placed on others for problems expressed at the beginning of the VLDP, participants did describe taking initiative and responsibility in the face of challenges using the tools and methodologies contained in the VLDP, such as the Challenge Model and the Leadership and Management Results Model (see Appendixes 4 and 5 for these models).

### 4. From scattered disconnected activities to purposeful, interconnected activities

Participants move from, “Frantic days filled with unrelated activities carried out for their own sake, to purposeful work directed toward achieving results that matter.”<sup>14</sup> The VLDP helps teams to accomplish this through strengthening team cohesion and purpose, identifying a challenge facing the team, and using the action planning process to address this challenge. One participant from the Planning and Decision Making Team shared her experiences regarding how much she gained, saying:

We have benefited from [the VLDP] both personally and professionally... [It] has helped us to manage meetings and set goals, identify the challenges in our work confidently and determinedly, develop the futuristic vision, teaching us the principles of communication and listening.

### 5. From self-absorption to generosity and concern for the common good

This Leader Shift was most evident when examining the conversations in the Café. It describes a shift from, “Preoccupation with yourself and ways to satisfy your needs, to a place where you can generously and compassionately serve a greater good and inspire others to do the same.”<sup>15</sup> In the following quote, a participant from the *Using Computers for Office Administration and Quality Management Team* exemplifies this sentiment:

This program has affected me personally and I have learned how to solve a problem which I am required to make a decision about. I might even face a problem at home or at work, and through consultation and sharing of opinions, even if different, but it is beneficial, and taking a unified decision to serve the public interest.

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<sup>13</sup> Management Sciences for Health, *Mangers Who Lead: A Handbook for Improving Health Services*, 3.

<sup>14</sup> Management Sciences for Health, *Mangers Who Lead: A Handbook for Improving Health Services*, 3.

<sup>15</sup> Management Sciences for Health, *Mangers Who Lead: A Handbook for Improving Health Services*, 3.

By the end of this program, the participants were using the Café to exchange information, engage in discussions, and to encourage, inspire, and express agreement with each other. Participants were able to support each other and on-line exchanges helped participants overcome the despair and frustration created by the current situation in Iraq.

### **Other changes reported at the team level**

Teams reported improved team work as a result of the program in both the end-of-program evaluation and in their comments in the Café. Participants reported that the VLDP has enabled them to become better at communicating with colleagues, and has improved their ability to mobilize and inspire others and create a shared vision. As one participant from the Reduce the Incidence of Weak Vision Team observed at the end of the program:

This program had a great influence on me, personally and professionally... The most important effect was that I learned participation and not to make decisions alone, even if the other's opinion differs from that of the team. This was practiced during the training with other the team leaders... The truth is I didn't accept the solution and I was unconvinced of the other opinions that were reached by some of team members, but after implementing this solution the whole team succeeded in solving the problem, and all the facilitators cheered us for arriving to the accurate solution through participation... This was a great and practical experience... Participation, and not stubbornness, has a positive impact on our problem and finding the accurate solution.

Some participants commented about improved communication, and recognition of the importance of communication and collaboration as a result of the VLDP. The program has established communication links between groups that did not interact much before the program.

### **Other changes reported at the individual level**

In the end-of-program evaluations, participants cited improvements in their individual leadership and management skills and practices, and in their ability to identify and address their individual strengths and weaknesses. Some of them commented on how these new skills not only helped them acquire a better self image, but also helped them conceptualize and solve personal challenges as well.

## **LESSONS LEARNED**

Like the VLDP Iraq 1, the VLDP Iraq 2 served to strengthen the leadership and management capacity of Ministry of Health teams. Participating teams exhibited improved workgroup climate, team work, communication, and positive attitudinal changes as a result of their participation. Offering this program in Arabic enhanced the level of participation and active interaction, especially in the café and forum. In addition, it helped participants to better conceptualize various leadership concepts, which was reflected in the action plans being comprehensive and well organized.

VLDP Iraq 2 teams have demonstrated that they have acquired and begun to apply the leadership skills, knowledge and attitudes presented during the VLDP. All twelve teams completed their action plans. Evidence of changed thinking about what to do when faced with problems has also surfaced. The application of the WCA has shown an increase in the workgroup climate of the majority of participating teams. The VLDP has also strengthened the teamwork and communication within and among participating MOH teams.

Both the VLDP Iraq 1 and VLDP Iraq 2 enabled MOH teams to participate in the program from their workplace through blended learning.<sup>16</sup> This flexible delivery method eliminated the costs and risks associated with traveling to a face-to-face training program, as well the inevitable loss of productivity that occurs when professionals are away from their duty post. As one participant from the *Impact of Noise on Elderly People Team* wrote in the end-of-program evaluation:

We desperately need, at present, this creativity and assistance to improve our capabilities and recognition, as the managers in our field don't provide this care. This is the only occasion for us to join in such a refined program that aims to change management towards a better future, and our characters are now stronger than before.

Most of the VLDP Iraq 2 Iraqi participants used the computers in the MOH resource library to access the Internet and participate in the program. During the program and in the final evaluation, the VLDP Iraq 2 participants cited unreliable access to the Internet as one of the challenges that sometimes limited their ability to be fully engaged and provide timely responses to the program requirements. However, the high level of participants' enthusiasm expressed and participation on the Web site indicates that participants were able to overcome this obstacle.

Other lessons learned from this second offering of the VLDP in Iraq, the first offering of the VLDP in Arabic, can be applied to future offerings. These lessons can be summarized as follows:

**1. *The face-to-face component of the program is important.***

The program facilitators found that the two face-to-face workshops in Amman were very important for building relationships with the participants, and for solidifying the participants' understanding of basic leadership and management concepts. Participants wished the initial face-to-face meeting had occurred further in advance of the program's launch. The face-to-face team meetings with Dr. Hani Riad that were held as part of the modules at the MOH in Iraq were also important for improving teamwork and communication.

**2. *Providing the VLDP in Arabic was very beneficial.***

Having the program content in Arabic, as well as communications among participants, greatly assisted participants in being able to communicate and understand leadership concepts. It also enabled ease of communication among participants in the café, which provided an excellent venue for the participants to discuss their personal reflections, opinions and fears (please see Appendix 4 for examples of their comments). This was applicable to leadership related topics as well as other personal topics.

**3. *Participants could benefit from more time to meet with their teams and complete all program requirements.***

Because of the interactive and iterative process of VLDP action planning, the time constraints of the participants' daily work, the need to develop high quality, measurable action plans, and the importance that teams learn from the process, the VLDP Management and Development team should consider more time for some of these activities to provide participants more opportunity to work together in teams. Participants noted that they needed more time, especially during Module 3 (when the participants start the action planning process).

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<sup>16</sup> Blended learning programs combine face-to-face learning with distance learning methodologies.

**4. *Participants could benefit from more case studies and exposure to other VLDP experiences.***

Many of the participants noted the value of team meetings, real stories, and case studies in the program. It seems crucial that VLDP participants have a venue to continue to exchange their experiences. LeaderNet<sup>17</sup> will help provide this venue; however, LeaderNet is not currently available in Arabic. Therefore, language could be a barrier to some participants' participation.

**5. *Presence of facilitator(s) on the ground was useful and will help sustainability and institutionalization of the program in Iraq.***

The teams had several chances to communicate with and meet Dr. Hani Riad, who worked as a facilitator in the field. In addition, three more facilitators were trained from the Iraqi Ministry of Health during the second face-to-face workshop. It is believed that this will help provide continuous communication with people who can provide technical guidance and inspire graduates to use their leadership skills in their daily work in the Ministry of Health in Iraq.

## **NEXT STEPS AND RECOMMENDATIONS**

The following next steps and recommendations have been identified by the VLDP Development and Management team:

- Dr. Hani Riad (RTI) will conduct follow-up meetings at the Ministry of Health with facilitators and team leaders to oversee completion and start implementation of their action plans. In addition, he will work with the MOH facilitators to plan a ceremony celebrating the teams' outcomes and achievements in December.
- The VLDP Iraq Web site will remain up and accessible as long as possible.
- The graduation/recognition ceremony will be held in Iraq in January, the organization of which will be the responsibility of the new MOH facilitators.
- The new trained facilitators from the MOH are taking responsibility for the follow-up of plan implementation with the team leaders. They will also implement the marketing plan for the next VLDP, which they will facilitate with support from BASICS and MSH.
- Participants have been informed about LeaderNet as a venue to keep in touch with a community of leadership and graduates from VLDP around the globe. Participants from both the VLDP Iraq 1 and VLDP Iraq 2 are invited to participate in upcoming forums and events on LeaderNet in English. However, LeaderNet is not yet available in Arabic. Offering LeaderNet in Arabic should be considered for the future.

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<sup>17</sup> LeaderNet is a global community of practice for graduates of leadership and management programs that uses several mediums, such as Internet, phone, and fax, to provide participants with opportunities for sharing experiences and continuous learning and development.

