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LAUNCHING THE LEADERSHIP DEVELOPMENT PROGRAM FOR THE MINISTRY OF HEALTH

PALESTINIAN HEALTH SECTOR REFORM AND DEVELOPMENT
PROJECT (“THE FLAGSHIP PROJECT”)

SHORT-TERM TECHNICAL ASSISTANCE REPORT

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SECTION I: INTRODUCTION

The Flagship Project is a five-year initiative funded by the U.S. Agency of International Development (USAID), and designed in close collaboration with the Palestine Ministry of Health (MOH). The Project's main objective is to support the MOH, select non-governmental organizations, and select educational and professional institutions in strengthening their institutional capacities and performance to support a functional and democratic Palestinian health sector able to meet its priority public health needs. The Project works to achieve this goal through three components: (1) supporting health sector reform and management, (2) strengthening clinical and community-based health, and (3) supporting procurement of health and humanitarian assistance commodities.

The Flagship Project intends to provide senior MOH staff with a multi-session leadership development training that aims at enabling the officials to envision and lead change and be champions of reform. To start the process of developing and introducing the Leadership Development Program (LDP), the Flagship Project is collaborating with its technical partner TRG to a) engage MOH decision-makers in supporting leadership development and b) design and implement the first leadership workshop to the target training population (e.g., 20-25 senior MOH officials).

Through the first session of the LDP, the Flagship Project provided a conceptual and practical introduction to leadership development to both MOH decision-makers and senior staff and work with the senior staff to refine the goals, content, and nature of the follow-on training sessions.

This is a report on the short-term technical assistance provided by TRG from June 18 – July 2, 2009, during which the Flagship Project:

- Provided MOH decision-makers with a conceptual introduction to leadership development in order to foster their investment in the training initiative.
- Consulted with Institutional Development Reform Associates (IDaRA) to exchange information on the respective partner roles and approaches to organizational development and capacity building.
- Conducted the first workshop of the Leadership Development Program for senior MOH staff.
- Developed the major components of the Leadership Development Program and outlined the schedule and next steps for the implementation of the LDP.
- Conducted a round table discussion for Project staff on the Leading Change model introduced to the MOH.

(For more information about the TDY and the consultants involved, refer to Annexes A – C.)

SECTION II: ACTIVITIES CONDUCTED DURING TDY

A. DESIGN & CONDUCT A 1-DAY WORKSHOP FOR MINISTRY OF HEALTH (MOH) SENIOR OFFICIALS

(Full handouts for the workshop are provided in Annex D.)

Responding to MOH needs and the priorities set out in the Institutional Development Plan (IDP), and in support the reform process led by the Minister of Health, the Flagship Project and the MOH are in the process of jointly designing a Leadership Development Program (LDP).

Management and leadership skills feed directly into the IDP and constitute an important pillar for supporting progress in each of the 18 modules. The intent of the LDP is to build a cadre of leaders and decision makers who can carry the reform process forward.

The Flagship Project began the process of designing the LDP by conducting a workshop with senior ministry officials to better understand their vision of the reform process and get their guidance and input on areas of priority and key leadership competencies and behaviors on which to build the leadership training program that will be rolled out to MOH staff at the central and district levels.

During the workshop, the Flagship Project worked with the senior officials of the MOH to:

- Discuss a framework for leading change as a resource for health sector reform;
- Define the expected outcomes for leadership training of staff; and
- Identify the competencies and behaviors that demonstrate excellent leadership on which to design the LDP.

1. Workshop Participants

The one-day workshop was attended by high-level MOH decision-makers, including: Minister of Health Dr. Fathi Abu Moghli, Deputy Minister of Health Dr. Anan Al Masri, and general directors of Pharmacy, Health Insurance, Health Policy and Planning, Women's Health and Development, Health Education and Continuing Education, Finance and Administration, Internal Monitoring and Inspection, as well as a senior representative for the Director of Primary Health Care.

2. Workshop Outcomes

During the workshop, the Flagship Project sought input and agreement on a number of points related to the LDP. By the end of the workshop, the MOH had reached consensus on:

- a. *Health Sector Reform* – The participants agreed with a definition and common understanding of what was included in the Health Sector Reform. They agreed that the goal of the reform to “strengthen institutional capacities and performance of the Palestinian Health Sector.” They also agreed that reform includes the following:
 - Good governance
 - Transparent processes
 - Sustainable institutions and systems

- Strengthening public confidence in health systems
 - Quality health care services that are customer focused, responsive, and supported by a sustainable financial system
 - Standards and accountability for quality of care and continuing education
 - Human Resources development and performance improvement systems
 - Coordination among public, private, and civil society health service providers
 - Accountability for results through Monitoring and Evaluation systems
- b. Acceptance of a Model for Leading Change – The Minister, Deputy Minister and other participants embraced the *Eight Step Model for Leading Transformational Change* (based on the work of former Harvard professor John Kotter) presented during the workshop. This will be used throughout the LDP as a tool for the senior guiding team at the central level, and for other guiding teams at the central and district levels, throughout the MOH.
- c. Responsibilities of the Senior Guiding Team – While the senior guiding team for the Health Sector Reform has not been formally established, participants did outline the preliminary role and responsibilities of the senior guiding team.
- d. Leadership Domains, Competencies and Behaviors – Participants agreed on the following domains to be included in the LDP:
- Strategic Thinking and Planning
 - Decision-Making
 - Communications
 - Team Development
 - Performance Management
 - Leading Change

It was noted in the discussion that there are a variety of Flagship Project and MOH teams also working on the following domains:

- Quality Assurance
- Production and Operation
- Financial Management
- Monitoring and Evaluation

In addition to the domains, participants helped revise and then agreed with the specific competencies/behaviors that would represent “excellent leadership” within the MOH. The LDP will be designed around these competencies, which are included in Annex E.

B. DESIGN AND CONDUCT A 2-DAY WORKSHOP FOR MOH STAFF FROM THE DIRECTORATES

The second workshop “Leadership to Support the Health Sector Reform” was designed to reach the second tier of leaders and decision-makers within the MOH who will carry the reform process forward. The workshop allowed Flagship Project staff and MOH leaders to discuss a model for leading change and to get additional guidance and input on the key leadership competencies and behaviors on which to build the LDP.

During the workshop, the Flagship Project worked with MOH Directors to:

- Explore a research-based model of leading change as a resource for implementing the Health Sector Reform priorities;
- Discuss the opportunities and challenges for leaders within the Palestinian Health Sector;
- Examine leadership and management functions;
- Identify collective leadership strengths and prioritize areas for future training.

