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# Leadership Development Program (LDP)

**PALESTINIAN HEALTH SECTOR REFORM AND DEVELOPMENT  
PROJECT (THE FLAGSHIP PROJECT)**

**SHORT-TERM TECHNICAL ASSISTANCE REPORT (FINAL)**

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**AND**

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# CONTENTS

Acronyms .....	3
Abstract .....	4
Summary of Recommendations.....	5
Section I: Introduction.....	6
Section II: Activities Conducted .....	9
Section III: Findings, Recommendations, and Next Steps .....	17
Annex A:Scope of Work.....	18
Annex B: Assignment Activities.....	22
Annex C: Consultant CV .....	24
Annex D: Bibliography of Documents Collected and Reviewed .....	32
Annex E: List and Copy of Materials Utilized during Assignment .....	33

# ACRONYMS

AVH	Augusta Victoria Hospital
BASR	Bethlehem Arab Society for Rehabilitation
COP	Chief of Party
DCOP	Deputy Chief of Party
HIS	Health Information System
IDP	Institutional Development Plan
LDP	Leadership Development Program
LLC	Leadership Learning Community (Palestinian Ministry of Health)
MoH	Ministry of Health
NGO	Non-governmental Organization
NSHP	National Strategic Health Plan
PHC	Primary Health Care
PMC	Palestinian Medical Complex
PRDP	Palestinian Reform and Development Plan
SHC	Secondary Health Care
STTA	Short-Term Technical Assistance
TRG	Training Resources Group, Inc.
ToT	Training of Trainers
UNRWA	United Nations Relief and Works Agency
USAID	United States Agency for International Development

## **ABSTRACT**

This is a report on the Short-Term Technical Assistance (STTA) provided by Training Resources Group, Inc. (TRG) from May 9-21, 2010. The primary objective of this STTA was to continue the implementation of the Leadership Development Program (LDP) and deliver the first of three courses, *Course 1: Leading Strategically*, to our third cohort of participants.

The LDP is part of a comprehensive capacity-strengthening program for the Palestinian Ministry of Health (MoH), and select health education institutions and NGOs. The LDP aims to develop a cadre of leaders within the Palestinian health sector who are committed to improving their management and leadership practices to lead the way for health sector reform.

## SUMMARY OF RECOMMENDATIONS

Within the next month:

- Flagship Project and MoH counterparts to identify additional Master Trainers from among MoH staff to co-deliver specific sessions for three LDP courses in 2010-2011. Master Trainers should have completed the Training of Trainers (ToT) and Advance ToT or be willing to attend a ToT.
- Flagship Project to follow-up on status of selection of Mentors (one or two for each training cohort) from among MoH staff to coach and provide support throughout the LDP.
- Flagship Project to follow-up with MoH on the newly redesigned MoH website and finalize arrangements for LDP documents and articles to be made available on a new LDP page on the website.
- Flagship Project to contact Cohort 1 participants, identify training venue and prepare course materials for the July delivery of *Course 2: Managing Performance*.
- MoH to invite and convene members of Cohorts 1, 2 & 3 in early June for the first of a series of monthly face-to-face meetings. TRG to offer to collaborate on agenda and design of meeting.
- MoH to draft a proposal on institutionalizing the LDP within the MoH (including a vision, physical location of the LDP and the selection of additional Master Trainers and Mentors for the program).
- TRG to finalize the materials for *Course 2: Managing Performance* and submit to the Flagship Project for translation.

Within the next six months:

- MoH to complete the proposal to institutionalize the LDP and submit to the Minister of Health for approval
- MoH to maintain the website link and, with Flagship Project and TRG support, identify and contribute content to the website (resources and articles on leadership, etc.).
- MoH to continue convening members of Cohorts 1, 2 & 3 for monthly face-to-face meetings.
- MoH to maintain contact with members of Cohorts 1, 2 & 3 via telephone and/or email to ascertain individual progress with Leadership Change Initiatives, Personal Action Plans and identify any support requirements.

Within the next year:

- MoH to implement an approved strategy for institutionalizing the LDP within the MoH.
- MoH to establish and support a cadre of MoH staff who can lead the LDP.

## SECTION I: INTRODUCTION

The Flagship Project is a five-year initiative funded by the U.S. Agency for International Development (USAID), designed and implemented in close collaboration with the Palestinian Ministry of Health (MoH). The Project's main objective is to support the MoH, selected non-governmental organizations, and selected 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 Leadership Development Program (LDP) is part of a comprehensive capacity strengthening program for the Ministry of Health (MoH), health education institutions, and NGOs. The LDP develops a cadre of leaders within the Palestinian health sector who are committed to improving the leadership and management practices that will allow them to lead the way for health sector reforms needed to improve quality, sustainability, and equity in the Palestinian health sector.

As a result of an in-depth assessment the MoH created an Institutional Development Plan (IDP) that places strong emphasis on ongoing leadership training for managers in the health sector. Participants in the LDP will complete the program as better skilled leaders who apply new approaches to manage, motivate and retain MoH personnel and standardize care practices.

The LDP is delivered to three cohorts of 20 participants each (for a total of 60 people) over a 12-month period and is offered in English and Arabic. Organizational development and leadership experts, as well as MoH Master Trainers, facilitate the program, providing instruction, support and feedback to participants through a series of face-to-face courses and meetings as well as via communication by phone and email. Successful completion of the LDP will result in a certificate from the MoH recognizing the accomplishment of the participants and distinguishing them as exemplars of leadership.

*See Attachment 1 for the LDP Schedule.*

The LDP develops leaders who are able to:

- Communicate and implement a vision for change within the Palestinian health sector;
- Identify change initiatives and align personnel to achieve desired results;
- Manage, motivate and retain personnel who are committed to delivering quality healthcare services.

Participants complete a series of three (3) four-day courses, together with a cohort of peers across the health sector, to learn and practice leadership and management skills. The courses comprehensively address the eight (8) leadership competencies that the Palestinian MoH has identified as being critical to effective leadership (see below). Each participant will identify and implement a change initiative within their work unit using the skills learned in the courses.

At the beginning of the course, participants complete a self-assessment inventory that helps them to identify individual strengths and limitations and to establish personal learning goals for the program. They use a leadership journal to reflect on their learning, the application of new knowledge and skills, and progress towards learning goals.

During the LDP participants will read and reflect on articles on leadership and management topics. Articles are assigned as pre-course work to help them prepare for the course and in between courses to enrich their learning. Facilitators will check in with participants periodically throughout the program (face to face and via the phone/email) to offer ongoing encouragement, support and feedback in applying leadership practices within their work unit.

The three LDP courses include:



### **Course 1: Leading Strategically**

Leading change is a critical skill for the success of a leader in the Palestinian health sector. This course helps participants understand their work situation, key stakeholders, and opportunities for change. It introduces a model for leading change and prepares participants to lead effectively through the change process for greater results and efficiency.