# APPENDICES

## Appendix 1: VLDP IRAQ2: Team Completion of Exercises and Forum Postings by Module

VLDP IRAQ2, Team Completion of Exercises and Forum Postings by Module		
Team	Forum Submitted for Modules	Individual Exercise Completion Completed/ Total: Exercise
Reduce the incidence of weak vision (Medical Eye Glasses)	1 2 3 4 5 6	6 / 6: Module 1 WCA 6 / 6: Module 2 Differences between Leadership and Management 6 / 6: Module 2 Assessing scanning, focusing, aligning/mobilizing, inspiring 6 / 6: Module 4 Leadership competencies self-diagnosis: 6 / 6: Module 6 Change Management Exercise 5 / 6: Module 7 WCA 5 / 6: Module 7 Final Evaluation
Alternative Medicine	1 2 3 4 5 6	6 / 6: Module 1 WCA 6 / 6: Module 2 Differences between Leadership and Management 6 / 6: Module 2 Assessing scanning, focusing, aligning/mobilizing, inspiring 5 / 6: Module 4 Leadership competencies self-diagnosis: 5 / 6: Module 6 Change Management Exercise 5 / 6: Module 7 WCA 5 / 6: Module 7 Final Evaluation
Child Care and Breast-feeding	1 2 3 4 5 6	4 / 4: Module 1 WCA 4 / 4: Module 2 Differences between Leadership and Management 4 / 4: Module 2 Assessing scanning, focusing, aligning/mobilizing, inspiring 4 / 4: Module 4 Leadership competencies self-diagnosis 4 / 4: Module 6 Change Management Exercise 4 / 4: Module 7 WCA 4 / 4: Module 7 Final Evaluation
Effect of Noise on Elderly People	1 2 3 4 5 6	4 / 4: Module 1 WCA 4 / 4: Module 2 Differences between Leadership and Management 4 / 4: Module 2 Assessing scanning, focusing, aligning/mobilizing, inspiring 4 / 4: Module 4 Leadership competencies self-diagnosis 4 / 4: Module 6 Change Management Exercise 4 / 4: Module 7 WCA 4 / 4: Module 7 Final Evaluation
RTI for Children	1 2 3 4 5 6	8 / 8: Module 1 WCA 8 / 8: Module 2 Differences between Leadership and Management 8 / 8: Module 2 Assessing scanning, focusing, aligning/mobilizing, inspiring 8 / 8: Module 4 Leadership competencies self-diagnosis 8 / 8: Module 6 Change Management Exercise 7 / 8: Module 7 WCA 6 / 8: Module 7 Final Evaluation
Using Computers for Office Administration and Quality Management	1 2 3 4 5 6	7 / 7: Module 1 WCA 7 / 7: Module 2 Differences between Leadership and Management 7 / 7: Module 2 Assessing scanning, focusing, aligning/mobilizing, inspiring 7 / 7: Module 4 Leadership competencies self-diagnosis 7 / 7: Module 6 Change Management Exercise 7 / 7: Module 7 WCA 7 / 7: Module 7 Final Evaluation

<b>Team</b>	<b>Forum Submitted for Modules</b>	<b>Individual Exercise Completion</b> Completed/ Total: Exercise
Rational Use of Drugs	1 2 3 4 5 6	4 / 6: Module 1 WCA 5 / 6: Module 2 Differences between Leadership and Management 5 / 6: Module 2 Assessing scanning, focusing, aligning/mobilizing, inspiring 6 / 6: Module 4 Leadership competencies self-diagnosis 3 / 6: Module 6 Change Management Exercise 4 / 6: Module 7 WCA 3 / 6: Module 7 Final Evaluation
Prevent Administrative Corruption	1 3	7 / 7: Module 1 WCA 7 / 7: Module 2 Differences between Leadership and Management 7 / 7: Module 2 Assessing scanning, focusing, aligning/mobilizing, inspiring 3 / 7: Module 4 Leadership competencies self-diagnosis 7 / 7: Module 6 Change Management Exercise 7 / 7: Module 7 WCA 7 / 7: Module 7 Final Evaluation
Planning and Decision Making	1 2 3 4 5 6	6 / 6: Module 1 WCA 6 / 6: Module 2 Differences between Leadership and Management 6 / 6: Module 2 Assessing scanning, focusing, aligning/mobilizing, inspiring 6 / 6: Module 4 Leadership competencies self-diagnosis 6 / 6: Module 6 Change Management Exercise 6 / 6: Module 7 WCA 6 / 6: Module 7 Final Evaluation
Home Nursing	1 2 3 4 5 6	8 / 8: Module 1 WCA 8 / 8: Module 2 Differences between Leadership and Management 8 / 8: Module 2 Assessing scanning, focusing, aligning/mobilizing, inspiring 8 / 8: Module 4 Leadership competencies self-diagnosis 8 / 8: Module 6 Change Management Exercise 8 / 8: Module 7 WCA 8 / 8: Module 7 Final Evaluation
Management of Nutrition Research*	1 2 3 4 5 6	4 / 4: Module 1 WCA 4 / 4: Module 2 Differences between Leadership and Management 4 / 4: Module 2 Assessing scanning, focusing, aligning/mobilizing, inspiring 4 / 4: Module 4 Leadership competencies self-diagnosis 4 / 4: Module 6 Change Management Exercise 4 / 4: Module 7 WCA 4 / 4: Module 7 Final Evaluation
Classifications of Patients in Emergency Wards	1 2 3 4 5 6	7 / 7: Module 1 WCA 7 / 7: Module 2 Differences between Leadership and Management 7 / 7: Module 2 Assessing scanning, focusing, aligning/mobilizing, inspiring 7 / 7: Module 4 Leadership competencies self-diagnosis 7 / 7: Module 6 Change Management Exercise 7 / 7: Module 7 WCA 7 / 7: Module 7 Final Evaluation

\* These two teams (Prevent Administrative Corruption and Management of Nutrition Research) started working with the program late at Module three, they decided to take the challenge and they succeeded in completing their action plans and the program exercises.

## Appendix 2: VLDP IRAQ2: End-of-Program Evaluation Results

For the quantitative section of the evaluation, we received 67 responses out of 74 participants.

Evaluation by Module:

Module	Number of participants who answered “Very Helpful” or “Helpful”	Number of Total Responses	Percentage
Module 2	63	67	94.02%
Module 3	65	67	97.01%
Module 4	66	67	98.51%
Module 5	67	67	100%
Module 6	64	67	95.52%

Component	Number of participants who answered “Very Helpful” or “Helpful”	Number of Total Responses	Percentage
Café	63	67	94.02%
Daily announcements	60	67	89.55%
Forum	63	67	94.02%
Email with Facilitators	63	67	94.02%
Tools and References	45	67	67.16%
Self-Assessments	65	67	97.01%
Editorials	63	67	94.02%

Component	Number of participants who answered “Excellent” or “Good”	Number of Total Responses	Percentage
Usefulness of Facilitators’ input	65	67	97.01%
Availability of Facilitators	67	67	100%

Out of the 65 participants who answered these questions, 75% of the participants said they primarily used the website to participate in the program. 14% said that e mail was the secondary source of information and only 11% used the workbook manual listed the workbook as their primary source of information and participation in the program.

When asked about the impact of this program on their organization, 76% said their teams have begun to introduce organizational changes as a result of participating in the VLDP Iraq.

All of the teams have submitted their action plans which they have developed to address an organizational challenge. More than 80% of the participants who completed the final evaluation noted that they have already begun to implement their team’s action plans, while 76% said that

their teams have begun to introduce organizational changes as a result of participating in the VLDP Iraq and more than 95% of them mentioned that they would recommend VLDP to others.

Overall, participants mentioned that the program helped them appreciate the value of various managerial skills and how these skills can affect them at both personal and professional levels. In addition, many of them thought that this program was a great venue to communicate, express their ideas and share opinions whether directly or indirectly related to leadership. Furthermore, many participants said the VLDP helped them gain more self confidence, enabled them to become better at communicating with colleagues, and improved their ability to mobilize and inspire others. They also said that their analysis, assessment and management skills were improved.

**Other Institutional Challenges noted by the participants (in addition to their identified challenges):**

- One institutional challenge has been proving to all MOH cadres the importance of nursing and how to improve the image of nurses
- Time management and how to organize daily assignments.
- How to support and inspire others in the group or in the institution in general.
- How to face challenges in various aspects of life.
- The situation in Baghdad has been an ongoing challenge.

**Suggestions for future programs:**

- Extend the time of the program, especially Module three.
- Hold the first face-to-face workshop at least two weeks before program launch.
- Before beginning the program have better instructions and background about the program, as well as clear directions on the needs for team communication.
- Provide reference materials in Arabic whenever possible.
- More historical stories about great leaders that corresponds with objectives of the modules.
- Create/ identify teams at least one month ahead of start date.
- Have a venue to meet graduates from other VLDP programs from other countries.
- Have module evaluations at the end of each Module.

### Appendix 3: VLDP IRAQ2: WCA Results Summary

Team	Pre-intervention team score, October 2005, n= team members responding	Post-intervention team score, January 2006, n= team members responding	Change in overall WCA score
Reduce the Incidence of Weak Vision	Team average= 4.38 n= 6	Team average= 4.70 n= 5	+0.32
Alternative Medicine	Team average = 4.80 n= 5	Team average= 5.00 n= 5	+0.20
Child Care and Breastfeeding	Team average= 4.28 n=4	Team average= 4.84 n=4	+0.56
Effect of Noise on Elder People	Team average= 4.66 n=4	Team average= 4.72 n=4	+0.06
RTI for Children	Team average= 4.23 n=7	team average= 4.68 n=7	+0.45
Using Computers for Office Administration and Quality Management	Team average= 4.63 n=7	team average= 4.93 n=7	+0.30
Rational Use of Drugs	Team average= 3.83 n=3	team average= 3.75 n=3	-0.08
Prevent Administrative Corruption	Team average= 3.72 n=8	Team average= 4.39 n=7	+0.67
Planning and Decision Making	Team average= 4.09 n=7	Team average= 4.75 n=6	+0.66
Home Nursing	Team Average= 3.96 N=7	Team Average= 4.39 N=8	+0.43
Management of Nutrition Research	Team average= 4.59 n=4	Team average= 4.44 n=4	-0.15
Classifications of Patients in Emergency Wards	Team Average= 4.53 N=5	Team Average= 4.43 N=7	-0.10

## **Appendix 4: VLDP IRAQ2: Samples from the Café**

### **In the words of the participants: Examples of café entries**

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#### ***What do you want to say at the end of the program?***

“We would like to salute all those involved in providing this valuable program and managing it, including the Manager and Facilitators for their support to us and for caring to make us understand the valuable and beneficial information. In truth, we are incapable of thanking you as a team for everything you offered us during the program, which has been a new and fruitful experience. We hope all the best for you, and we hope to see you in our country.”

*VLDP Iraq 2 participant, Planning and Decision Making Team*

“I don’t want to say farewell, especially to people with whom we have communicated, even if it was not face to face, but with feelings and a sense of one family. I would like to offer all our thanks and gratitude in the name of the Impact of Noise on Elder People Team to Dr. Morsy and all those who have contributed in this VLDP. We wish to see you soon.”

*VLDP Iraq 2 participant, Impact of Noise on Elder People Team*

“Thank you Dr. Morsy for your interest in this program, continuing with us this training, and developing our skills and leadership capabilities, as this had a positive affect and motivation through evaluation, feedback and continuous monitoring.”

*VLDP Iraq 2 participant, Impact of Noise on Elder People Team*

#### ***The importance of VLDP***

“It is the art of learning and receiving information. I would like to show my gratitude and appreciation to all the great effort done by the program facilitators.”