1. Workshop Participants

Participants attending the workshop included directors from the different departments of Primary and Secondary Health, Health Policy and Planning, International Cooperation, Pharmacy, Finance and Administration, Dentistry, Monitoring and Inspection, Public Relations, Human Resources, and Purchasing and Procurement.

2. Workshop Outcomes

During the workshop, the Flagship Project discussed with MOH Directors:

- Health Sector Reform* – Participants increased their understanding of and were “inspired” about the Health Sector Reform. They appreciated the opportunity to share opportunities and challenges and explore their role within the large change initiative.
- Review of a Model for Leading Change* – The *Eight Step Model for Leading Transformational Change* (based on the work of former Harvard professor John Kotter) proved to be a valuable resource for reform efforts. Participants found the model relevant and useful to the work they are doing on change initiatives within the 18 IDP modules.
- Leadership Domains, Competencies and Behaviors* - Participants indicated their priorities for future training from among the leadership domains that will be included in the LDP:

		Leadership Domains
3	4	Strategic Thinking and Planning
7	5	Decision Making
10	2	Communications
1	4	Team Development
1	1	Performance Management
2	9	Leading Change

Instructions: **Greens dot:** where you feel the **most skilled**
Red dots: where you would like **more training**

This will help the Flagship staff further design and develop a curriculum that meets the unique needs of MOH leadership at all levels.

- Case Studies* – Participants identified and described real work situations that can be used in scenarios and case studies in the LDP training sessions.

- e. Guidance on Training Methods – At the end of the workshop, participants provided feedback and suggestions on specific training methods used and expressed encouragement and support to make future trainings as participatory and interactive.

C. DRAFT A STRATEGY AND PLAN FOR LEADERSHIP DEVELOPMENT

The Flagship Project worked with TRG to outline the major components of a strategy and plan for the LDP. This draft will be further collaboratively developed in order to design a solid program that meets the expressed needs of the MOH. *(The draft of the LDP strategy and plan is attached in Annex F.)*

D. CONDUCT A ROUND TABLE DISCUSSION FOR THE FLAGSHIP STAFF ON LEADING CHANGE

The Flagship project staff work directly with the MOH senior officials and focal points for the various IDP modules and donor coordination thematic groups. It is therefore important for them to know about and work with the same model for leading change that was accepted by the MOH. A roundtable discussion was held with Project staff on the last day of the TDY on Kotter's *Eight Step Model for Leading Transformational Change*.

SECTION III: NEXT STEPS/ACTION PLAN

A. LEADERSHIP DEVELOPMENT PROGRAM STRATEGY

Together with Flagship Project staff, TRG will further develop the strategy for the Leadership Development Program and a plan for activities for the remainder of 2009. *(The draft LDP strategy and plan is attached in Annex F.)*

B. FINALIZE THE SOW FOR SECOND TDY (AUGUST 1-15, 2009)

The draft SOW for a second TDY by TRG in August includes:

1. Conduct Two-day Workshop for District Field Staff
 - a. TRG will modify the current two-day workshop to make the activities and content relevant to the district field staff.
 - b. TRG will provide the adapted materials to the Flagship Project for translations by July 25.
 - c. The Flagship Project staff will collaborate with the MOH to identify the appropriate participants for the workshop in Nablus. A participant profile will be provided to TRG once participants have been identified.
2. Conduct Four-day Training of Trainers (TOT)
 - a. The Flagship Project staff will collaborate with the MOH to identify appropriate participants for the methodology TOT. The number of participants should be limited to 20 to allow for sufficient individual practice.
 - b. TRG will provide the participant manual and PowerPoint slides for translation by July 25.
 - c. Flagship Project staff will arrange for simultaneous translation for TOT.
 - d. TRG consultants Maura Fulton and Kathy Alison will conduct the TOT training.
3. Learn About Performance Management System in MOH
 - a. In order to design appropriate course material, TRG needs to understand the current performance management system and requirements.
 - b. Flagship Project staff will identify the most appropriate MOH staff who can work with Maura and Kathy to identify how to build training to support the existing performance management system and goals.

C. DRAFT CORE LEADERSHIP CURRICULUM

Based on the agreed upon competencies, TRG will develop a draft outline of the core leadership curriculum which will include course objectives and block schedules for the multi-day courses (three or four days). This draft outline will be discussed with the Flagship Project staff and MOH during the November trip to Ramallah.

D. FINALIZE SOW FOR THIRD TDY (NOVEMBER 1-15)

The following activities are planned for a third TDY in November:

1. Review and revise core curriculum with the Flagship Project staff;
2. Present and revise core curriculum with MOH;
3. Follow-up with second or third advanced TOT on writing and working with case studies and role plays. If the Flagship Project wants to include more on designing training sessions and more practice from the first TOT, then a 3-day course will be conducted.
4. Prepare and deliver a two-day training for the district field staff. The exact number of districts and courses will be determined in collaboration with the Flagship Project staff.
5. Work with the Flagship Project staff on schedule and plan for the delivery of the core curriculum.

ANNEX A: TERMS OF REFERENCES

Leadership Skills Workshop for Senior Ministry of Health Staff

Partner: Training Resources Group (TRG)
Senior Trainer: Linda Spink
Trainer: Maura Fulton

General Project Overview:

The Flagship Project is a five-year initiative funded by the U.S. Agency of International Development (USAID), and designed in close collaboration with the Palestinian Ministry of Health (MOH). The Project's main objective is to support the MOH, select non-governmental organizations, and select educational and professional institutions in strengthening their institutional capacities and performance to support a functional, democratic Palestinian health sector able to meet its priority public health needs. The project works to achieve this goal through three components: (1) supporting health sector reform and management, (2) strengthening clinical and community-based health, and (3) supporting procurement of health and humanitarian assistance commodities.

The Flagship Project will support the MOH implement health sector reforms needed for quality, sustainability, and equity in the health sector. By addressing key issues in governance, health finance, human resources, health service delivery, pharmaceutical management, and health information systems, the Ministry will strengthen its dual role as a regulator and main health service provider. The Flagship Project will also focus on improving the health status of Palestinians in priority areas to the Ministry and public, including mother and child health, chronic diseases, injury prevention, safe hygiene and water use, and breast cancer screening for women.

Background of the SOW:

The Flagship Project believes that investing in leadership capacities and skills in the MOH will build a cadre of decision makers and leaders who can strategically lead and support the reform of the MOH in the next five years and beyond. Senior MOH staff will be key players in envisioning, advocating for, implementing, and sustaining reform throughout the Ministry. Providing leadership development training for these staff is an essential part of supporting long-term reform efforts: it will strengthen the capacity of the Project's senior counterparts at the Ministry and reinforce their commitment to health sector reform. The Flagship Project also recognizes the important of developing a "guiding coalition" of key decision-makers within the Ministry, who will oversee the leadership development initiative and provide institutional reinforcement of the training goals and results.