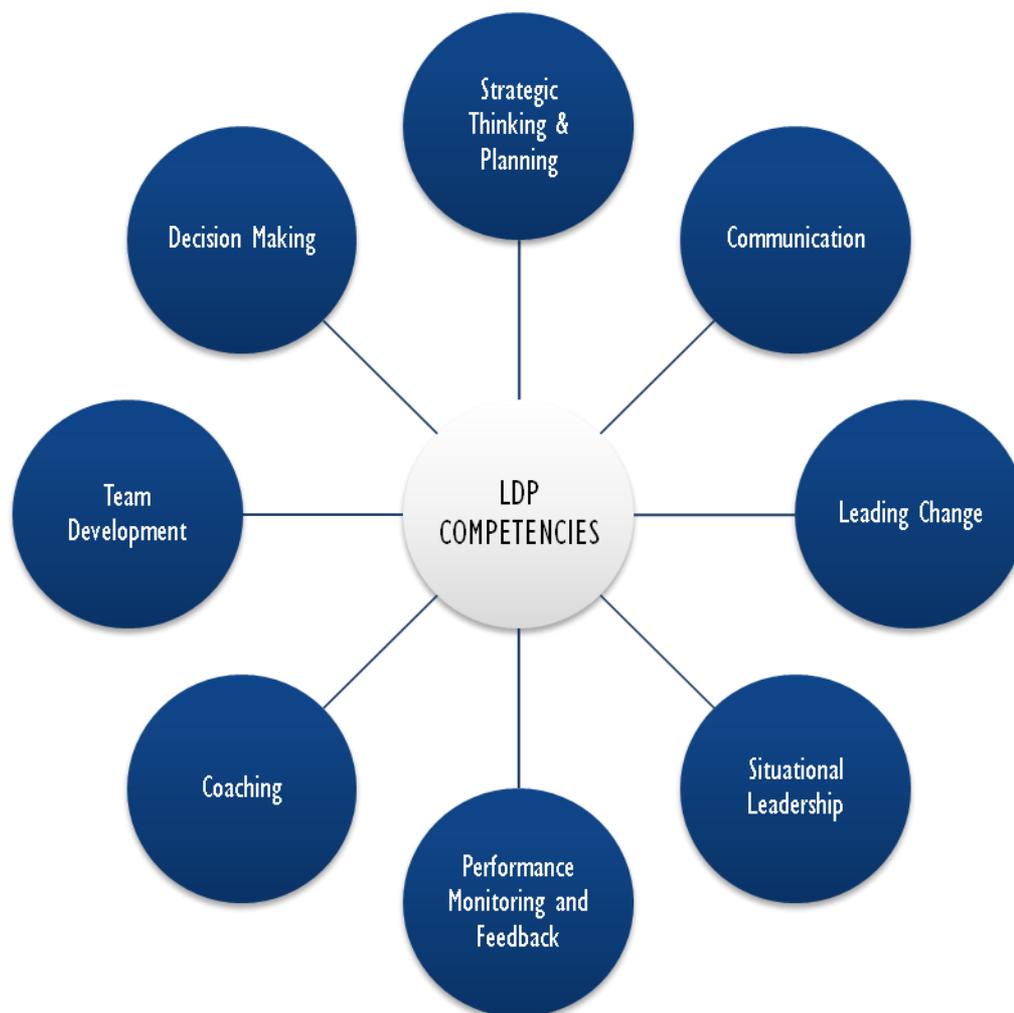
### **Course 2: Managing Performance**

Managing performance and coaching effectively is central to the success of a leader and the success of staff. The key skills in this course help leaders increase performance, expand the skills of the team, improve relationships and morale, encourage creativity, and promote achievement. This course provides participants with a proven model and practical tools for improving and sustaining performance of staff more effectively.

### **Course 3: Leading Effective Teams**

Leaders need to be able to work effectively with their teams to accomplish change objectives. This course clarifies the characteristics of an effective team and provides leaders with strategies and tools to make collaboration more productive including: developing common goals; establishing trust; resolving conflict; and engaging teams in participatory decision-making.

LDP competencies include the following:



This report contributes to Flagship Project Component I, Objective I.1 of the Flagship Project: Improve good governance and management practices in the Palestinian health sector.

This consultancy also contributed to the MoH IDP module number 15, Training and Fellowship program in health administration and management program for the public sector.

## SECTION II: ACTIVITIES CONDUCTED

### I. LDP DELIVERY: COURSE I: LEADING STRATEGICALLY

The consultants and Module 15 Team members from the MoH and Flagship Project staff continue to implement the LDP with *Course 1: Leading Strategically* for cohort 3. The Flagship Project's Deputy Chief of Party for Technical Programs officially opened the course and expressed his support and encouragement for the program. The LDP provides opportunities for leaders within the MoH and NGOs to learn and apply new leadership skills, identify opportunities for change and lead effectively through the change process for greater results and efficiency. Specific objectives for Course I included:

By the end of the course, participants will be able to:

- Identify their strengths as leaders and develop a plan for improving their skills;
- Engage staff in strategic thinking and empower action for implementing change;
- Use specific communication behaviors and skills most essential to effective leadership;
- Apply an eight-step framework to a change initiative in their workplace.

The four-day course was held at the City Inn Palace Hotel Ramallah from May 17-20, 2010 and ran from 9:00 am to 2:00 pm each day.

See Attachment 2 for complete Course 1 Materials (A. Participant Manual, B. Trainer's Guide and C. PowerPoint Slides).

#### Course Participants

A total of 19 people attended the course including 14 managers and department heads from the MoH, representing the MoH emergency unit, PMC emergency unit, PHC, Beit Jala Hospital, Hebron Hospital, Yatta Hospital, Jerico Hospital, the School Health Education dept; Volunteer unit, and Preventive Medicine. Five NGO representatives also participated in the training, including three participants from Princess Basma Hospital and two from the Palestinian Medical Complex. Participants included 10 men and 9 women.

Module 15 Team members from the MoH, Aisha Mansour and Ola Aker, along with Maria Aqra, also attended part of the training as observers.

Organizational and logistics support for the course was provided Flagship Project staff.



## Course Facilitators

Barraq Jumaa, MoH Module 15 team member, was one of the co-trainers/facilitators along with Paul Purnell and Kathy Alison. Mr. Jumaa assumed responsibility for the presentation of major course content and for the facilitation of small group activities and large group discussions. His participation added great value to the course delivery.

See Attachment 2 D. Cohort 3 Participant and Trainer List.

## Course Sessions and Activities

In the beginning of the course, participants expressed their expectations for both the course and the trainers. Some of the expectations for the course included:

- Help me identify strengths and weak points in relation to leadership
- Understand the difference between leadership and management
- Help me to increase and develop my ability to lead and influence in my work
- Reinforce my knowledge and skills in implementing change as I interact with other professionals in the health sector

Some of the expectations for the trainers included:

- Help me identify strengths and weak points in relation to leadership
- Examples from other places about leaders that do some kind of change for their people or organizations
- Coaching and mentoring – as they introduce the concept of change
- To teach us new ideas and skills and techniques

In reviewing the list of expectations at the end of the course, participants expressed satisfaction that their expectations had been met.