*VLDP Iraq 2 participant, Impact of Noise on Elder People Team*

“During the past few days, I discovered that many of the ideas, projects, and ambitions of people in one place are similar to those in another country or other places. In this program, concepts and efforts united, cooperation strengthened between those people in order to achieve the aimed changes in the community or work.”

*VLDP Iraq 2 participant, Planning and Decision Making Team*

“A very enjoyable and valuable program, we have learnt many new things and we have developed many aspects, such as self esteem and team work.”

*VLDP Iraq 2 participant, Alternative Medicine Team*

#### ***What is the effect of VLDP on you, personally and professionally?***

“This program had a great influence on me, personally and professionally... The most important effect was that I learned participation and not to take the decisions alone, even if the other’s opinion differs from that of the team. This was practiced during the face to face training with the other team leaders in one of the training exercises... The truth is I didn’t accept the solution and I was unconvinced of the other opinions that were reached by some of team members, but after implementing this solution the whole team succeeded in solving the problem, and all the facilitators cheered us for arriving to the accurate solution through participation... This was a great and practical lesson and experience for me... Participation, and not stubbornness, has a

positive impact on our problem and finding the accurate solution” and “This program had a great affect in developing our capabilities and our scientific and technical skills, recognizing our weak points and trying to strengthen them and to enhance our strong points.”

*VLDP Iraq 2 participant, Reduce the Incidence of Weak Vision Team*

“I was always wondering if I can do something that will benefit people and to be able to serve the community. I have realized during the VLDP that anything I do, whether small or big, cannot be achieved alone without assistance from others. Only through team work, we will complete each other’s work, and great things can be achieved. Personally, I have become more confident to express my opinions and to join in discussions with others.”

*VLDP Iraq 2 participant, Reduce the Incidence of Weak Vision Team*

“Thank you for your interest in this program, and we have benefited from it both personally and professionally, by providing the complete information regarding leadership and management, it has helped us to manage meetings and set goals, identify the challenges in our work confidently and determinedly, develop the futuristic vision, teaching us the principles of communication and listening, and most importantly, the need for more programs and curriculums that will increase our expertise in order to bring us up-to-date with all the current developments. This program had many effects as it developed our expertise and leadership skills, and your personal monitoring had a great impact on the teams and team members.”

*VLDP Iraq 2 participant, Planning and Decision Making Team*

“Regarding the influence of the VLDP, it had a great affect in increasing our self-confidence and spreading hope and enthusiasm to face challenges. We really need this program in developing our management and leadership capabilities at work.”

*VLDP Iraq 2 participant, Impact of Noise on Elder People Team*

“Thank you Dr. Morsy for your constant monitoring of us during this important program. We desperately needed at present this creativity and assistance to improve our capabilities and recognition, as the managers in our field doesn’t provide this care. This is the only occasion for us to join in such a refined program that aims to change management towards a better future, and our characters are now stronger than before.”

*VLDP Iraq 2 participant, Impact of Noise on Elder People Team*

“This program had a great effect on all the participants, as it defined and cleared many issues and terms which were unknown and scary to us personally and professionally, and its influence was obvious from the first meetings in the program.”

*VLDP Iraq 2 participant, Planning and Decision Making Team*

“This program made me reevaluate many decisions and activities that I have previously undertaken, or that I am considering carrying out in the future. I consider it as a new system that helps us accomplish our tasks.”

*VLDP Iraq 2 participant, Rational Use of Drugs Team*

“This program had a great influence on me personally, as my character was supported and my position enhanced, and professionally through coordination and monitoring.”

*VLDP Iraq 2 participant, Child Care and Breastfeeding Team*

### ***Why Managers fail...***

“Some lack the essentials of administrative work, in addition to their ignorance of leadership skills, weak credibility in performing their work and absence of transparency...etc.”

*VLDP Iraq 2 participant, Planning and Decision Making Team*

“For several reasons ... they lack the essentials of leadership and successful management.”

*VLDP Iraq 2 participant, Child Care and Breastfeeding Team*

### ***Access to the internet in VLDP***

“The internet is crowded all the time, but in spite of the difficulties and constant nuisances, we are trying to access the internet as best we can, in order to continue our progression that we started, and hopefully the challenges will be overcome.”

*VLDP Iraq 2 participant, Impact of Noise on Elder People Team*

“Internet is an important method in the program, therefore, there was a struggle accessing the internet, and the struggle is still ongoing.”

*VLDP Iraq 2 participant, Using the Computers for Office Administration Team*

“Accessing the internet is a great problem facing us every day because of the limited number of computers, and the heavy workload of the sector on it. Because of the deteriorating security conditions, and the absence of an internet café near my home, but all this makes us more determined to work daily overcoming all the obstacles facing us.”

*VLDP Iraq 2 participant, Impact of Noise on Elder People Team*

“I have personally benefited from the internet available in the Ministry, in addition to going to an internet café near my home with the encouragement of my husband, although this affects my house and child. I was really affected by what Dr. Morsy recommended to face the challenges and overcome obstacles any way we can and finding alternatives.”

*VLDP Iraq 2 participant, Child Care and Breastfeeding Team*

### ***The reality of financial and administrative corruption in Iraq***

“When we talk about reform, we have to discuss corruption which is now common to everyone, i.e. bribery, nepotism, and misuse of power... Corruption is prevalent in the country as there are no legal structures or supervisory agencies. Corruption has become a way to spread despair among people, and they inherit it from one generation to the other.”

*VLDP Iraq 2 participant, Planning and Decision Making Team*

### ***Women and society***

“Women at present, and especially during this random and dangerous stage in our society, has taken the responsibility of many difficult tasks and she has become a leader facing many challenges and taken on more than one role in society.”

*VLDP Iraq 2 participant, Impact of Noise on Elder People Team*

“The prevalent traditions in our society has given women a secondary role in our society, she was deprived of education and forced to marry, which led to negative results on our society such as killing and what is known as revenge and suicide.”

*VLDP Iraq 2 participant, Home Nursing Team*

“What is this woman who is living in the shade.. After women have entered the political and economical life she has become an important player in the country.. Is there any official circle where there are no women, in all the occupational levels in the country? Dominance, decision making and management are a major part of the women’s work at the present time.”

*VLDP Iraq 2 participant, Reduce the Incidence of Weak Vision Team*

“Women are no longer creatures living in the shade, and they are not helpless, but they have rights and responsibilities, and they have to live up to their responsibilities and not as followers.”

*VLDP Iraq 2 participant, Child Care and Breastfeeding Team*

### ***Women in the Middle East***

“Women being represented in the Kuwaiti parliament lately is not something that we can use to measure the women’s status in the Middle East. I don’t understand why this connection between political positions and women’s rights. Even more, I don’t understand why 25% of parliament seats in Iraq should be reserved for women, knowing that whoever put this rule doesn’t implement it in his country and is not found in the constitution of his country. And even though several women in Asia have become head of states, nevertheless, we notice that throughout the history of the United States, there has never been a woman who has been elected as president. We wish for the Iraqi woman to get her rightful position without it being granted by anyone, but at the same time, without holding back. At the end, the symbol of Sister Theresa is not less important than Andira Ghandi.”

*VLDP Iraq 2 participant, Alternative Medicine Team*

“The women’s role has increased during the past few years after it has been marginal in the past, the last progress is the women’s right to hold a percent of parliament seats in Kuwait, which is considered a success for Arabian women and a step towards the future.”

*VLDP Iraq 2 participant, Prevent Administrative Corruption Team*

“God chose for women the appropriate and important role which has an impact on society, and he gave her all the rights, even if she was not represented in the parliament.”

*VLDP Iraq 2 participant, Child Care & Breastfeeding Team*

### ***The Status of Women in Islam***

“All religions confirm the role of women and its impact on society.”

*VLDP Iraq 2 participant, Child Care & Breastfeeding Team*

“Man and woman have the same duties that God has assigned to all humans, but each has additional duties based on his God-given capabilities, and each one’s work complements the other on earth.”

*VLDP Iraq 2 participant, Rational Use of Drugs Team*

“Women hold a sacred and noble position ... as both men and women are one in creation and they are similar in their duties, rights and liabilities, all in the light of their capabilities. This

assumption is corresponding with the vision in Koran of honoring humans and esteeming them, while ignoring their gender, color and language.”

*VLDP Iraq 2 participant, Planning and Decision Making Team*

### ***The Women’s Right to Work***

“The right is given as an effect of the obligations provided. There are certain jobs that women can’t undertake in our oriental society, which differs in the western society, like police officer or other political work. She is participating in the building of her society even if she is not working.”

*VLDP Iraq 2 participant, Child Care Team*

“How can the women’s work be unreal ... By this we are ignoring thousands, no millions, of female workers in laboratories, production factories, and administrative jobs and if the women were absent the work would stop in these laboratories ... The presence of women and men together in production has a positive outcome on the development of the economical conditions in the whole country” and “Islam gave equal rights and obligations to men and women, and women are half this society, her work is to serve the society and become an essential part of its development.”

*VLDP Iraq 2 participant, Reduce the Incidence of Weak Vision at Early Age Team*

“It is certain that women have the right to work in part of this society, she is the mother, the sister, the wife and the daughter. She has rights, the same as obligations. If her work doesn’t contradict with her obligations as a mother and wife, then she has every right to work and contribute in the rebuilding of the society.”

*VLDP Iraq 2 participant, Prevent Administrative Corruption Team*

“Islam has guaranteed for women a happy and fulfilling life if she is committed to her faith, and follow the path of good deeds like men. Any deed that a woman performs will be rewarded by God. The women’s deeds are respected just like men, because she is equal to men and are both created by God.”

*VLDP Iraq 2 participant, Using Computers for Office Administration Team*

“Women are half this society, as like men they have the right to work and prove themselves.”

*VLDP Iraq 2 participant, Impact of Noise on Elder People Team*

“A woman has the right to work, and she has to have a role in the society in the development and prosper of the society, as she is half of it, hand in hand with the male. Women have succeeded during the past period to have a large role in life and she succeeded in achieving many scientific and modern accomplishments, all by will power and determination, and her belief in this role.”

*VLDP Iraq 2 participant, Impact of Noise on Elder People Team*

“Although the role of the male is to support women .. nevertheless Islam gave the right to women to work. Equality is only among equals, but justice is necessary even between opposites. As time passes, and the conditions worsens, the right has also become an obligation.”