Management and leadership skills feed directly into the MOH Institutional Development Plan (IDP) and constitute an important pillar for supporting progress in each of the 18 modules specified in the IDP by building a cadre of leaders and decision makers who can carry the reform process forward.

Objectives of the SOW:

The Flagship Project intends to provide senior MOH staff with a multi-session Leadership Development Program that aims at enabling the officials to envision and lead change and be champions of reform. To start the process of developing and introducing the Leadership Development Program, the Flagship Project is collaborating with its technical partner TRG to a) engage MOH decision-makers in supporting leadership development and b) design and implement the first leadership workshop to the target training population (e.g., 20-25 senior MOH officials).

Through this first SOW, the Flagship Project and TRG will provide a conceptual and practical introduction to leadership development to both MOH decision-makers and senior staff and work with the senior staff to refine the goals, content, and nature of the follow-on training sessions.

Specific Tasks/Deliverables:

The purpose of the trip will be: To introduce the concept of leadership development to key MOH decision-makers (e.g., Deputy Minister et al), provide the first workshop on Leadership Skills for senior MOH staff, and work with the MOH staff and the Flagship Project team to design the remaining sessions of the Leadership Development Program .

Participating TRG staff: Linda Spink and Maura Fulton

Tentative trip schedule:

Thursday, June 18: Arrive and meet with Flagship Project staff

Friday June 19: Work with Flagship Project to identify workshop priorities and develop Leadership Development Program outline.

Saturday, June 20: Design the one-day workshop for MOH decision-makers to provide conceptual introduction to leadership development and foster their investment in the training initiative.

Monday, June 22: Meet key MOH officials and conduct 1-1 interviews with select target participants.

Tuesday June 23: Conduct the one-day workshop with MOH officials.

Wednesday, June 24 and Thursday, June 25: Design the workshop for senior staff.

Friday June 26: Work with Flagship Project on reproduction of materials etc.

Monday, June 29 and Tuesday, June 30: Conduct first workshop of the Leadership Development Program for senior MOH staff.

Wednesday, July 1: Meet with Flagship Project staff and outline schedule and next steps for the continued implementation of the Leadership Development Program and develop the SOW for the next trip and other technical assistance, including support of other training activities and workshops the Project is undertaking.

Deliverables:

- A one-day introductory workshop for MOH decision-makers on leadership development
- A two-day workshop for senior MOH staff on leadership skills.
- A proposed outline of the remaining sessions of the Leadership Development Program (with suggested timeline, session agendas and outlined topics, and descriptions of proposed tools and methodologies).
- A final report, including findings, lessons learned, recommendations, participant feedback, and follow-up steps. This report will cover the two workshops, as well as other relevant meetings with the Ministry and the Flagship Project.

Reporting:

The Consultants will collaborate with and report to the Training and Continuing Education Program Officer.

Timing: June 15, 2009 through July 2, 2009

Total LOE Days (including travel):

Senior Trainer, Linda Spink: 17 days of LOE

Trainer, Maura Fulton: 17 days of LOE

ANNEX B: CONSULTANT CVS

LINDA SPINK

Senior Trainer and Consultant

Linda Spink is a highly skilled organizational development professional with 25 years of experience in building partnerships and effective stakeholder engagement, executive coaching, strategic planning, leading organizational change initiatives, leadership and management development, and improving team and organizational performance.

She has worked with US government agencies, international donor organizations, and host country governments throughout the developing world, including such countries as Bangladesh, Ethiopia, Pakistan, India, Bulgaria, Azerbaijan, Mauritania, Kenya, Zimbabwe, Indonesia, Mexico, Costa Rica, Ecuador, Belize, Honduras, and Guatemala.

PROFESSIONAL EXPERIENCE

Training Resources Group, Inc., Senior Consultant/Trainer (1993 – Present)

As an organizational development specialist, Ms. Spink designs and facilitates strategic planning meetings, retreats, conferences, and training programs for USAID bureaus, missions, and projects, international development organizations, and domestic organizations.

Linda currently serves full-time as the Training Manager for the USAID-funded Stamping Out Pandemic and Avian Influenza (STOP AI) Project where she provides strategic planning assistance to the project's Chief of Party (COP) and country management teams, helps develop project technical leadership, and manages the project's capacity development activities. She is responsible for the project's approach to capacity development and the design and delivery of training programs in over 30 countries. In developing the training programs, Linda is responsible for the following:

- Facilitating the use of global resources to strategically support capacity development within a country or region; coordinating with other sub-contractors on training events and use of global resources; ensuring that STOP AI training materials are of high quality, use participatory learning methodologies, are practical in orientation, are standardized for repeated use by others, and transmit the technical messages promoted by STOP AI; coordinating with STOP-AI subject material experts (SMEs) to develop required training material and ensures that the training material is technically correct; coordinating with STOP-AI subject material experts (SMEs) to ensure that all training material developed or provided complies with FAO, OIE, WHO, and/or CDC, USDA guidelines.
- Negotiating with country representatives on the development of training strategies for project and country programs; outlining core learning objectives for country specific training events and flow of course agendas; developing statements of work for trainers and budget estimates for training activities; and deploying teams/individuals (team planning meetings) on training assignments and coordinating knowledge sharing across country training events.

In addition, as the Bangladesh Country Team Leader Linda oversees the implementation of an 18 month project to develop public-private-partnerships for improved biosecurity within the poultry industry.

Other assignments are highlighted below:

- Under the USAID-funded CAPACITY Project, served as technical backstop for a Prevent Mother to Child Transmission of HIV/AIDS project in Ethiopia. On this assignment, she helped develop the project annual work plan, hire and orient a new Chief of Party and Deputy Chief of Party, conduct performance reviews, monitored the development and implementation of the budget and activities, and managed the submission of required reports.
- Under the USAID-funded CAPACITY Project, served as team leader and provided technical assistance in general management to a Global Fund grant in Pakistan. Conducted assessment and made recommendations for improvements in management. Provided on-going management support to improve the performance of the grant activity.
- Conducted a series of assignments to support organizational learning and staff development for the World Bank. Some of these activities included: consulting assistance to the World Bank's Business Modernization Process in the Latin America and Caribbean region, providing on-going coaching and support for 6 Senior Team Leaders and 6 Office Managers within the LAC region, and assisting in the design and implementation of a comprehensive learning strategy for the Bank's administrative and supervisory administrative support staff.
- Designed and conducted start-up workshop and team planning meeting for the Gates Foundation-funded World Bank Water and Sanitation Project involving WSP team members and Gates Foundation representatives. Designed activities to ensure participants developed a common understanding of project and Gates Foundation objectives and roles and responsibilities.
- Served as the TRG team leader for a large-scale strategic planning process for the Neighborhood Reinvestment Corporation (NRC) in 2001. Working with key internal groups and external partners, Ms. Spink facilitated discussions to revisit the Corporation's mission statement and objectives and also assisted in the establishment of corporate guiding principles and priorities to describe the Corporation's role and what programs should be implemented. After the strategic plan was completed, the TRG team worked with NR in the development of a plan for integrating the new strategy into their business structure and practices. Under a follow-up contract, Ms. Spink provided ongoing organization development support to NR, operating under its new name, NeighborWorks America in its next phase of planning for 2007-2012.
- Provided on-going consulting in organizational development for the International Development Research Centre (IDRC) in Ottawa, Canada. Activities under this include the design and implementation of a workshop for Regional Directors and Directors of Program Areas to clarify the roles, responsibilities and interrelationships of several existing and newly created positions. Also, Ms. Spink designed and facilitated a 4-day leadership training program for Program Initiative Team Leaders.