See Attachment 2 E. Cohort 3 Participant Expectations.

Course 1 included the following session topics:

- Session 1: Welcome and Overview of the LDP
- Session 2: Leadership and Management Framework
- Session 3: Communication Skills
- Session 4: Strategic Thinking and Planning
- Session 5: Leading Change
- Session 6: Creating Compelling Visions
- Session 7: Strategic Influencing
- Session 8: Empowering Action
- Course Application and Planning

This course content highlighted several well-researched and proven models for leading strategically, including:

- Leadership and Management Framework (John P. Kotter)
- Eight Steps to Leading Change (John P. Kotter)

- Strategic Thinking (Rosabeth Moss Kanter)
- Strategic Influencing (Rosabeth Moss Kanter)
- Managing Change at Work (Scott & Jaffe)

Trainers utilized the Experiential Learning Cycle, an approach that is learner-centered and allows individual participants to manage and share responsibility for their own learning with support from the course trainers. The approach provided opportunities for course participants to engage in activities, review these activities critically, abstract useful insights from their analysis, and apply the result in practical situations. Trainers also employed adult learning methods that respect and build on the knowledge and experience that participants bring with them to the course. The trainers used a mixture of teaching methods for the concepts and skills which participants needed to retain and apply. These methods included lecturers, small group work and discussion, case scenarios, role-plays, and opportunities to practice new skills with feedback and discussion. The course trainers also provided participants with opportunities to learn and practice new skills in the context of the training, so that they were able to gain confidence in their ability to use the skills when they return to their jobs.

By the end of the course, each participant identified a strategic priority around which s/he would develop a Leadership Change Initiative project. This project allows participants to utilize and apply the new knowledge and skills gained through coursework. It will be undertaken throughout the LDP, with the support of the learning cohort and course trainers and mentors. The strategic priorities identified by Cohort 3 are listed below.

STRATEGIC PRIORITY FOR LEADERSHIP CHANGE INITIATIVE PROJECT	NAME
Computerize the registration system in the outpatient clinic	Ahmad Shehada
Improve communication skills in reception and registration office of Hebron Hospital	Ismail Atawna
Develop a clear organization chart for PMC with well-defined managerial lines of authority, roles and responsibilities.	Emad Rasheed Abu Khader
Improve the quality of health services in hospitals and PHC by developing a comprehensive, integrated health information system.	Maysoon Abu Shanab
Improve and develop health care services for PKU (genetic disorder) patients.	Hiyam Sarhan
Improve health education in the schools.	Jamila Tasfiq
Create volunteer groups in all governments.	Firas Atrash
Establishing the administrative hierarchy for Emergency Medical Services unit in the MoH	Omar Husein
Improve and develop computer skills of hospital employees.	Diyab Mahareeg
Introduce computerized system in my department.	Amal Manasra
Develop specialized medical competencies in medical science.	Nidal Rabah
Improving communication in Beit Jala Hospital.	Abla Souman
Developing job descriptions for administrative officers in Bethlehem Health Department.	Warda Hmeid

Increase revenue in the hospital.	Firas Fuqaha'
Identify and analyze the needs of people with disabilities and develop new programs and projects to meet their needs.	Iyad Hamdan
Improve quality of services for children with autism.	Basma Abu Aisheh
Improve and develop human resources (HR) standard operating procedures (SOP's) in Bethlehem Arab Society for Rehabilitation	Abdallah Zeidan
Improve the inclusion of children with special needs in the education system in Palestinian Society	Iman Ghosheh
TBD	Maha Yasmeene

## Course Evaluation Summary

Participants provided their feedback on the course using an evaluation form. The feedback was very positive. This cohort was a very motivated and engaged group and really contributed to the discussions and small group work. Participants also offered constructive comments for improvements for future course deliveries.

See Attachment 2 F. Cohort 3 Course Evaluation Summary.

## Closing Session

Aisha Mansour, Ola Aker, and Maria Aqra from the MoH Module 15 team and Dr. Nalin Johri, M&E consultant for the Flagship Project participated in the application session to hear some examples of the strategic priorities and personal leadership development plans that participants had formulated during the last day of the course

The Flagship Project's Chief of Party, Deputy Chief of Party for Technical Programs, and Component 1 Director joined Module 15 and Cohort 3 participants for the closing exercise which included feedback and comments from participants on their impressions of the course. Participants were very enthusiastic about their learnings and participation in the training. Each participant also received a copy of the book "*The Heart of Change*" by John Kotter. A certificate of attendance will also be sent to each participant.

## II. MEETING WITH MASTER TRAINER AT THE MOH

During the first week of the TDY, consultants travelled to the Ministry of Health in Nablus for an in-depth planning meeting with Mr. Barraq Jumaa, the MoH Master Trainer who had agreed to be a co-trainer of the course. The consultants and Mr. Jumaa reviewed the course materials, assigned lead roles and responsibilities for each session, and discussed effective methods of obtaining participant feedback during the course. Mr. Jumaa had previously attended the two-day leadership course in August 2009, Training of Trainers (ToT), Advanced ToT, and the first delivery of Course 1 for cohort 1 in March 2010. He was a co-trainer for Course 1 cohort 2 in April. He was well prepared and enthusiastic about taking on the role of co-trainer for Course 1 Cohort 3 and showed confidence in his readiness to facilitate the sessions. His participation during the course was outstanding.

### III. MEETINGS WITH FLAGSHIP STAFF

The consultants participated in several meetings with Flagship Project staff during the trip in order to finalize planning for the second delivery of *Course 1: Leading Strategically*, and to conduct longer-term planning for LDP initiatives, including institutionalization of the LDP within the MoH. Summaries of key meetings are provided below.

Consultants met regularly with members of the team throughout the trip to discuss the strategy, delivery and logistics related to the third delivery of *Course 1: Leading Strategically*. Topics included: preparation of course materials; participant selection; Flagship Project and MoH participation in opening and closing sessions; and Flagship Project administrative support for the course. Additional topics related to the LDP that were discussed included: the possible development of a two-day "weekend course" for senior decision-makers working in PHC and SHC facilities that would supplement the LDP courses (now on hold); Monitoring and Evaluation elements related to the LDP training; identification of additional LDP Master Trainers for future LDP courses; linkages to other Flagship courses and initiatives including the management and leadership training being offered to NGOs by Idara, a local consulting firm.