*VLDP Iraq 2 participant, Child Care and Breastfeeding Team*

### ***The Current Status of Women***

“The current status of women, which is due to the conditions the country is enduring amid democracy and terrorism, makes it difficult to determine where to start the improvement of this wicked reality, while she bears the burdens of terrorism more than men.”

*VLDP Iraq 2 participant, Child Care and Breastfeeding Team*

“The Iraqi community is experiencing very difficult and cruel conditions, and women are an essential part in the community, therefore they carry the burden of these cruel conditions, and their role should not be less than men.”

*VLDP Iraq 2 participant, Prevent Administrative Corruption Team*

“We are living the awkward and difficult reality of the Iraqi women, by facing obstacles and the deteriorating conditions, the mental and physical tension, and facing the life crisis, as women are both the mother and father as more and more Iraqi women are widowed, and God save us.”

*VLDP Iraq 2 participant, Impact of Noise on Elder People Team*

“How can women cope alone in the face of storms and strong wind, while being oppressed by men in this jungle, when even men cannot protect themselves? We are now encountering a real crisis, the reality we are living in is very bitter and tragic, as we are daily facing death, like a strong current that we are both standing before and we must cooperate together, as men and women are life.”

*VLDP Iraq 2 participant, Impact of Noise on Elder People Team*

### ***Leadership and training***

“The most difficult part of leadership in my opinion is training, as one will have to deal with people that are of different levels / psychologies / ambitions / responses and all this should be taken into consideration.”

*VLDP Iraq 2 participant, Child Care and Breastfeeding Team*

“There is an important scientific formula for all leaders which is ‘required performance minus actual performance is equal to need for training.’”

*VLDP Iraq 2 participant, Classification of Patient’s in Emergency Wards Team*

“Training is the implementation of the four principles of leadership and to understand them properly, which will allow the leader to guide others and mobilize them to achieve the required goals.”

*VLDP Iraq 2 participant, Home Nursing Team*

“Training is important to develop successful leaders.”

*VLDP Iraq 2 participant, Reduce the Incidence of Weak Vision Team*

“Training is closely associated with leadership. As the trainer is a leader as he uses some or most leadership skills (scan / focus / alignment and mobilization / monitoring and evaluation) inside the training room or while training according to the situation at hand. He also uses the four practices of management (planning / organization / implementation / monitoring and evaluation) from before starting the training course and until the end of it. As the trainer will scan at the beginning by communicating with the individuals, he will push them to focus on the objectives of the program or course to achieve them, align participants to achieve objectives and with his

expertise and efforts, he will align the appropriate atmosphere in the training and inspire attendees.”

*VLDP Iraq 2 participant, Planning and Decision Making Team*

### ***The importance of leadership to school administration***

“I hope that this program is made available for all ministries, such as the Ministry of Education and Scientific Research, and others, so that the benefit is general and for everyone.”

*VLDP Iraq 2 participant, Reduce the Incidence of Weak Vision Team*

“Efficient leadership is essential for all school headmasters at all levels. Elementary school is not more important than the following stages when students are entering puberty and are subjected to all its difficulties and challenges.”

*VLDP Iraq 2 participant, Alternative Medicine Team*

“Elementary stage is the most important educational stage as it is the foundation that affects the level of the child or student during the first stage of education. This is the responsibility of the teacher and school headmaster, as the teacher should possess a degree of education, leadership and management to enable him to firmly set the primary steps of education and breeding based on correct educational concepts in schools that are reflected on the level of the students.”

*VLDP Iraq 2 participant, Impact of Noise on Elder People Team*

“It is important that the school headmaster is an efficient leader and manager, as this is reflected on school workers, including the teachers, service providers, and others, and it is reflected on the students.”

*VLDP Iraq 2 participant, Child Care and Breastfeeding Team*

“It is important that school headmasters are taught leadership and management, and to implement it on the elementary students as they are the future leaders. I remember the first question in the program ‘who is your role model?’, most answers were ‘my teacher’. This helps us to develop leaders at a young age.”

*VLDP Iraq 2 participant, Classification of Patient’s in Emergency Wards Team*

“It is only logical that the school headmasters learn the art of leadership, as it is an essential part of their school process.”

*VLDP Iraq 2 participant, Rational Use of Drugs Team*

“After becoming acquainted with the technical basis of leadership and management, it is necessary for all community sectors to learn the art of leadership and management without focusing on one category.”

*VLDP Iraq 2 participant, Classification of Patient’s in Emergency Wards Team*

“It is very important to schedule training courses for elementary school headmasters on leadership and management, because this stage is very important as it helps in the upbringing of students, hand in hand with the house. We will hopefully perform this in the future.”

*VLDP Iraq 2 participant, Using Computers for Office Administration Team*

“It is important to introduce a Leadership and Management program as part of the school educational program, as school headmasters are perceived as leaders performing two roles, and the occupational tasks of these roles are interlaced in the daily school work. He is empowered to set school objectives and to help workers perform their roles effectively to achieve the targeted objectives. Also, as the school headmaster leading the school, he performs the role of the doctor who cures his patient. He has to discover the chronic diseases or chronic problems and predict them. These four problems are the soul, the mind, the body and the heart, and he also has to cure them correctly.”

*VLDP Iraq 2 participant, Using Computers for Office Administration Team*

### **Leaders and elections**

“Elections are very important for the selection of leaders who should possess the specifications of a real leader, and they should be democratic, speaking out for the group of people that elected him.”

*VLDP Iraq 2 participant, Alternative Medicine Team*

“Elections at present turn leaders into administrators, while our focus now is how to develop administrators into leaders.”

*VLDP Iraq 2 participant, Rational Use of Drugs Team*

“By elections the people can select who to represent them and take them forward into the future, leading them to safety, serving a public interest, described in the Islamic religion that regulated it and set its conditions.”

*VLDP Iraq 2 participant, Rational Use of Drugs Team*

“The leader, who leads a group of people, should be considerate of their opinions and thoughts, and can grant their demands and achieve their needs; therefore, he should be elected so there can be mutual cooperation between them and he has rights and responsibilities.”

*VLDP Iraq 2 participant, Impact of Noise on Elder People Team*

### **Violence in our country ... where to?**

“There has to be an end to this trend and bloodshed in our country. We all have to cooperate and forget what happened in the past, and to plant the seed of love and peace in all our categories, starting from childhood, schools and our homes. Introducing the culture of peace and throwing out the culture of revenge and violence. We have to let go of vengeance and revenge to get rid of the violence and killing.”

*VLDP Iraq 2 participant, Child Care and Breastfeeding Team*

“We don't know what will happen to us from the moment we leave our homes in the morning and until we return, with all the sights and smell of death all around us, but we have great faith in God who will reward us for our patience.”

*VLDP Iraq 2 participant, Impact of Noise on Elder People Team*

“Violence is a word with several meanings (death, blood, kidnapping ...) that is evidence of all the victims that fall daily, whom we watch or hear about, which affects the psychology of the Iraqi individuals. We are a society that is distinguished by its strong family feelings and bonds, as it is not easy to loose a dear individual.”

*VLDP Iraq 2 participant, Using Computers for Office Administration and Quality Management Team*

## Appendix 5: Effect of the VLDP by one of the Team Leaders

July 20, 2006

Dear Facilitators,

- 1) I would like to thank you for your wishes for our safe return to Baghdad, after we had the pleasure of meeting with you for the second time in Amman to review and discuss our team work and to filter the plans and provide advice and guidance to complete the program ... and our team, Planning and Making Decisions, is a group of male and female nurses working in leadership positions and administrative jobs in the field of nursing, either in the ministry or other sectors, except for one of our colleagues who is a computer programmer who is working in the Diwan sector in the ministry.
- 2) Because of our group's working field, we have joined several activities and training courses in and out of Iraq as trainees or trainers in different fields.
- 3) After returning from Amman, after the first meeting with you, we held our first meeting to clarify the nature of this VLDP and the expected results from the team. We have rejected some names that were primarily sent to you at the beginning of the program as we perceived their incapability and their wish not to continue with us ... we have added new names and the team was established. The team's enthusiasm increased and the team members' participation in the program was stronger, after we successively encouraged and motivated the hesitant and lazy... all the participants were competing to prepare for the meetings, participate in the dialogues, discussions and to offer their opinions freely and strongly.. They have even managed to beat their team leader in some occasions regarding entering the café, contributing in the discussions, and introducing new threads, even some team meetings were held in the absence of the team leader who joined in later due to prior obligations. This indicates that the team reached a certain level of commitment by taking the initiative and depending on themselves, which is an important part of leadership.
- 4) Some team members had problems with each other prior to the formation of the team ... but their working together in the team under this program dissolved all these differences and created a kind of harmony, unifying their vision and goals, which have lead to the elimination of these problems ... to achieve the shared objective of the whole team, and I am certain that this is one of the program goals.
- 5) When we started the selection of the team's shared vision, and determining the challenge that we are facing as a team, there was a difference of opinions of the most important challenge and we have held more than one meeting before we successively determined the most important three challenges ... therefore we have selected the final challenge for our team which will be presented in the team work plan...
- 6) When we selected this challenge, our aim was for our work to be effective in reality and to be able to make a change, even if it is minimal, in the conditions of health services in our hospitals. The transmission of secondary infection in hospitals is a common occurrence, patients entering the hospital are at a risk of contracting an infection, or the workers, including the nursing staff, are exposed to infections of a contagious disease from being in contact with the patients...this has caused our team to select this as the most important challenge.
- 7) We chose the Baghdad Educational Hospital as it lies within a huge medical compound and this hospital was newly established .... There is also a team working to set up standard units in our hospitals, aiming to improve the quality of the services and health care, especially the nursing care.. Therefore we have intertwined our work with the work

- of the team responsible for standardizing units, as it includes two members from the Planning and Decision Making team.. This type of aligning and mobilization utilizes all the available resources and invests in the available opportunity to achieve the goal.
- 8) We have been in touch with all the involved parties, which are interested in what the team work .. such as the Infection Control committee in the ministry , or the Medical City Administration responsible for the Baghdad Educational Hospital, or DMOK company licensed to equip the necessary equipments for disinfecting and sterilizing in the health institutes, as it is found in the same institute, to participate and contribute in completing the work and achieving the required results.
  - 9) At the same time that I acknowledge all the facilitators and people working in the VLDP, I would like to acknowledge the other team members in whom I found enthusiasm, honesty, devotion and desire to make a change to the better, and I wish that they complete the path together to achieve the desired results... to face another challenge in the future after we have gained all the necessary skills and experience, therefore, I am sending to you this introduction and the finalized work plan knowing that all the plans are subject to alteration and amendments according to new developments during implementation... therefore, I am hoping that you will not hold back your valuable advice and guidance that you have been generously giving to us.