The training program increased team leaders' understanding of and skills in, leading and managing in a matrix team-based organization, building and sustaining multidisciplinary teams, using interpersonal skills for facilitating effective team performance, and employing participatory decision making that builds commitment and accountability.

- Served as senior manager and consultant for TRG's multi-faceted leadership and team development program for the Consultative Group on International Agricultural Research (CGIAR). The CGIAR is made up of 16 international agricultural research centers located throughout the world, and is sponsored by the World Bank, FAO, UNDP, and UNEP. Much of TRG's work within the CG system is conducted through the *Organizational Change Program (OCP)*, a Ford Foundation supported program implemented by TRG to promote collaborative partnerships and effective knowledge management. As the OCP Program Leader, Ms. Spink provides strategic leadership in designing Center initiatives to improve organizational leadership through knowledge sharing and improved partnerships. Specific examples of Ms. Spink's work within the CGIAR system are as follows:
 - Co-designed a customized course for scientists and other technical staff called *Leading and Managing for Collaborative Advantage*. The course focuses on approaches for working successfully on teams and in organizational partnerships. In recognition of the importance of this issue within the CG system, the course is being offered as an open enrollment program for IARC staff throughout the world.
 - Co-designed and delivered a Women's Leadership and Management course. The course strengthened the leadership capacity and managerial effectiveness of women scientists and professionals working in the International Agricultural Research Centers. The course was offered regionally three times with a total of 72 participants attending.
- Served as the lead trainer on a TRG team which designed and delivered a training of trainers program for PLAN International. The purpose of the three-year program was to assist PLAN's Regional Offices as they faced increasing demands for staff training, shrinking resources, and greater needs for in-house training and facilitation skills.
- Designed and conducted training to increase technical capacity for USAID's Office of Foreign Disaster Assistance. The workshop focused on the assessment process, including the health, water, sanitation, and agriculture impact of disasters, logistics for disaster management, and communication/media strategies.
- Served on the TRG team that designed and facilitated the Gender and Results Workshop for Women in Development (WID) Advisors of USAID and other USAID personnel. As part of this effort, reviewed and provided feedback on the design of the week-long program. In addition to designing and implementing a two-day learning event in facilitation and strategic influencing skills during the workshop, she worked with subject matter experts to design and facilitate the technical tracks of the workshop.

Training Resources Group, Inc., Chief Executive Officer (2001-2006)

As the CEO Ms. Spink was instrumental in helping TRG implement management reforms and streamlining initiatives, manage change, and institute a team-based approach to quality management and corporate governance. Further, in this position she guided TRG in maintaining its financial health by working closely with the Chief Financial Officer in financial planning, forecasting, and budgeting and provided strategic leadership on business development initiatives, supervised the company operations management and business consultants, and guided corporate governance initiatives.

Training Officer, Office of Foreign Disaster Assistance/USAID, Labat-Anderson, Inc. (1992-1993)

Responsible for training internal staff and consulting on international training programs. Coordinated projects and managed client contract, staff performance, and contract deliverables. Responsible for internal staff training and international training programs in disaster prevention, mitigation, and preparedness.

- Co-created and facilitated a week-long course on “Disaster Assessment” which was offered multiple times per year to develop a pool of experts ready for rapid deployment; facilitated the development of the training program that prepared experts to deploy as part of Disaster Assessment Response Teams (DART); developed consensus among multiple stakeholders for standard checklists and protocols used by the DART teams; and co-designed a training curriculum in “Disaster Management” for Caribbean disaster professionals.

Director, World Assembly International Conference, National Association of Social Workers, National Association of Social Workers (1991-1992)

Managed a staff of 6 and a budget of approximately \$1 million. Designed, managed, and facilitated NASW's first international conference held for 4,000 participants from over 80 countries. Oversaw the development of 167 training sessions in 15 program areas and a new computer system to handle finances and registrations.

Branch Chief and International Training Specialist, Office of International Cooperation and Development, US Department of Agriculture (1987-1991)

Managed a unit that conducted skills assessments, and developed and conducted technical training programs for foreign nationals studying in the U.S. and project staff overseas. Trained university instructors and technical experts in training methodologies and designed and conducted train-the-trainer programs in Malawi, India, and Zimbabwe.

EDUCATION

MS, Social Work, University of Hawaii, 1979.

BS, Psychology/Pre-Medical, University of Hawaii, 1977.

MAURA FULTON

**Trainer/ Organizational Development Consultant
Training Resources Group, Inc.**

Maura Fulton is a skilled trainer with over 15 years of experience in international development, community-based program design and implementation, and organizational strengthening. She has worked across Asia, Africa and the Commonwealth of Independent States implementing programs and workshops with the U.S. government and

nongovernmental organizations (NGOs). Currently, as a full-time staff member with TRG, she has been assisting with the design and delivery of a variety of USAID funded projects such as the Districts That Work project in Pakistan where she designed and facilitated workshops aimed at building and institutionalizing the capacities of local government training institutions. Her unique expertise is in strength-based methodologies including: stakeholder workshops, experiential training and adult learning, Appreciative Inquiry, Assets-Based Community Development (ABCD), and Open Space. Prior to joining TRG, Ms. Fulton designed, developed and delivered comprehensive orientation programs for expert consultants and trained US Peace Corps volunteers on peace building activities, conflict resolution, and conflict management.

PROFESSIONAL EXPERIENCE

The following are examples of major activities undertaken during her career:

Trainer, Foreign Service Institute, USA. Delivers leadership and management skills training throughout the year to State Department employees at the Foreign Service Institute (FSI). Facilitated sessions in customer-focused management for FSI.