Consultants met for the first time on May 14 with the Flagship Project's M&E specialist and consultant, and Dr. Faisal Awartani, CEO of Alpha International, who are working together with regard to the Flagship Project's M&E plan. Discussion centered on the following: 1) LDP design; 2) collection of baseline data on LDP course participants; 3) selection of participants; 4) follow-up evaluations 3 months after the course (with participants, supervisors and subordinates). During the first meeting there was discussion of how baseline data could be collected on participants so that the M&E team could collect and compile information on Indicator 1.5 (sustainability). The score of this indicator will be derived from the weighted results of the following 4 sub-indicators:

1. Number of milestones accomplished in Change Initiative Strategic Plans developed by each Change Agent
2. Percentage of Change Agents satisfied with the implementation of their Change Initiative Strategic Plans
3. Percentage of employees supervised by the Change Agents satisfied with the implementation of Change Initiative Strategic Plans
4. Percentage of supervisors of the Change Agents satisfied with the implementation of Change Initiative Strategic Plans

We shared an overview of the LDP program, summary of the participant expectations, evaluation summaries, and individual Leadership Change Initiatives that participants from the 3 cohorts had identified during Course 1 delivery. One suggestion from the M&E team was that we ask participants to complete the self assessment instrument at the beginning and end of each course and collect the information. We explained that the self assessment was for the use of the participants rather than a pre/post test. (This issue was not resolved during the first meeting)

On May 21, the consultants met again with the Flagship Project's M&E team and consultant, Dr. Johri. During the meeting, Dr. Johri shared the M&E team's thoughts on evaluation and training. This presentation, which was supported with PowerPoint slides, covered ideas and

strategies that the M&E team is considering for the evaluation of the LDP and other Flagship Project training programs. The presentation included models for short term and longer term monitoring and evaluation, examples of evaluation instruments (e.g., key informant/review, matrix comparison, checklists, surveys, objective tests and comments), content and flow of topics to assess percentage improvement in performance (impact) and percentage of participants applying skills/knowledge (outcome), and data collection indicators (impact). The PowerPoint slides for this presentation are included in this report as Attachment 3. The next step is to come to consensus on the content and flow of the questions to be asked and to draft the instruments which will then be shared with the LDP training team.

*See Attachment 3. M&E briefing*

Consultants met with members of the Module 15 team on Thursday, May 20, 2010, following completion of the Course 1, Cohort 3 training delivery. The agenda for this meeting is provided below:

- I. Status of institutionalization of LDP within the Ministry
  - a. Identification / training of other MoH trainers to expand trainer pool
  - b. Follow-up between courses
    - Follow-up messages for Cohorts 1, 2, and 3
      - Agree who will translate, distribute, compile results of draft emails
      - Agree on how to follow-up with course members
        - a. How to handle possible requests for financial and technical support
    - Monthly meetings with Cohorts
  - c. LLC articles
    - Approval process
    - Posting on MoH web link
2. NEW Course idea
  - a. Design of 2-day “weekend course” for senior decision-makers from PHC and SHC facilities
    - Needs assessment / identification of content
    - Design
    - Delivery

A summary of the primary issues discussed at the meeting follows:

Ms. Mansour indicated that Barraq Jumaa will serve as the coordinator and contact point for the LDP training courses. The MoH Module 15 team members are still discussing where the LDP will be institutionalized organizationally and where it will be physically based. One option is to place the LDP within the organizational structure and facilities of Ibn Sina College of Nursing in Nablus. Another option is to house the LDP within the MoH, in the Human Resource Department of the General Directorate of Continuing Health Education.

The team discussed strategies for how the MoH would continue the delivery of the LDP courses in the future. Aisha indicated that the MoH Module 15 team plans to meet to develop a proposal on how the Ministry would institutionalize the LDP. The proposal would include the MoH's vision and steps for institutionalizing the program within the MoH.

One important element of the institutionalization process is the need for the MoH Module 15 team to identify additional training staff to work on the LDP. New training team members would be required to attend a training of trainers (TOT) program and delivery of the courses to become acquainted with the training methods and content of the courses. Additional training staff could be identified from among the three LDP cohorts and/or from among the teaching staff at Ibn Sina College. It was acknowledged that it is difficult to find trainers who are able to commit to delivering all four days of the LDP training programs. One option is to identify several trainers who would deliver specific sessions of the training programs rather than be expected to deliver the entire course. At least one MoH trainer would be present for all four days of any training program to provide continuity. The MoH proposal mentioned above would also include the process for identifying additional trainers for the LDP (the application process, screening criteria and interview process for selecting training staff).

We agreed to let the Module 15 team know the expected completion date for the course 2 trainer design, participant manual and PPTs. Aisha requested that the course material be sent to Flagship and MoH Module 15 members prior to sending the material for translation.

Ola stated that she is working with a web development company that has been contracted to update the MoH Website and that they are pursuing the idea of including a page on the website for the LDP. Among other content, the website would provide access to the Palestinian Ministry of Health Leadership Learning Community (LLC) leadership articles. TRG has produced two-page summaries of 8 leadership articles to date. Articles and other relevant information will also be obtained from other sources. The Flagship Project team is currently working on clarification of branding requirements for the articles and the MoH will continue working on getting the leadership articles posted on the MoH website as soon as possible.

We also discussed MoH's plans for follow-up with the 3 LDP cohorts between courses. During the LDP Course 1, Cohort 3 training delivery in May, the MoH Module 15 team announced that an LDP cohort meeting was tentatively scheduled for June 3, 2010 in Ramallah. This would be the first of a series of planned monthly get-togethers with the LDP cohorts. Another idea was to identify one person from within each cohort to serve as a coordinator for cohort activities. TRG consultants have developed draft e-mail messages for Cohort 1 & 2 members and shared them with Flagship Project staff who agreed to forward the drafts to the Module 15 team. Considering the tentatively scheduled June 3, 2010 cohort meeting, the Module 15 team will determine when and how to conduct e-mail follow up with members of Cohorts 1, 2 & 3.

Flagship Project staff updated the MoH team on the work of the Flagship Project's M&E team, which is currently developing an approach for collecting data on the LDP. A meeting between the Flagship Project's M&E team and the MoH Module 15 team will be scheduled to take place in early June to discuss the possible approaches.

Ola was identified as the primary point of contact for the LDP within the MoH Module 15 team. We agreed to cc all other members of the MoH Module 15 team in any communication regarding the LDP.

The Flagship Project and TRG had discussed the development of a two-day leadership training program for directors of Palestinian hospitals. Flagship Project staff indicated that further discussions within Flagship Project will be conducted prior to moving forward with this proposal.

The TRG consultants acknowledged Barraq's excellent contributions as co-trainer for Course 1, Cohort 3. Barraq presented major content sessions and facilitated small group and large group activities and discussions. He also provided valuable interpretation support in both English and Arabic to enhance overall communication during the course.

Additionally, we all agreed that the transparent selection process for LDP training participants has been very successful. This has resulted in a highly motivated and dedicated group of participants in each course.