Thank you very much and best regards,

Team Leader  
Planning and Decision Making Team

# Appendix 6: Leadership and Management Results Model

## Leading & Managing for Results Model

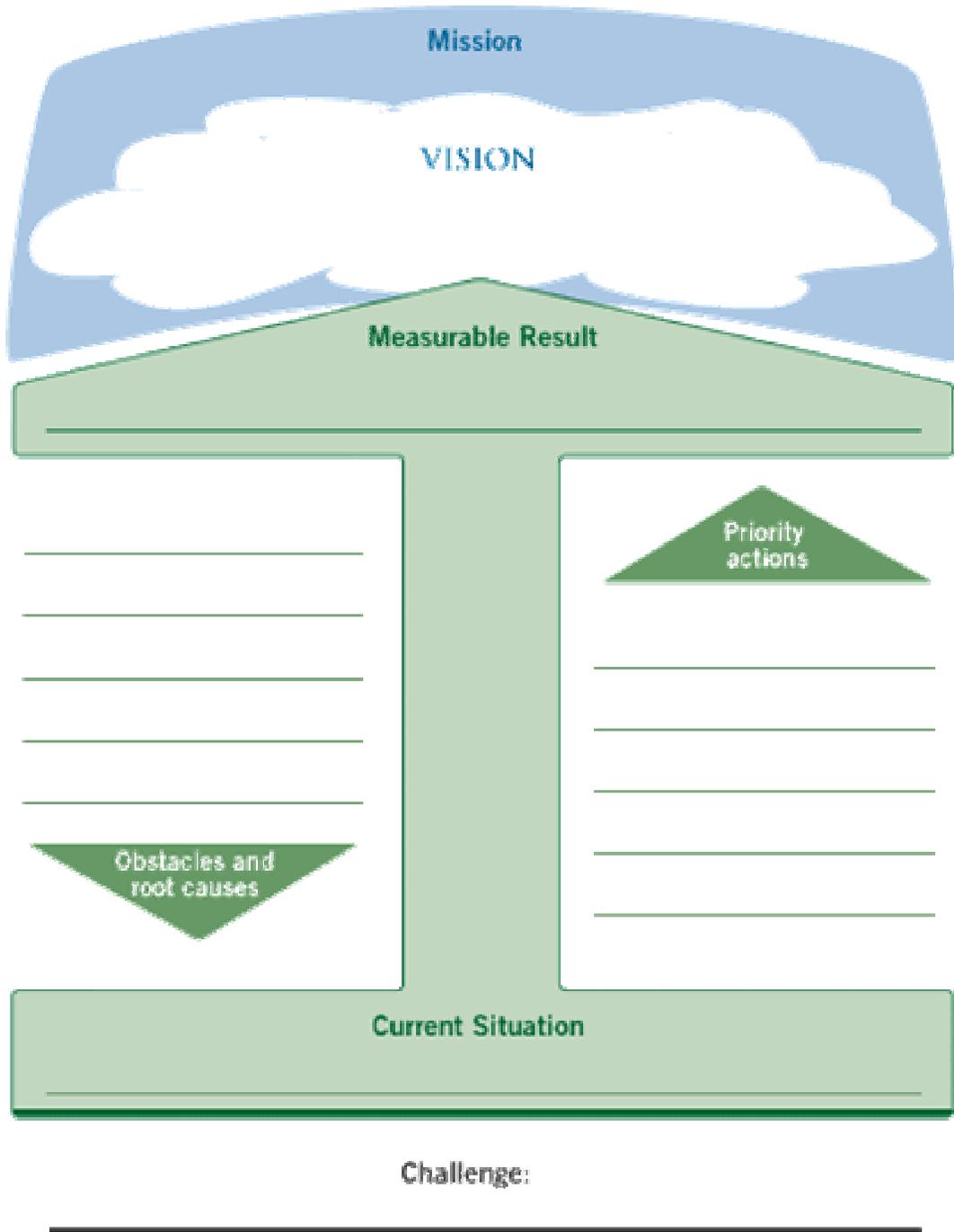
How do management and leadership contribute to improved service delivery?



Building and applying the body of knowledge about leading and managing in international health



## Appendix 7: The Challenge Model



## Appendix 8: Workgroup Climate Assessment (WCA)

### Management Sciences for Health

INSTRUCTIONS: To complete the survey, please read each item. How do you feel about the item today? To assist you, 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.

<p style="text-align: center;"><b>Workgroup Climate Assessment</b></p> <p style="text-align: center; font-size: 2em;"><b>SAMPLE</b></p> <p><b>I feel that in my workgroup.....</b></p>	<p><b>How are things now in your workgroup?</b></p> <p>Please rate each item on a scale from 1 to 5 where:</p> <p>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</p>
1. We have a positive attitude	1    2 <b>3</b> 4    5
2. We enjoy our work	1 <b>2</b> 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.

<b>Workgroup Climate Assessment – Part A</b>	<b>How are things now in your workgroup?</b>				
	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				
<b>I feel that in my workgroup.....</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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

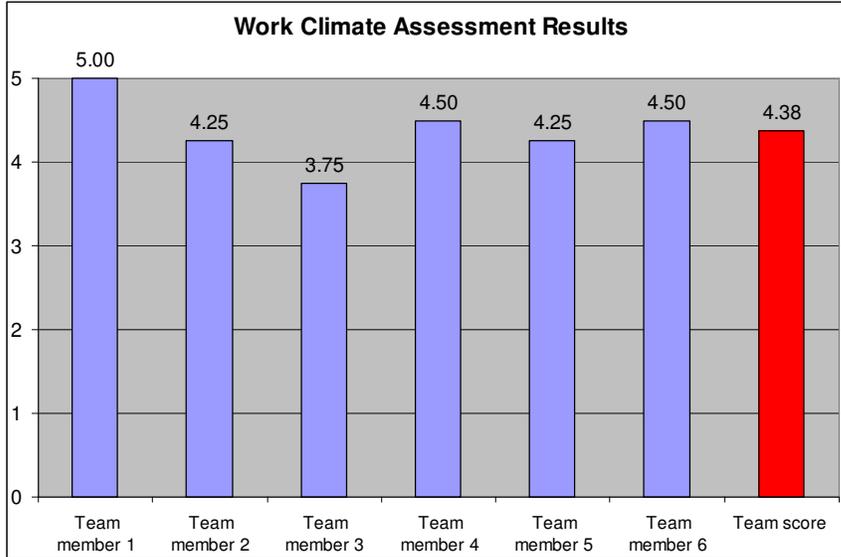
Please read each item and then decide how things are in your workgroup. Using the same scale as in Part A, indicate your selection by circling the appropriate number in the shaded column.

<b>Workgroup Climate Assessment – Part B</b>	<b>How are things now in your workgroup?</b>				
	<p style="color: red;">Please rate each item on a scale from 1 to 5 where:</p> <p>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</p>				
<b>I feel that .....</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
9. Our workgroup is known for quality work	1	2	3	4	5
10. Our workgroup is productive	1	2	3	4	5

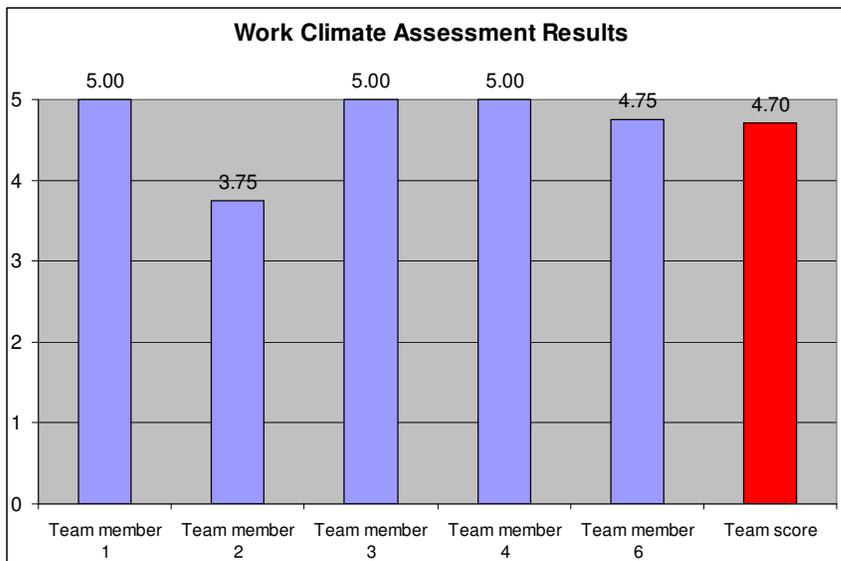
**Thank you for completing the assessment.**

## Appendix 9: Detailed WCA results by team

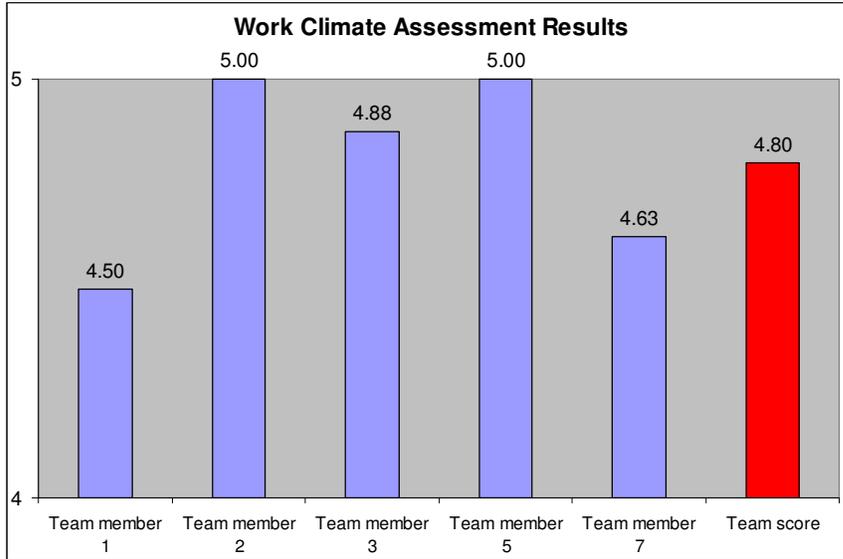
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WCA Module1