Trainer, Reproductive Health and HIV Research Unit, South Africa. Delivers a quarterly 2-day leadership development forum to offer skill-building training to RHRU leadership in such areas as communication, teambuilding, and managing meetings.

Consultant, ActionAid International, South Africa. Co-facilitated a leadership forum for an international NGO bringing together women leaders from over 40 countries. The forum was experiential and participatory and served to establish an action plan for women's leadership strategies for the organization as a whole.

Training Specialist, USAID Districts That Work Project, Pakistan. Provided capacity-building technical assistance and training on a USAID-funded project in Pakistan, *Districts That Work (DTW)*. Work included the design and facilitation of workshops aimed at building and institutionalizing the capacities of Local Government Training Institutions (LGTI) so that they can provide specialized services such as training and consulting services to local governments.

Associate Peace Corps Director/Programming and Training, United States Peace Corps/Thailand and Republic of Georgia. Managed the design and implementation of all Peace Corps programs, pre-service and in-service training events, content workshops and staff retreats. Led a strategic planning process and the revision of education sector programs and established a new organizational development program. Implemented project plans, developed training sessions, manuals and handbooks. Collaborated with government ministries at the national, district, and local levels to assess community priorities, develop and evaluate projects, and select suitable placements for volunteers. Established the first Peace Corps program in Georgia, set programmatic policies, and established formal cooperative partnerships with Georgian ministries. Trained volunteers on peace building activities, conflict resolution and conflict management.

Executive Director, Peace Corps Encore!, Washington, DC, USA. Designed, developed and delivered comprehensive orientation programs for expert consultants as well as implemented volunteer management workshops for partner organizations. Set the

organization's strategic direction and managed program initiatives responsive to partner needs, while overseeing all daily operations and administration. As director, established a strategic alliance with United Way International (UWI) and their donors and local partners to support long-term tsunami recovery efforts in India and Indonesia. Established the groundwork for a partnership with BRAC and BRAC University in Bangladesh to deploy volunteers on short-term capacity-building assignment. Trained and deployed groups of volunteers to partner with UWI affiliates to strengthen their capacity to design, implement and evaluate tsunami recovery programs.

National Program Director, City Year, Inc., Boston, USA. Provided vision, leadership and support to more than 45 program, service, and training directors at local and international sites. Improved the civic leadership program for all City Year AmeriCorps members. Trained and coached staff in the use of “inspiring” methodologies for teamwork, partnership development and community service by embracing a strengths-based approach that focuses on what works. Restructured the organization by overhauling program and service delivery; created standards and manuals; developed training sessions and materials; and streamlined monitoring systems and reporting.

Participatory Development Consultant, USAID Research and Reference Services Project. Researched and analyzed USAID's participatory development practices for staff and partners; synthesized models and case studies for inclusion in best practices anthology. Provided training, grant writing assistance, and support to six community-based action teams carrying out rural development projects on culture, education, and the environment. Designed and conducted training on cross-cultural integration skills and international volunteer service.

EDUCATION

M.A., International Development, Ohio University; Athens, OH, 1999

B.S., Mass Communications, Towson State University; Towson, MD, 1991

Certification: Women's Studies, Ohio University; Athens, Ohio
Appreciative Inquiry: University of Calgary, Calgary, Canada
Myers-Briggs Type Indicator (MBTI); Fairfax, Virginia

ANNEX C: TDY ITINERARY

Thursday, June 18

Arrive

Friday, June 19:

Work with Flagship Project to identify workshop priorities and develop Leadership Development Program outline.

Saturday, June 20

Design the one-day workshop for MOH decision-makers to provide conceptual introduction to leadership development and foster their investment in the training initiative.

Monday, June 22 and Tuesday, June 23

Meet with Dr. Said Hamouz, Director General of Continuing Education, to review the workshop objectives and activities. Develop briefing package for the Minister of Health and finalize the participant materials.

Meet with Dr. Walid Nammour, CEO and Saro Nakashian, Associate Director, Institutional Development Reform Associates (IDARA) to exchange information on the respective partner roles and approaches to organizational development and capacity building.

Wednesday June 24

Conduct the one-day workshop with MOH officials.

Thursday, June 25 and Friday, June 26

Design the workshop for senior staff and finalize participant materials for reproduction.

Monday, June 29 and Tuesday, June 30

Conduct first workshop of the Leadership Development Program for senior MOH staff.

Wednesday, July 1

Meet with Flagship Project staff to: develop the major components of the Leadership Development Program; outline schedule and next steps for the implementation of the Leadership Development Program as well as support of other training activities and workshops the Project is undertaking; and develop the SOW for the next trip.

Conduct a round table discussion for the staff on the Leading Change model introduced to the MOH.

ANNEX D: LIST OF TRAINING MATERIALS DEVELOPED DURING TDY

Materials developed during the TDY include:

1. Participant materials and PowerPoint slides for the “Building the Leadership Development Program & Leading Change” workshop.
2. Participant material and PowerPoint slides for the “Leadership to Support the Palestinian Health Sector Reform” workshop.
3. Briefing packet for the Minister of Health.
4. Participant materials and PowerPoint slides for the Flagship Project staff round table discussion on leading change.
5. Draft Leadership Development Program Strategy and Plan.

ANNEX E: REVISED COMPETENCIES AND BEHAVIORS THAT DEMONSTRATE EXCELLENT LEADERSHIP¹

1. Strategic Thinking and Planning

- a. Able to forecast evidence-based trends and respond with innovative actions.
- b. Involves the work team to develop a shared a vision.
- c. Communicates the vision in a way consistent with the MOH vision and values.
- d. Solicits feedback from staff, consumers, and stakeholders as basis for program and service design and adjustment.
- e. Identifies issues and weaknesses before they become bigger problems.
- f. Engages in collective thinking with others that elicits new possibilities and new solutions, to emerge.
- g. Strategically builds open and supportive relationships with other departments and key stakeholders within the MOH and across the health sector.

2. Decision Making

- a. Moves forward, gets things done and has a bias for action.
- b. Makes well timed decisions in a way that appropriately considers alternatives.
- c. Solicits input from others before making a decision in order to generate ownership and commitment.
- d. After decisions are made, appropriately delegates authorities and provides sufficient resources for implementation.

3. Communications

- a. Able to deliver clear messages to staff and clients.
- b. Listens attentively, and asks questions to understand other perspectives.
- c. Clarifies and paraphrases positions and feelings of others.
- d. Creates an environment that supports diverse opinions on issues.
- e. Actively gives and receives feedback
- f. Organized in presentations, and able to make forceful proposals if necessary.
- g. Is appropriately assertive on important issues.
- h. Uses appropriate body language and tone to reinforce messages.