## **VI. TELEPHONE DEBRIEF WITH JOHN ROGOSCH, SENIOR HEALTH ADVISOR, OFFICE OF HEALTH AND HUMANITARIAN ASSISTANCE, USAID/WEST BANK & GAZA**

Flagship Project staff and the consultants provided a telephone debriefing on the third delivery of *Course 1: Leading Strategically* for Mr. John Rogosch, Senior Health Advisor, USAID, West Bank/Gaza. Topics included: background on the LDP, the scope of the courses, the content and dynamics of the May 17-20 training delivery, achievements to-date, challenges and next steps. We extended an invitation to USAID to observe the July 26-28, 2010 of Course 2 to Cohort 1

## Section III: Findings, Recommendations, and Next Steps

### A. Findings

- The MoH has created a transparent process to advertise and select participants for training courses, workshops and fellowships, including the LDP. All leaders and managers in the Ministry are given the chance to apply for the LDP program. Participants have been selected by the MoH Module 15 team, based on the applicant's current supervisory role, his/her ability to affect change, his/her description of why they want to be included in the LDP, and their commitment to work for change within their work unit. This new selection process within the MoH has helped build a diverse, enthusiastic and committed pool of 60 participants for all 3 cohorts.
- The Module 15 Team continues to be supportive, active and committed to the LDP. Their enthusiasm, guidance, leadership and management support of the program is much appreciated and will help ensure the long-term success of the program.
- At least 14 of the 19 cohort 3 participants from the MoH and NGOs are in supervisory roles - our ideal audience for the training courses.

### B. Recommendations

- Continue to encourage the MoH to increase the pool of trainers who will be available to do the training after the end of the Flagship Project. So far, one MoH trainer has been able to partner with the consultants and commit to the delivery of the LDP courses. In order to strengthen the capacity of the MoH to deliver the LDP, they will need to increase the pool of LDP trainers. We recommend that an additional 2-3 trainers be identified who can train all or parts of the LDP sessions for the upcoming two courses. We also recommend that the Module 15 team engage additional champions for the LDP in order to increase the likelihood that the program can continue beyond the Flagship project and, ultimately, be institutionalized within the MoH.
- The MoH Module 15 team plans to hold the first of a series of meetings with Cohorts 1, 2 and 3 team members in early June (tentative date: June 3, 2010). We recommend that TRG consultants collaborate with MoH on the design of the agenda for the meeting.
- During the cohort meeting and other follow-up activities, MoH Module 15 team members to review the strategic priorities of each Cohort member, to ensure that the priorities are specific and measurable and that the objective is something that participants can influence within their work unit.
- MoH to reinforce that Cohort 1, 2 & 3 participants review and continually focus on the personal learning goals and personal leadership development plans they developed during Course 1 of the LDP.
- Flagship Project and MoH to immediately notify Cohort 1 participants of the dates for the first delivery of course 2 (July 26-29, 2010) so they have time to make arrangements to attend the course.
- Flagship Project to identify training venues for all upcoming LDP courses based on the current approved calendar of courses. Pay particular attention to the appropriateness of the space, including size and layout of the training room and availability of round tables, etc.

- MoH to continue identifying / recruiting additional Master Trainers who would participate in the July delivery of Course 2 for Cohort 1. These trainers would attend as participants in the first delivery of the course with the expectation that they would be available as co-trainers for the second and third delivery.
- Provide the English translation of the participant roster for consultants at the start of each course to facilitate relationship-building. The roster should include the names, titles and contact information.
- Provide Arabic/English participant contact lists at the close of the course to facilitate networking and consultations among participants and trainers between courses. Contact list should include name, title, organization and contact information of both participants and trainers.
- Check the Arabic translation of Course 1 and Course 2 materials. Participants have complained about the accuracy of the Arabic version of the participant manual.

### **C. Next Steps**

- Offer to consult with the Module 15 members on the design of the June meeting with course cohorts, to encourage the use of participative techniques in running the meeting.
- Finalize the design and development of materials for *Course 2: Managing Performance*.
- Share the LDP schedule of courses for 2010-2011 with the Module 15 Team.
- Continue to develop LLC articles on leadership, clarify branding issues with Flagship communications office and send to Flagship for distribution to Module 15 Team for posting on the MoH web site.
- Follow up on the discussion with Flagship on the idea of developing a 2 day weekend course on leadership and management for PHC and SHC managers

## **Annex A: Scope of Work**

SOW Title: Leadership Development Program (LDP)

SOW Date: May 9-22, 2010

SOW Status: Final

Consultant Name: Paul Purnell and Kathy Alison

Job Classification: Short-Term (US expatriate) Consultant

Reporting to: Nadira Sansour, Program Officer

### **I. Flagship Project Objective**

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.

### **II. Specific Challenges to Be Addressed by this Consultancy**

The Flagship Project intends to deliver a Leadership Development Program (LDP) that is part of a comprehensive capacity-strengthening program for MoH, health education institutions, and NGOs in Palestine. The LDP aims to develop a cadre of leaders within the Palestinian health sector who are committed to improving their management and governance practices to lead the way for health sector reform. The LDP develops leaders who are able to:

- Communicate a vision for strategically implementing health sector reform goals;
- Identify change initiatives with a work unit and achieve desired results;
- Lead teams that are committed to continuously improving healthcare services;
- Create a motivating work environment that allows individuals and team to reach their highest capabilities.

The program will be delivered to three cohorts of 20 participants each over an 18-month period and is offered in English and Arabic. The consultants provide instruction, support and feedback to participants through a series of face-to-face courses and meetings as well as via email and the internet.

The success of the health sector reform in Palestine is dependent upon strong, effective leaders who are capable of leading change. Through this consultancy, Flagship will officially launch the LDP and provide leaders in the health sector with an opportunity to strengthen and improve their leadership and management practices.

### **III. Objective of this Consultancy**

The objective is to launch the Leadership Development Program (LDP) and deliver *Course 1: Leading Strategically* for Cohort 3 (20 participants).

### **IV. Specific Tasks of the Consultants**

Under this Scope of Work, the Consultants shall perform, but not be limited to, the specific tasks specified under the following categories:

#### **A. Background Reading Related to Understanding the Work and Its Context.**

The Consultants shall review the following materials related to fully understanding the work specified under this consultancy:

- Palestinian Reform and Development Plan (2008-2010)
- Ministry of Health Institutional Development Plan (2009)
- Flagship Project Year I Annual Report (2009)
- Trip Reports from LDP Trip 1 (February-March 2010) and LDP Trip 2 (April 2010)

#### **B. Background Interviews Related to Understanding the Work and Its Context.**

The Consultants shall interview, but are not limited to, the following individuals or groups of individuals in order to fully understand the work specified under this consultancy:

- Consultants would benefit by having discussions with Linda Spink and Maura Fulton, TRG, to understand the background and context of the project as well as with Nadira Sansour, Flagship Program Officer.

#### **C. Tasks Related to Accomplishing the Consultancy's Objectives.** The Consultants shall use his/her education, considerable experience and additional understanding gleaned from the tasks specified in A. and B. above to:

- Deliver Course 1: Leading Strategically for cohort 3 (20 participants);
- In the event that new priority tasks are introduced during the consultancy, the Consultants will work with the Flagship project staff to revise the tasks and expected products to accommodate for the new priorities.
- In addition to the above-listed tasks, the Flagship Project welcomes additional contributions and creative ideas in support of the Flagship objectives.
- The Consultants are encouraged to support the identification of additional STTA and scopes of work to help accomplish Flagship goals and objective where possible.