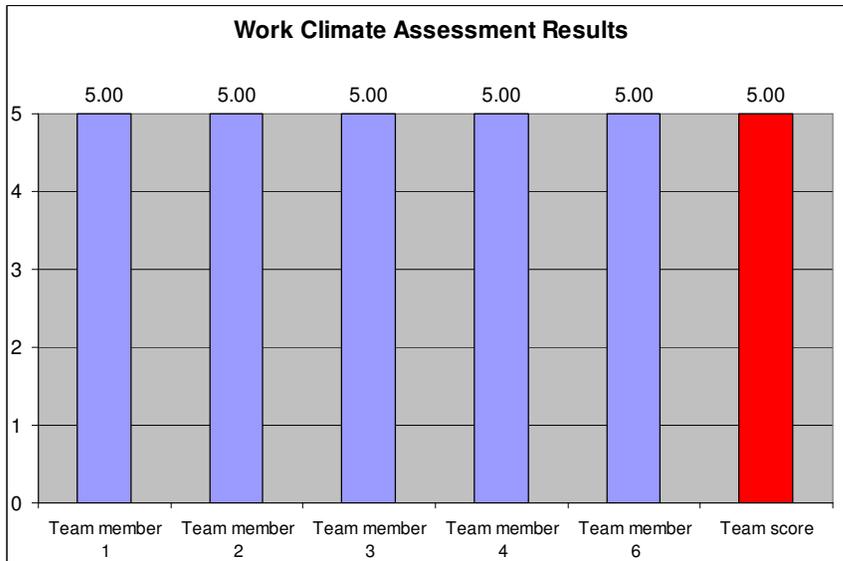
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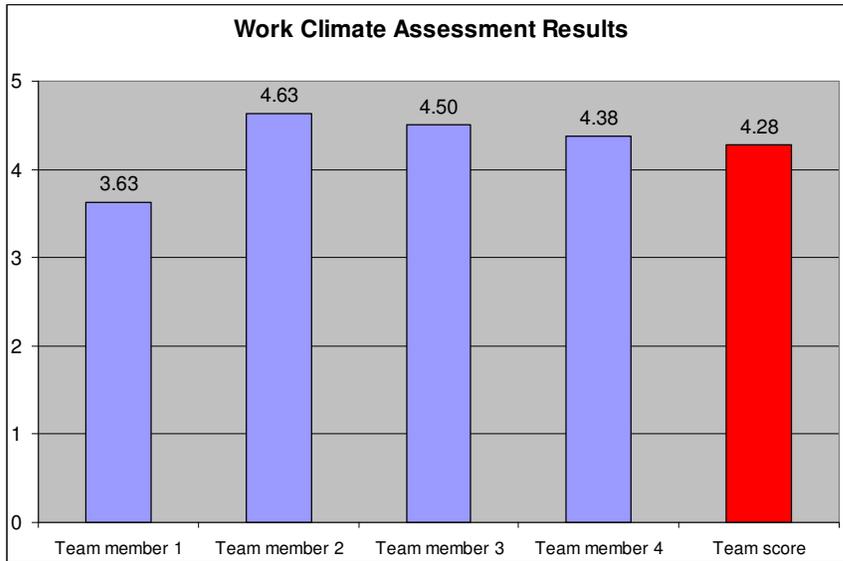
Alternative Medicine  
WCA Module1



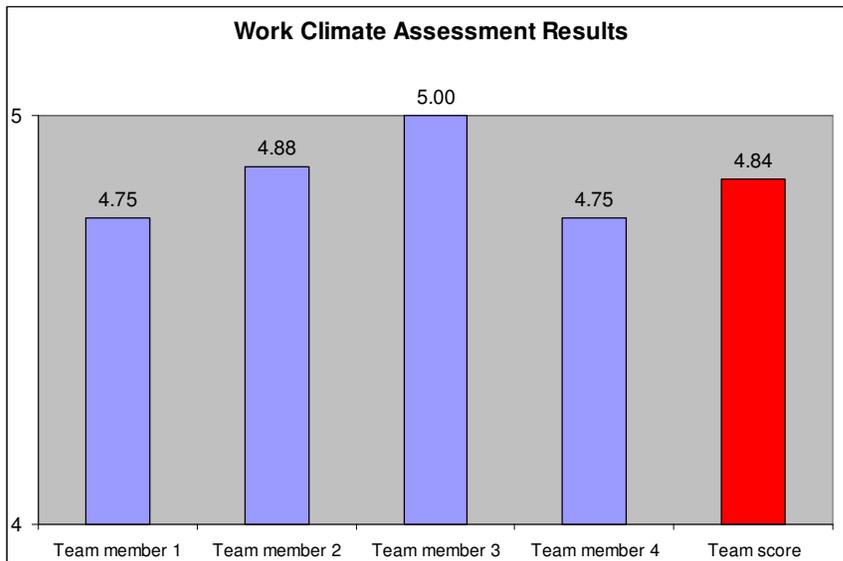
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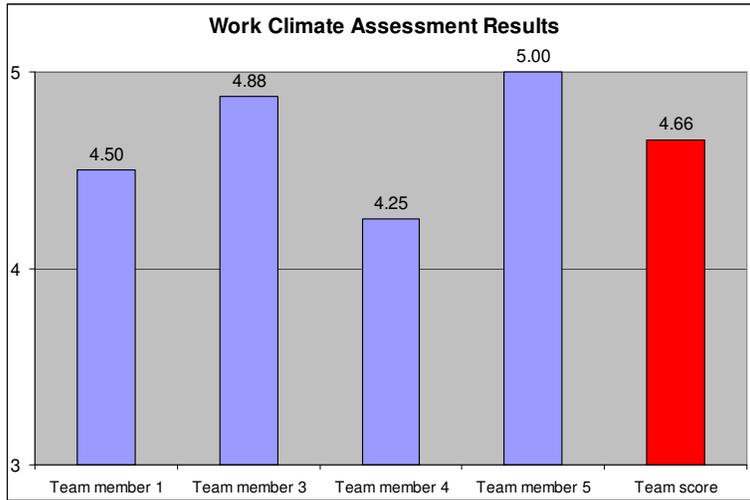
Child Care and Breast Feeding  
WCA Module1



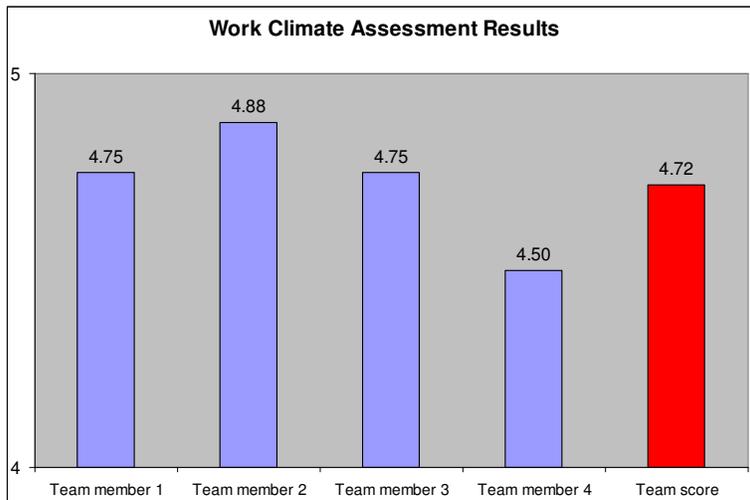
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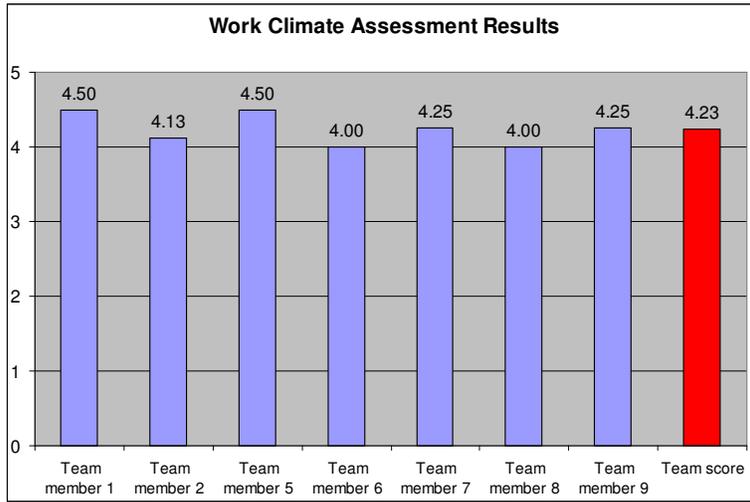
Effect of Noise on Elderly  
WCA Module1