4. Team Development

- a. Works effectively with others to identify shared interests and generate solutions to achieve common goals.
- b. Creates a sense of harmony and resolves differences within the team or work unit.
- c. Actively promotes cooperation.
- d. Demonstrates the values important for good teamwork e.g. fairness, inclusion, respect and equity.
- e. Brings disagreement into the open for discussion.
- f. Negotiates win/win situations with others.
- g. Runs effective meetings.

¹ Revisions based on input from the MOH senior officials.

5. Performance Management

- a. Communicates clear performance expectations of others.
- b. Demonstrate trust in staff to get the job done.
- c. Directly confronts and resolves issues associated with inadequate or poor performance.
- d. Gives credit to others when it is due.
- e. Provides coaching by giving constructive feedback to staff, asking probing questions, and encouraging self-reflection.
- f. Supports staff learning, professional development and career growth.
- g. Uses information for planning, decision making, and tracking employee performance and productivity.
- h. Uses supportive supervision.
- i. Holds self and others accountable for results.

6. Leading Change

- a. Communicates a direction that inspires others to follow.
- b. Directly and openly addresses the concerns and issues caused by change.
- c. Shows sensitivity to the impact of change on staff, and helps them deal with the impact.
- d. Involves staff and other key stakeholders in planning for organizational changes.
- e. Maintains a positive and calm attitude during periods of stress and change.
- f. Helps staff to reflect and identify lessons learned from both successes and mistakes in order to move forward.

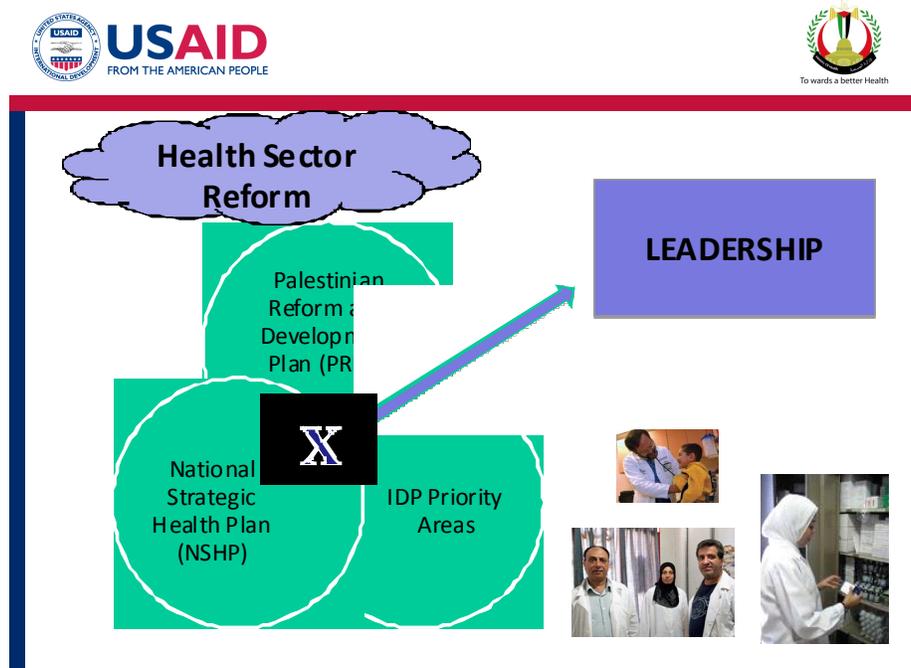
ANNEX F: DRAFT LEADERSHIP DEVELOPMENT PROGRAM (LDP) STRATEGY AND PLAN

1. Introduction

The Flagship Project is a five-year initiative funded by the U.S. Agency of International Development (USAID), and designed in close collaboration with the Palestinian Ministry of Health (MOH). The Project's main objective is to support the MOH, select non-governmental organizations, and select educational and professional institutions in strengthening their institutional capacities and performance to support a functional, democratic Palestinian health sector able to meet its priority public health needs. The project works to achieve this goal through three components: (1) supporting health sector reform and management, (2) strengthening clinical and community-based health, and (3) supporting procurement of health and humanitarian assistance commodities.

During the assessment conducted by the MOH to identify priority areas of reform and capacity building, the concept of leadership development was identified as an area that the MOH would like to invest in order to build a cadre of decision makers and leaders who can strategically lead and support the reform process in the next five years and beyond. Senior MOH staff will be key players in envisioning, advocating for, implementing, and sustaining reform throughout the Ministry.

Leadership skills feed directly into the Institutional Development Plan (IDP) and constitute an important pillar for supporting progress in each of the 18 modules. The intent of the Leadership Development Program (LDP) is to build a cadre of leaders and decision makers who can carry the reform process forward.

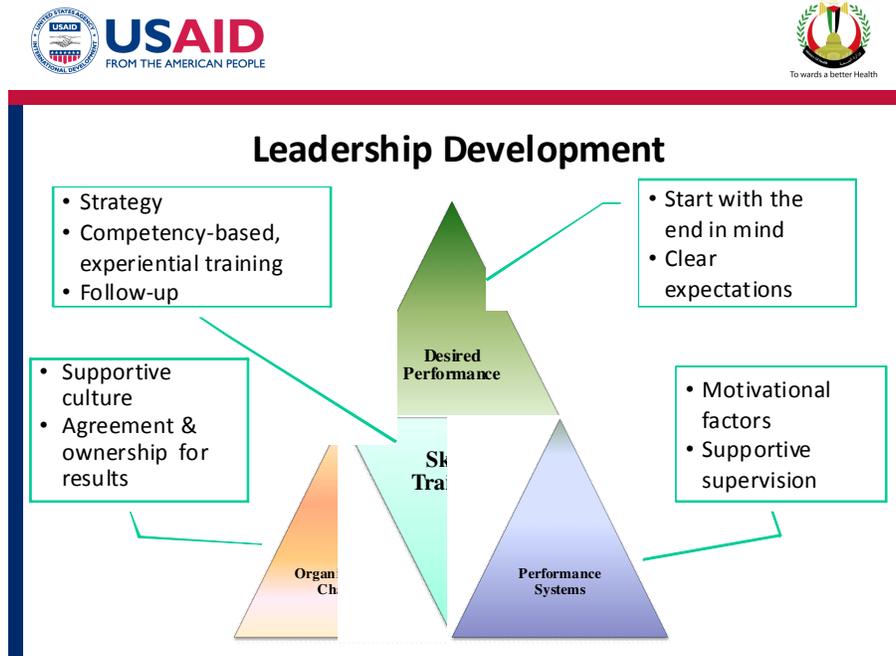


Providing leadership development training for MOH staff is an essential part of a package of capacity building and performance improvement interventions, hand-in-hand with strategic planning, financial management, quality of services, and monitoring and evaluation (to

mention a few) in order to strengthen the capacity of staff at the Ministry and reinforce their commitment to health sector reform.