### **V. Expected Products.**

Within three days of the consultants' arrivals (unless otherwise specified), the Consultants should provide the methodology for successfully completing the work (using Annex I: STTA Methodology). The substance of, findings on, and recommendations with respect to the

above-mentioned tasks shall be delivered by the Consultants in a written report, policy statement, strategy, action plan, etc. for submission to USAID (using Annex II: the Flagship-provided STTA report template). A draft of this report is due no later than 3 business days prior to the consultants' departures (unless otherwise specified) and final no later than 10 business days after the consultant's departure.

The timeframe for this consultancy is on or about May 9 and will conclude on or about May 22.

## **VI. LOE for the Consultancy.**

The days of level of effort are estimated to be two (2) days for travel; eleven (11) days for work in West Bank; and four (4) days for work outside of West Bank and Gaza. Unless otherwise specified, up to two (2) days may be allocated for preparation of the work and up to two (2) days upon conclusion of work in West Bank to complete the assignment.

## **VII. Consultant Qualifications.**

Each Consultant shall have the following minimum qualifications to be considered for this consultancy:

### Educational Qualifications

- Advanced degree in International Development, Organizational Development, Human Resources or a related field.

### Work Experience Qualifications

- Qualifications and demonstrated experience related to the field of leadership and management, organizational development and/or human resources;
- Extensive international development experience, including experience working in the relevant field in developing and transitioning countries (previous work in the Middle East is preferred);
- Extensive training and facilitation experience in developing country settings, including at least ten years' experience in designing and delivering courses for diverse audiences.

## ANNEX B: ASSIGNMENT ACTIVITIES

### Week One

**Sunday  
9 May**

#### **Arrival in Ramallah**

**Monday  
May 10**

Participated in working sessions with our Flagship Project counterparts to review the status of the preparations for the 3rd delivery of the *Leading Strategically* course (including provision of the English version of the latest participant binder material, handouts and PowerPoints for distribution to participants.) We also discussed possible venues and the production schedule for training material

During the meeting, we also planned our schedule for the week, including

- Design session with our local co-trainer to review course material and agree on roles & responsibilities for the course;
- Meeting with Module 15 team members to discuss progress on the LDP and the possibility of designing a n additional 2-day weekend course for Primary and Secondary Health Care decision makers which might be rolled out during the July or Sept trips;
- Meeting with the M&E Project and MoH team to discuss baseline data;
- Focus group with representatives from Cohorts 1 & 2 at the Flagship Project office to check in on their progress
- Initiate discussions for design of a short training session for Flagship Project staff while we are in Ramallah.

Drafted the press release and began work on trip report.

**Tuesday - Wednesday  
11 -12 May**

Prepared for the delivery of *Course 1: Leading Strategically*, clarified who will present which sessions, planned for meeting with Barraq Jumaa in Nablus, continued working on trip report, began drafting leadership articles for LLC

**Thursday  
13 May**

Travelled to Ministry of Health office in Nabulus for an in-depth planning meeting with Mr. Barraq Jumaa, MoH Master Trainer. During the planning session, we reviewed course materials, assigned lead roles and responsibilities for each session, and discussed effective methods of obtaining participant feedback during the course.

Visited the training venue at City Inn Palace in Ramallah to discuss room set-up and arrangements with hotel conference staff

**Friday  
14 May**

Met with the Flagship Performance Improvement Module Team to discuss the M&E plan, learn about their activities and identify areas of collaboration.

Prepared for the delivery of *Course 1: Leading Strategically*. Received update from Flagship staff on the production of course materials and delivery of material to training venue, plus other arrangements for course delivery starting Monday.

**Saturday  
15 May**

Final preparations for delivery of *Course 1* to cohort 3

**Sunday  
16 May**

Rest Day

**Monday-Thursday  
17-20 May**

Deliver *Course 1: Leading Strategically* to cohort 3 (19 participants).  
Venue: City Inn Palace, Ramallah

On 20 May, following the close of the training, consultants met at the City Inn Palace with Module 15 Team members of the MoH; Aisha Mansour, Barraq Ghazi Jumaa, Ola Aker, as well as Maria Aqra, Flagship Project team to discuss the course and share the results of the week's activities and discussions. Also discussed MoH's plans for institutionalizing the LDP within the Ministry, planned follow-up with Cohorts 1, 2 and 3 and an update on MOH website so that leadership articles prepared and contributed by TRG can be linked and accessed by LDP cohorts.

**Friday  
21 May**

Participated in second meeting with Flagship M&E team to discuss ideas on collecting data and to identify next steps

Flagship Project staff and consultants debriefed Mr. John Rogosch, Senior Health Advisor, USAID, West Bank/Gaza on the STTA trip. (via phone)

Completed and submitted the draft STTA trip report.

Departed Ramallah

## ANNEX C: CONSULTANT CV

### PAUL C. PURNELL

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

Paul Purnell is a trainer, facilitator and organizational development consultant with over 30 years of professional experience. He specializes in providing training and strategic planning programs for government agencies and non-profit organizations. His areas of expertise include team building, customer service, communication, cultural competency, diversity, leadership, change management, grant writing, training of trainers, emotional intelligence, substance abuse prevention and treatment, and HIV/AIDS prevention and treatment. Since joining TRG in December 2004, Mr. Purnell has worked with a number of clients including the Foreign Service Institute, the International Monetary Fund, the U.S. Department of Commerce, the Forest Service and the Environmental Protection Agency. From October 2005 through December 2009, Mr. Purnell served as the project manager and team leader of the TRG team that is providing training support to the Department of State's Office of the Coordinator for Reconstruction and Stabilization (S/CRS).

### PROFESSIONAL EXPERIENCE

#### **Training Resources Group, Inc.**

##### **Senior Consultant**

(2005 – Present)

Following are examples of major activities undertaken as a full-time TRG staff member:

- Served on a TRG team that designed and facilitated a stakeholder conference for the Iraq Community Action Program (ICAP). The conference, held in Amman, Jordan, brought together field staff from NGO recipients of cooperative agreements, USAID staff, and implementers of related projects and programs who were working on infrastructure projects and democracy and governance issues.
- Provided strategic planning and team strengthening support to the USAID/West Africa Regional Mission, the USAID/Ghana bilateral Mission, and the Management Section of the US Embassy. This work addressed strategic planning, management, change leadership and teambuilding issues that were unique to each entity as well as those that arose through the interactions between the three organizations.
- Served as a member of the TRG team that assisted the Foreign Service Institute in delivering the *Basic Leadership Skills Course*, *Intermediate Leadership Skills Course* and *Deputy Chief of Mission Leadership Skills Course*, for mid-level and senior-level FS and GS employees of the U.S. State Department. Areas covered included: situational leadership, MBTI, listening and communication skills, performance management, time management, team development, valuing diversity, leadership styles and managing conflict.
- Assisted in the refinement of the design and delivered the *Department of Commerce Commercial Service Human Rights Training Program* for Commercial Service Officers and Foreign Service Nationals (FSNs) both domestically and internationally. The course highlighted the roles of Commercial Service officers in educating U.S. businesses about the importance of human rights, rule of law and corporate stewardship.