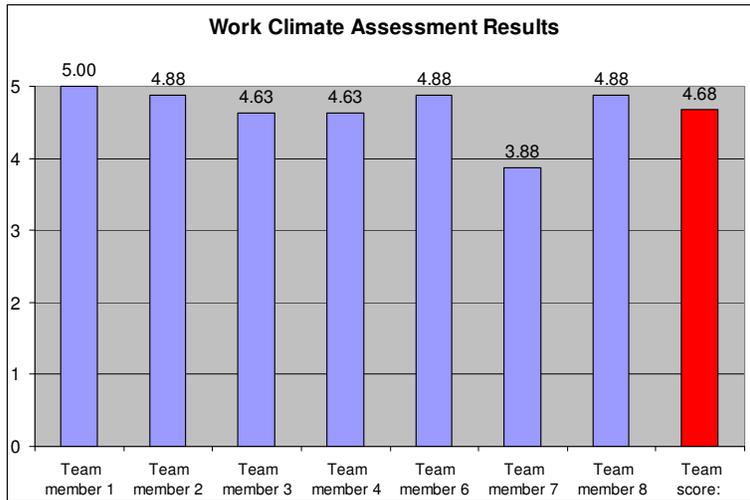
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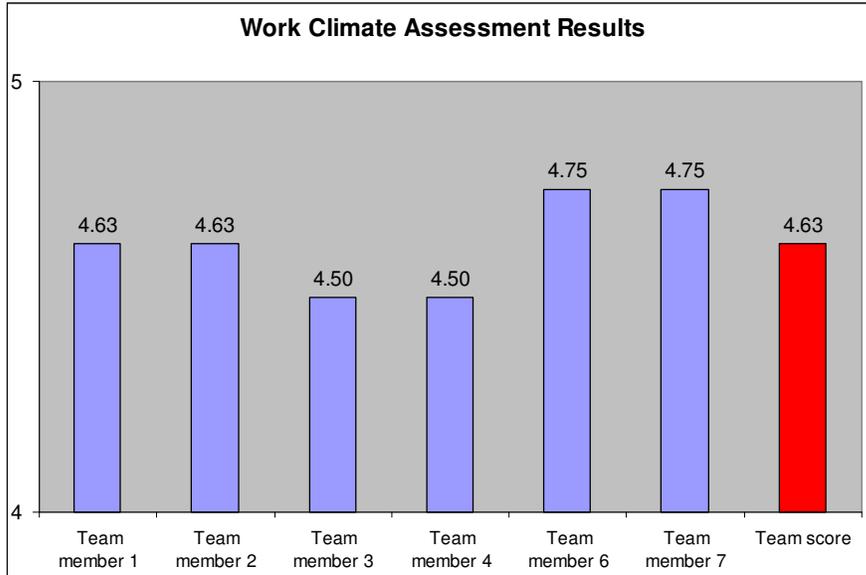
RTI  
WCA Module 1



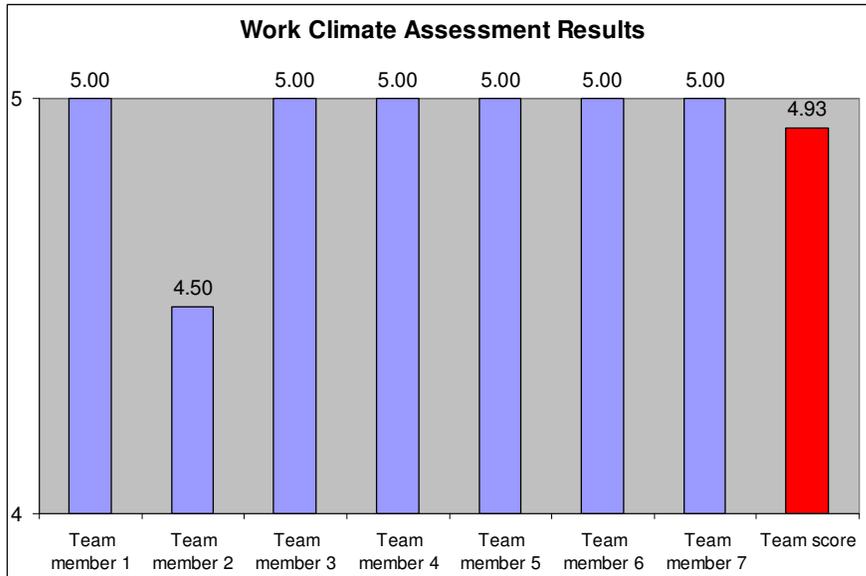
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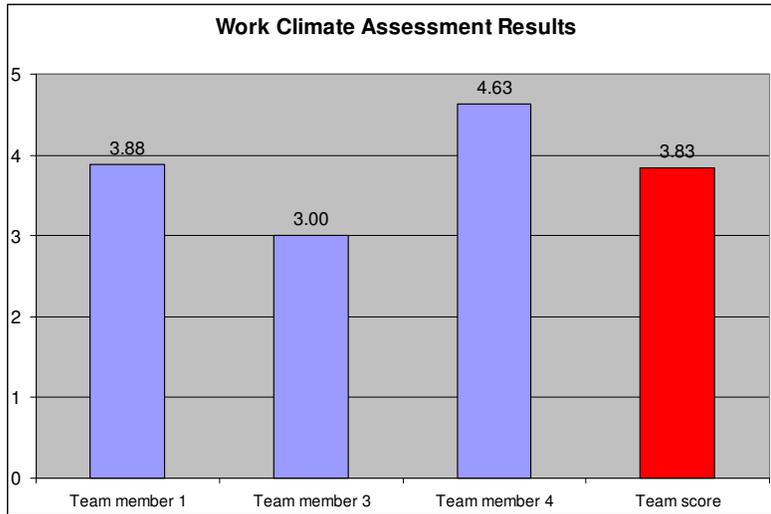
Computer and Office Administration and Total Quality management  
WCA Module1



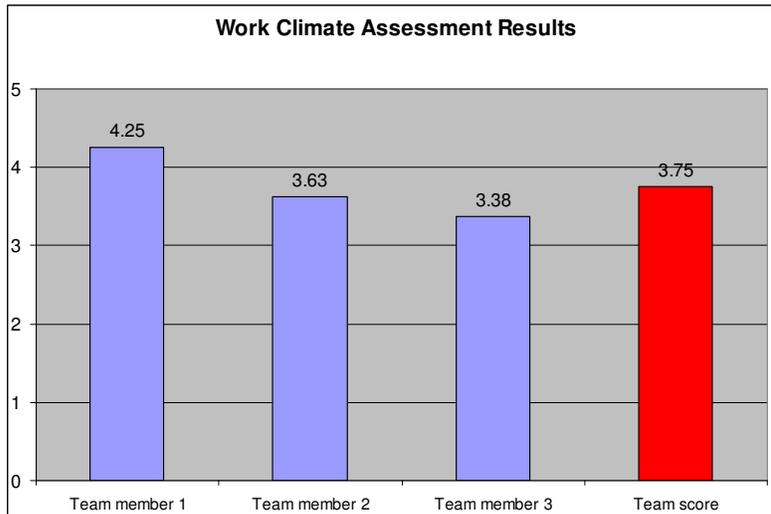
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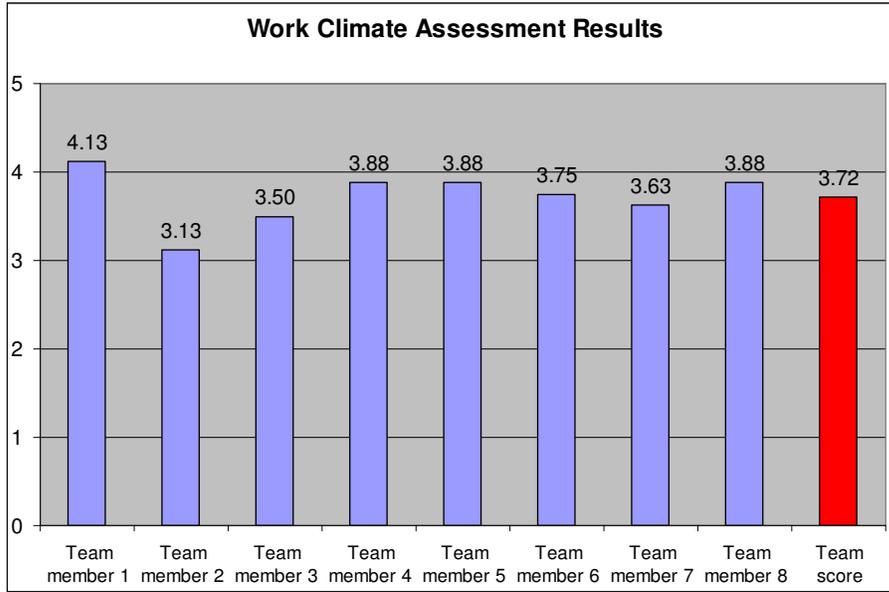
Rational use of drugs  
WCA Module1



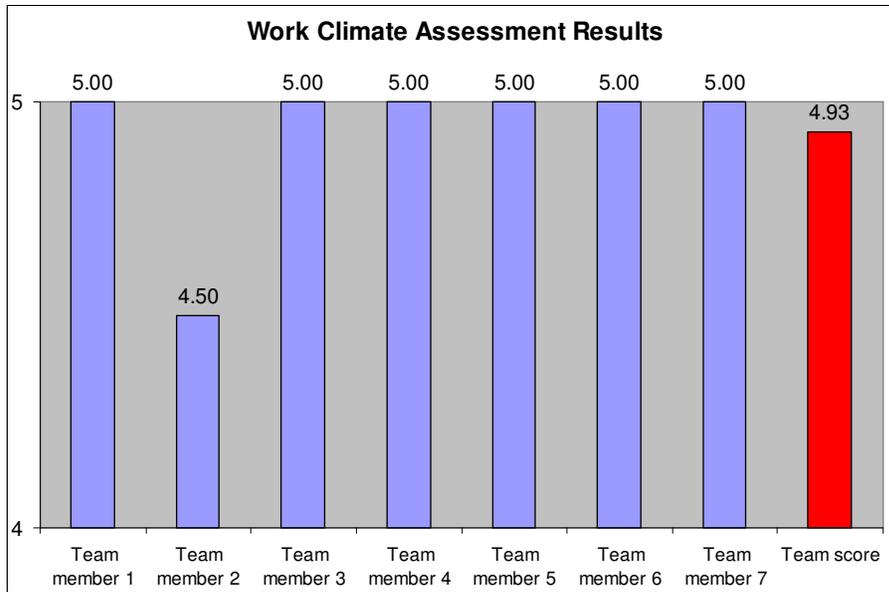
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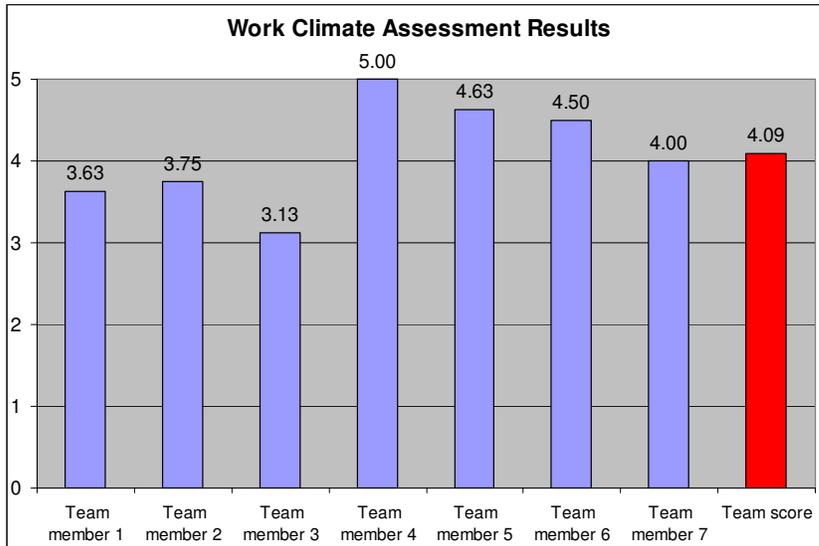
Prevent Administrative Corruption  
WCA Module1