2. Leadership Development Program Model

During a meeting with the MOH senior officials, including the Minister, the Flagship Project presented the following model for developing a Leadership Development Program:



The success of the LDP depends on having the following:

- a “guiding team” of key decision-makers within the Ministry who share a common sense of urgency and vision for the changes,
- a framework for leading institutional change,
- a clear strategy and plan for improving the leadership and management skills of senior MOH staff,
- a state-of-the-art curriculum of leadership and management tailored to the specific and unique context of the Palestinian health care system, and
- high quality trainers experienced in the experiential learning methodology and principles of training adult learners, and
- a cadre of staff within the public and private sector who can deliver the curriculum to the desired audiences.

This document outlines the strategy for the leadership development program and the major components of the implementation plan which were developed with input from the Flagship Project staff and senior staff of the MOH. While a strategy and plan is detailed and linear, there is constant uncertainty and changes in people, structure, and resources because of the context within Palestine and thus the MOH. This will demand that the strategy and plan be implemented in a dynamic way with a great deal of flexibility and responsiveness to changing conditions.

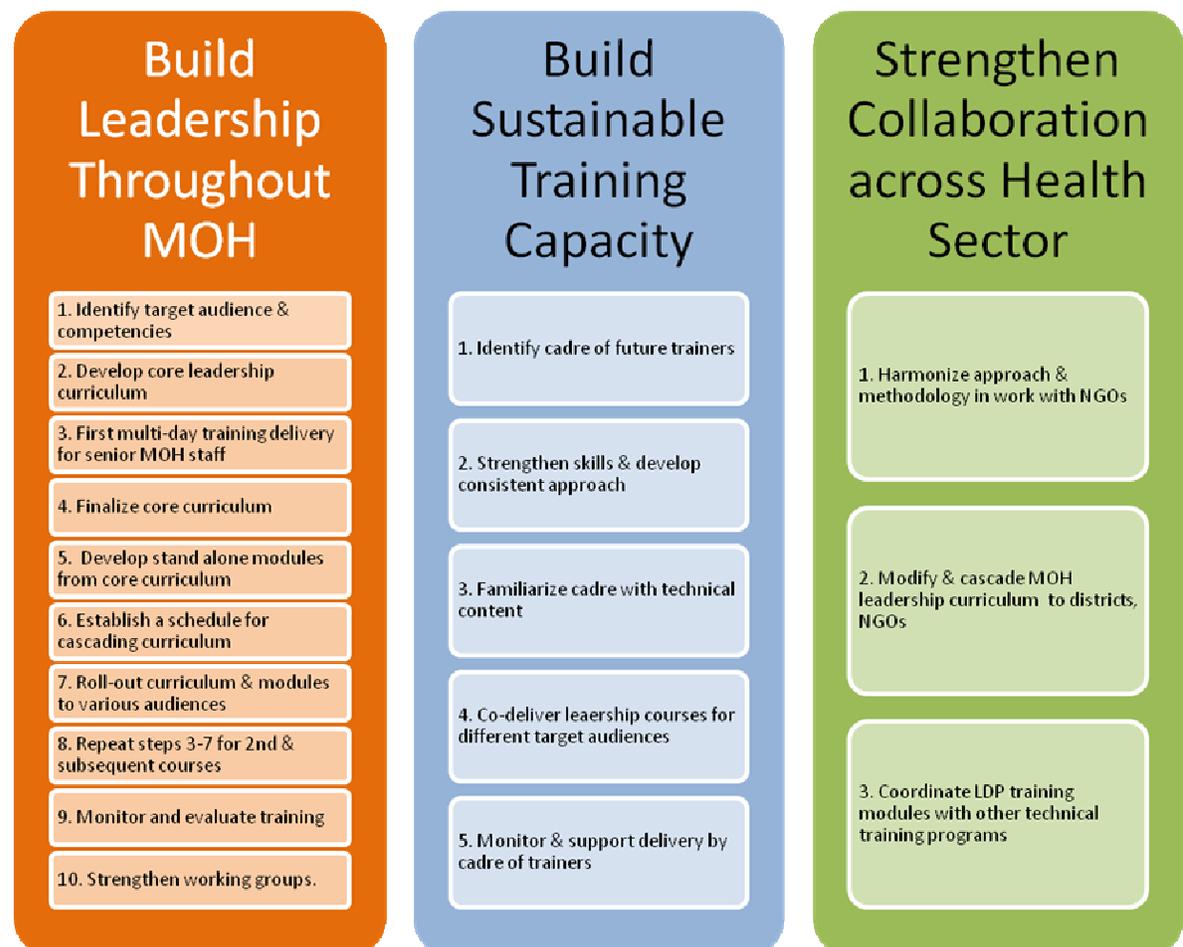
3. Leadership Development Program Objectives

The LDP will:

- Build a cadre of leaders throughout the MOH who can strategically lead and support the reform process in the next five years and beyond;
- Ensure sustainability of the training initiatives by developing the expertise of a core group of trained MOH staff, trainers and experts (e.g. local training partner, NGO representatives) to design and conduct training about health and non-health issues, including management and leadership, using a variety of approaches and interactive learning methodologies; and
- Strengthen networks and partnerships between the public and private sector, NGOs, and civil society by developing a leadership curriculum that can be used across the health sector.

While work under these three objectives falls into three separate tracks, the activities in each track will be coordinate to support the other activities and activities of the other IDP modules. Chart 1 shows the separate tracks for the LDP program activities. Chart 2 illustrates a tentative timeline for the LDP activities.

Chart 1: Tracks of Leadership Development Program



a. Plan Details for Each of the LDP Tracks



Build Leadership Throughout the Ministry of Health

The activities in this track will result in an approved core leadership curriculum, trained MOH senior staff, and translated training materials that can be used to train other target audiences across the health sector.

1. Identify target audience & competencies:

In this first step, the Flagship Project will work with the MOH to confirm the core leadership competencies which will form the basis for the leadership curriculum and identify who within the MOH should be receiving training.

The desire is to have the senior most officials and staff equipped to work with the same leadership concepts, skills, and attitudes and then to cascade the core leadership training curriculum out to other target groups. In preliminary discussions, the following target audiences have been identified:

- Directors of central-level departments
- Directors of hospitals and hospital staff in decision-making positions
- Facility staff, including physicians and nurses
- District-level staff

The Flagship Project will train the senior MOH staff and work with other partners in the delivery of the core leadership curriculum to the other audiences.