- Led the TRG team that provides training support to the State Department Office of the Coordinator for Reconstruction and Stabilization (S/CRS). Assists S/CRS staff with the design and delivery of training programs to develop USG civilian capacity to prevent and mitigate conflict. Supported the development of the following training courses: Coordination for Conflict and Instability, Interagency Planning for Conflict Transformation, Interagency Reconstruction and Stabilization Response Operations, Leading Integrated Planning for Conflict Transformation and Leading, Managing Interagency Reconstruction and Stabilization Programs and Foundations of Interagency Reconstruction and Stabilization. Currently supports and assists S/CRS and consultant presenters to prepare presentations utilizing adult learning principles. Assists with the ongoing update of S/CRS training programs through incorporation of lessons learned from USG stabilization and reconstruction interventions, military exercises and research and supports development of case study scenarios.
- Member of the TRG team that provides training and organization development support to programs funded under the United States President's Emergency Plan for AIDS Relief (PEPFAR). Co-facilitated team building and strategic planning technical assistance for the Caribbean Regional PEPFAR Program (Barbados, April 2010).
- Member of the TRG team that provides training and organization development support to programs funded through the USAID Office of Transition Initiatives (OTI). Co-facilitated strategy review sessions for programs based in Lebanon (Cairo, January 2009) and Zimbabwe (Harare, January 2010).
- Serves on the TRG team providing coaching and organizational strengthening support for the Office of International Programs at the USDA Forest Service. Facilitated a team building the Disaster Mitigation Program Retreat for the International Programs of the USDA Forest Service. This team planning and team building retreat was geared towards reviewing the mission and roles of the DMP, identifying staffing strategies for work, exploring communication styles and preferences and strengthening the level of teamwork within DMP. Provided coaching for mid-level staff at USDA Forest Services to assist with transition into a new role, leveraging technical skills to benefit the regional program. Also co-facilitated the staff retreat for the International Programs unit that focused on partnerships and collaborations, working with communities, forest health and fragmentation.
- Member of the TRG team that conducts training and organizational development services for the World Bank and IMF. Design and deliver courses on interpersonal and communication skills including improving management skills, giving and receiving feedback, developing and motivating others, solving problems, and helping teams become more effective.

### **Social Solutions, L.L.C.**

#### **President**

(2001-2004)

- Designed and delivered training, technical assistance, organization development, and research programs for public and private sector agencies and non-profit organizations.
- Program areas included strategic planning, team building, communication, diversity, leadership, change management, grant writing, training of trainers, emotional intelligence, customer service, substance abuse prevention and treatment, and HIV/AIDS prevention and treatment.

### **AFYA, Inc.**

#### **Vice President and Division Director**

(1996-2001)

- Managed training, technical assistance, research, and evaluation programs. Program areas included welfare reform, disease prevention and health promotion, substance abuse treatment, and HIV/AIDS prevention.
- Designed and delivered an HIV/AIDS prevention education training program for United Nations peacekeepers and civilian and military police.
- Oversaw daily operations of the company.

### **Executive Director, E-QUAD Solutions, Inc.**

(1994-1996)

- Managed programs to improve access to technology for economically disadvantaged communities.
- Designed and implemented training programs for youth and adults in video production, computer skills and entrepreneurship.

### **ES, Incorporated**

#### **Executive Vice President**

(1988-1994)

- Designed and managed exemplary training and technical assistance programs for Federal, state and local government agencies. Program areas included strategic planning, grant writing, substance abuse prevention and treatment, and HIV/AIDS prevention.

### **Polaris Research and Development**

#### **Vice President**

(1985-1988)

- Directed the first Federally-funded AIDS training initiative for substance abuse workers.
- Led an innovative AIDS prevention/education initiative for mental health outpatients.
- As Deputy Director of the National Institute of Justice Professional Conference Series, delivered training programs on prison industries and differential police response.

### **Independent Consultant**

(1983-1985)

- Provided training and technical assistance to Federal, state, and local agencies. Program areas included stress management, workforce development, strategic planning, career development, organization development, and substance abuse prevention and treatment.

### **A. L. Nellum and Associates**

#### **Project Manager**

(1979-1983)

- Developed career development programs for migrant and seasonal farmworker agencies.
- Managed a national technical assistance program to support community crime prevention organizations.
- Administered a Peace Corps training program in vegetable gardening and small animal husbandry.
- Delivered grant writing workshops for neighborhood organizations.

### **HCS, Incorporated**

#### **Project Manager**

(1976-1979)

- Coordinated and provided technical assistance to state agencies and substance abuse prevention and treatment programs.

- Coordinated and delivered extensive trainer development and training of trainers programs for staff of state substance abuse agencies.
- Managed the Proactive Technical Assistance Project and the Resident Fellows Program at the National Drug Abuse Center.

**Rehabilitation Counselor, State of Illinois**

(1972-1975)

- Provided career development and counseling services to vocational rehabilitation clients and residents of a maximum-security correctional facility.

**EDUCATION:**

Doctoral Studies Education, Counseling; Human Resource Development, George Washington University

M.S., Rehabilitation Counseling, Southern Illinois University

B.S., Speech Pathology and Audiology, Southern Illinois University

**KATHLEEN ALISON, SENIOR CONSULTANT**  
**Training Resources Group, Inc.**

**KEY QUALIFICATIONS**

Kathy Alison is a senior management and organizational development consultant, trainer and facilitator with over 30 years of professional experience. She has extensive experience in planning, designing and facilitating multi-sectoral, cross-cutting training and team building programs, workshops and conferences. She specializes in designing collaborative programs and activities involving executive level staff and senior level government officials, bilateral and multi-lateral donor agencies, scientific and technical institutions, and development project and program staff.

Ms. Alison has worked in 60 countries in the Middle East and North Africa; Central, South and Southeast Asia; Eastern, Central and Western Europe; East and Central Africa; South America and Latin America in the areas of training needs assessments, training design and delivery; curriculum development; knowledge management; interpersonal communications and facilitation skills; team building and team planning, collaborative problem solving and consensus building; strategic planning and project work planning; institution building; public consultation processes; and policy formulation for a wide variety of technical areas and international audiences. She has served as project manager and supervisor for numerous USAID IQCs throughout her tenure at TRG, and she was the Human Resources Development Manager for 6 years on a long-term USAID project.