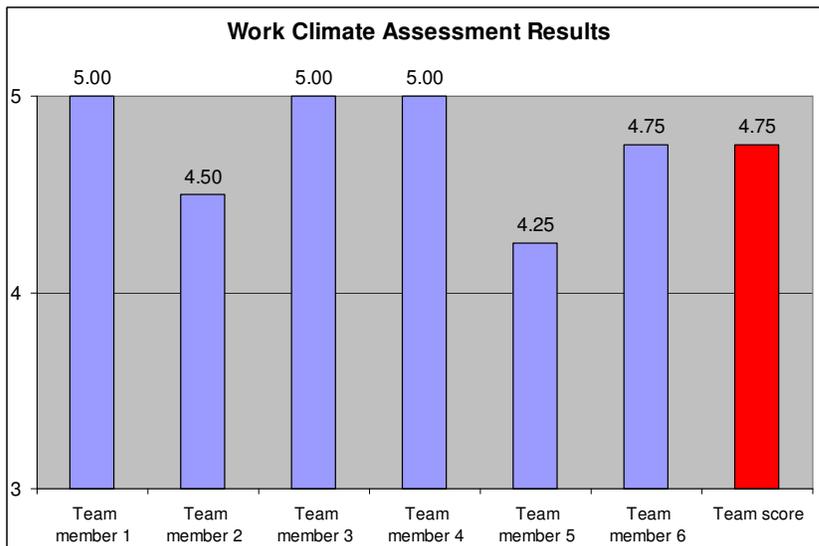
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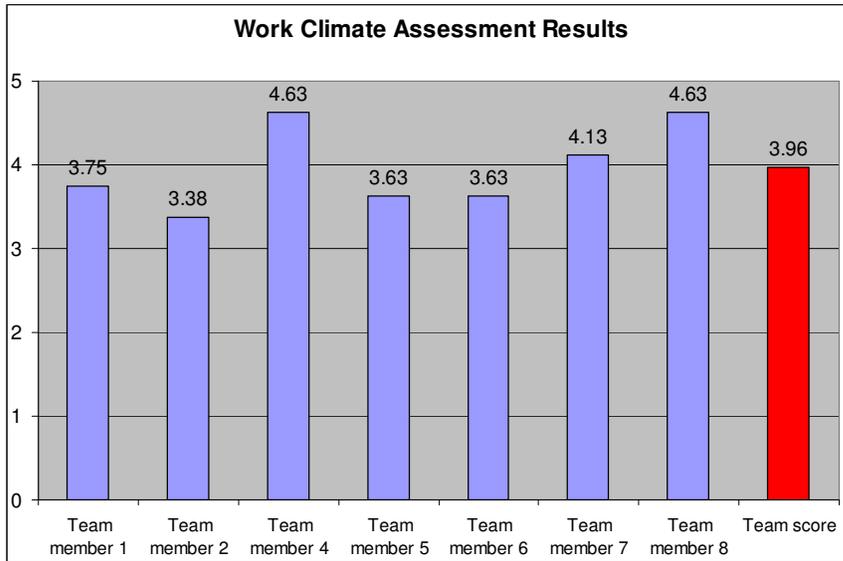
Planning and Decision Making  
WCA Module1



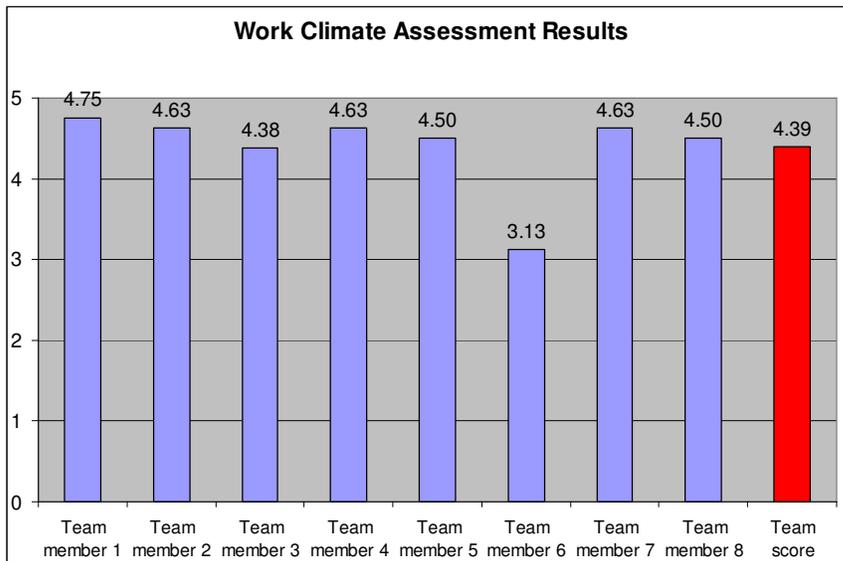
WCA Module7



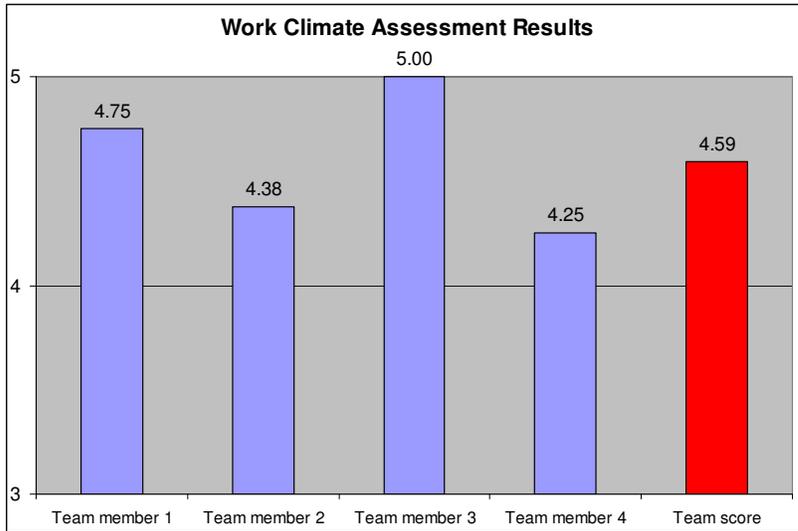
Home Nursing  
WCA Module1



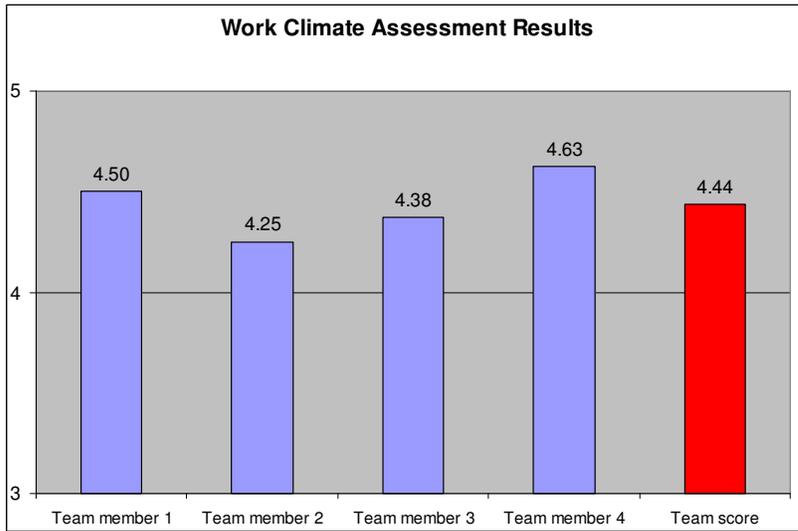
WCA Module7



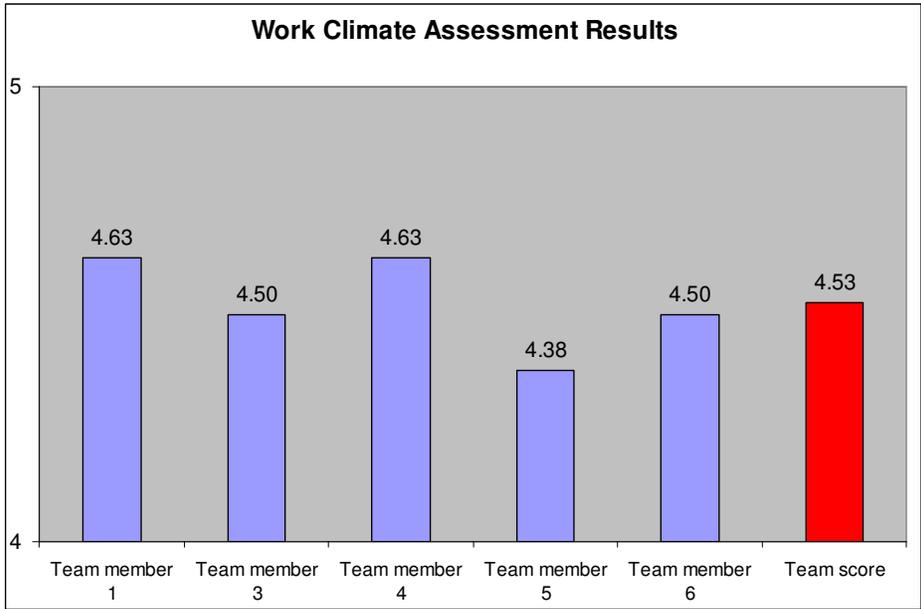
Management of Nutrition Researches  
WCA Module1



WCA Module7



Patient Classification in Emergency Wards  
WCA Module1



WCA Module7