2. Develop core leadership curriculum

Based on the agreed upon competencies, the Flagship Project will develop a core leadership curriculum that integrates the content into a series of multi-day courses. The exact number of courses and the duration of each will be determined in collaboration with the MOH. The target audience for this curriculum will be senior MOH staff.

A detailed outline of the sessions, specific learning objectives, and detailed session designs will be developed by the Flagship Project for review by MOH staff.

Each course will have to be design, delivered, revised into a final version, and then translated. These steps will be done as quickly as possible and coordinated with the other training that will be conducted by the Flagship Project.

3. First delivery for senior MOH staff

Upon completion and approval of the first course, the Flagship Project will conduct the integrated multi-day course. After the successful completion of the course, the Flagship Project will make revisions based on feedback and participant evaluations. Flagship Project staff will be involved in the delivery of the course and will be instrumental in the debrief after the course and final revisions after the course.

4. Finalize curriculum - 1st course

With the final revisions made after the first delivery, the Flagship Project will then provide a complete set of materials for translation into Arabic. The package will contain a detailed trainer's guide, a participant manual, and PowerPoint slides for the course. This package can then be used in the subsequent deliveries when the Flagship Project will co-train local trainers and eventually all of the future deliveries will be conducted by local trainers.

5. Develop stand alone modules from core curriculum - 1st course

In addition to providing an integrated design for the multi-day course, the Flagship Project will develop separate stand alone modules for the major content pieces included in the multi-day course. This will allow short specific training programs to be offered to audiences who cannot attend multi-day courses but who could benefit from leadership training.

The Flagship Project will also work with local trainers to tailor the core curriculum to the different target audiences by developing different case studies and exercises.

6. Establish a schedule for cascading leadership curriculum

Flagship Project staff, the MOH, and other implementing partners will coordinate efforts and develop a schedule for how to provide the core leadership curriculum to the various target audiences.

7. Roll-out curriculum & modules to various audiences

The delivery of the core curriculum and/or stand alone modules for various audiences will be done by the Flagship Project, implementing partners, NGO representatives, MOH, and private sector consultants. The details of who deliver which courses will be determined by the Flagship Project staff in consultation with MOH and implementing partners.

8. Repeat Steps 3-7 for the second and subsequent courses

As mentioned in Step 2, each course in the core leadership curriculum will need to be designed, delivered, revised, and then translated. The Flagship Project would work to then familiarize local trainers with the content and implement the cascade program to various audiences.

9. Monitor and evaluate training

The Flagship Project M&E staff will identify the indicators and methods that will be used to monitor and evaluate the impact of the leadership training.



Build Sustainable Training Capacity

Activities in this track will strengthen training capacity throughout the health sector and thus contribute to the sustainability of the core leadership curriculum and future training.

1. Identify cadre of future trainers

Flagship Project staff will work with the MOH, implementing partners such as IDaRA, the local training partner, NGO representatives, and private sector trainers to identify a group interested in learning the methodology and content that will constitute the Leadership Development Program. This cadre of trainers would become the resource base for cascading leadership training throughout the MOH and across the health sector.

2. Strengthen skills & develop consistent approach

The Flagship Project will conduct a training workshop for the identified cadre of trainers. The purpose of this workshop (referred to as a TOT) is to ensure that a consistent experiential training approach appropriate for adult learners will be used when implementing Flagship Project training programs.

3. Familiarize cadre trainers with technical content

The Flagship Project will work with selected local trainers to familiar them with the leadership content and exercises used in the core leadership curriculum. A selected number of local trainers will be invited to observe and work with Project trainers in the delivery of the first integrated multi-day leadership course.

4. Co-deliver leadership courses to other target audiences

The Flagship Project will coach and where appropriate assist local trainers in the delivery of core leadership curriculum courses or modules for various targeted audiences. The Project's role would be that of coach to help the local trainers prepare for the course and respond to unexpected challenges and changes that arise during the training program.

5. Monitor & support delivery by cadre of trainers

The Flagship Project M&E staff will identify appropriate indicators and methods for monitoring and supporting local trainers delivering these courses.



Strengthen Collaboration across Health Sector

The activities in this track will result in greater synergy between and consistency among the implementing partners who are working on developing leadership capacity with different stakeholders within the health sector, i.e., NGO organizations, associations, and civil society.

1. Harmonize approach & methodology in work with NGOs

The Flagship Project will share with IDaRA the materials developed for the core leadership curriculum as well as collaborate on developing Palestinian specific concepts and models which are appropriate for MOH and NGO leaders. Where appropriate IDaRA will be invited to observe the LDP training programs for the MOH and the Flagship Project will support IDaRA's work to strengthen the leadership capacity of the NGOs.

2. Modify & cascade MOH leadership curriculum to districts, NGOs

The sheer number of people within the MOH, at the central and district levels, and the NGO staff requires that the Flagship Project have a detailed plan and large pool of trainers who can deliver the training. The Flagship Project and implementing partners will tailor the materials for the districts and NGOs and support the trainers delivering these courses.

3. Coordinate LDP training modules with other technical training programs

The intention is to have the same experiential methodology which is appropriate for adult learners used in all of the Flagship Project training programs. Where appropriate and requested, Flagship Project technical partners (TRG, Loma Linda, Health Services International, and IntraHealth) will collaborate on designing experiential training materials for the technical training programs. TRG's role is to bring the design expertise and work with the technical experts to develop skill based technical courses.

Chart 2: Tentative Timeline for LDP Activities

	2009						2010						
	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Build Leadership Throughout MOH													
1. Identify target audience & competencies													
2. Develop core leadership curriculum 2.1. Draft of various courses 2.2. Present to MOH for approval		2.1	2.1	2.1	2.2								
3. First multi-day training course for senior MOH staff													
4. Finalize core curriculum – 1 st course 4.1. Revise 1 st course 4.2. Translate													
5. Develop stand alone modules from core curriculum – 1 st course													
6. Establish a schedule for cascading curriculum 1 st course													
7. Roll-out curriculum & modules to various audiences													
8. Repeat steps 3-7 for second & other courses													
9. Monitor and evaluate training													
10. Strengthen working groups.													
Build Sustainable Training Capacity													
1. Identify cadre of future trainers	June												
2. Strengthen skills & develop consistent approach													
3. Familiarize cadre with technical content													
4. Co-deliver leadership courses for different target audiences										AS NEEDED			
5. Monitor & support delivery by cadre of trainers										ONGOING			

	2009						2010						
	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Strengthen Collaboration across Health Sector													
1. Harmonize approach & methodology in work with NGOs													
2. Modify & cascade MOH leadership curriculum to districts, NGOs													
3. Coordinate LDP training modules with other technical training programs	ONGOING												