**EDUCATION:**

- M.S., Extension Education, University of Illinois/Urbana
- B.S., Agricultural Communications, University of Illinois/Urbana
- Certification: Myers-Briggs Type Indicator

**PROFESSIONAL EXPERIENCE**

**Training Resources Group, Inc.**  
**Senior Consultant**

**(1989-present)**

- Ms Alison worked under the direction of the WHO Inter country Epidemiologist in Harare and the FAO Regional Manager for Regional Animal Health Center in Nairobi to design and deliver a joint 5-day training program that would integrate training materials for animal and human health workers. The objective for the training was to train a cadre of public health professionals, who span aspects of both human and animal health and work together in multidisciplinary teams, to address HPAI and other zoonotic diseases more effectively.
- Designed and delivered topical training programs for USAID and other donors. Ms. Alison is skilled in the use of experiential methods for course delivery, including exercises, case studies, small group discussions, on-line courses, journaling, and back home action planning. She served as lead designer and facilitator on the following workshops:
  - Designed a new training course on Water, Sanitation and Hygiene for USAID staff in Africa under the ABRI project. Course deliveries conducted in May 2009 in Maputo, with follow on deliveries in Dakar (June 2009) and Nairobi (September 2009).
  - Designed and facilitated the Innovative Water and Wastewater Financing Workshop for the Asia and Near East Region, in Manila, the Philippines. Approaches were identified to mobilize private and domestic sources of capital for water and wastewater initiatives. Through the participatory process, USAID and partner resources and mechanisms were identified to assist USAID Missions and Host

- Country Governments design and implement a financing plan for water and wastewater programs.
- In collaboration with a technical steering committee, designed and delivered the ANE Anticorruption Workshop for Strategy and Program Development, held in Bangkok.
  - In collaboration with the technical steering committee from USAID's Economic Growth, Agriculture and Trade Bureau (EGAT), designed and delivered the first Agriculture, Environment and Natural Resources Management Training Course for USAID staff.
  - Designed and facilitated USAID's workshop on Supporting Decentralization & Local Governance in the Asia and Near East Region in Cairo. The workshop was co-sponsored and co-designed by ANE/SPOTS and EGAT's Urban Team.
  - Collaborated with the Economic Growth office to plan and facilitate USAID EGAT's workshop on Promoting Economic Growth in a New Era. The workshop provided USAID Economic Growth Officers and partners with knowledge, tools, and contacts to better implement programs and activities that promote economic growth in developing and transition countries.
  - In collaboration with USAID's Urban Programs Office, designed and developed four training courses that increased the awareness among USAID staff about urbanization issues and clarified linkages between urbanization and other sectors such as water and sanitation, agriculture, economic growth, natural resource management, health, and democracy and governance.
  - Designed and facilitated the USAID Environmental Officers' Training Workshop: Millennium Plus One: Integrated Water Resources Management in the New Century. Facilitated a 4-day training workshop on Global Climate Change for USAID and State Department representatives that brought together senior representatives from USAID and the State Department to discuss both the science and policy issues related to Global Climate Change. The workshop provided an opportunity for State and USAID staff to identify specific opportunities to work together more collaboratively on GCC issues and related areas.
  - Designed & facilitated a four day regional workshop on Decentralization and Public – Private Partnerships for Improved Water Management in Sharm El Sheikh, Egypt. USAID's Asia and Near East Bureau (ANE) and the Water Team of the Global Environment Center sponsored the workshop for USAID field staff working in the region. Forty-six USAID and State Department staff participated in the workshop.
  - Designed and facilitated the E&E Bureau's Human and Institutional Capacity Development 2004 regional conference, held in Dubrovnik, Croatia and the E&E Bureau Regional Participant Training Conferences in Tblisi, Georgia; Bucharest, Romania; and Budapest, Hungary for representatives from USAID and contractors from Washington and 12 countries in the region where USAID has participant training programs.
- Provided short-term Training and Capacity Building expertise to the USAID-funded Districts that Work (DTW) project being implemented by the Urban Institute in 9 Districts in four provinces in Pakistan. Under this project, which worked at the district level to develop skills and necessary tools for effective governance, Ms. Alison conducted an initial institutional assessment of 3 training institutions to identify possible partners for DTW. She designed and facilitated three workshops for new local project staff on effective consulting skills, facilitator training, and curriculum development in order to institutionalize the curriculum being used with local government and elected officials to promote and support governance, health, education, and economic growth at the district level.

- As part of a 3-person TRG team to support the strategic planning initiatives focusing on reorganization and change within USAID's Economic Growth, Agriculture, and Trade (EGAT) pillar Bureau in Washington, DC, Ms. Alison assisted with facilitating work to develop strategies, design structures and systems, and plan how the new bureau would work internally, with other parts of USAID and with collaborating partners and stakeholders. Facilitated numerous office and team retreats for the EGAT Bureau as part of her OD efforts.
- Ms. Alison led the Knowledge Management (KM) initiative for the Organizational Change Program (OCP) for the Consultative Group on International Agricultural Research (CGIAR). The OCP was funded by the Ford Foundation to support the 16 research centers in developing collaborative alliances and improving center-specific and system-wide knowledge management. In this role, Ms. Alison helped to create an Advisory Group; designed a Global Knowledge Sharing (GKS) workshop for information managers for the purpose of collaboratively developing a strategy and action plan to more broadly disseminate the knowledge created by the CGIAR; conducted a workshop for knowledge champions of the 16 CGIAR centers during which they developed a common vision for the use of Communities of Practice (CoPs) within the CGIAR; managed a pilot program on the usage of a web-based Know-Who Directory for the CGIAR, which allowed scientists and staff members to create online profiles of themselves and their project work; and developed a one day on-line course on Facilitating Communities of Practice.
- Worked in the area of public consultation and public participation in the Danube River Basin. Under the auspices of the Global Environment Facility and the World Bank, she designed and implemented the public consultation process to involve Danube basin country NGOs, journalists, municipal authorities, industry representatives, and various ministry officials in the development of the transboundary Danube River Strategic Action Plan. With her assistance, the comprehensive plan was written, reviewed, and signed by Ministers from eleven countries in less than one year.
- As the full-time Human Resources Development Manager for 6 years for the Irrigation Support Project for Asia and the Near East (ISPAN), a \$28 million dollar project funded by USAID, she supervised consultant teams and designed and facilitated numerous team planning meetings and project start-up workshops for project staff, USAID representatives and host government leaders from a number of USAID-funded irrigation and water resources management projects and programs in the Asia and Near East Region. She served as the U.S. based project manager of the \$11 million Bangladesh Eastern Waters Initiatives activities that were part of the multi-donor Flood Action Plan dealing with transboundary water issues in the Ganges and Brahmaputra river basins. Ms. Alison was responsible for designing, budgeting and managing major ISPAN activities related to institutional development, as well as design and facilitation of numerous training courses, regional seminars, project planning and review workshops, team planning meetings and focus groups. Under the auspices of the Middle East Peace Process and the Multilateral Working Group on Water and supported by the U.S. State Department and the European Commission, Ms. Alison served on a team that conducted a regional training needs assessment to identify and prioritize water-related regional training needs for water sector personnel in the Middle East. The effort led to the adoption of a training strategy with 21 specific training courses designed for water engineers and managers from the region. The training plan was officially adopted by government representatives on the Multilateral Working Group on Water at a conference in Oman. The courses were offered by various donors, including the US, Canada and EU members over a 2 year period.

- Under the USAID-funded Stamp Out Pandemic Avian Influenza Project, Ms. Alison conducted a needs assessment in Serbia to determine the participants' needs, skills, and experience level for a planned a 7-day training course on biosecurity and outbreak response. Co-designed curriculum for the course and delivered the training using an approach that combined classroom learning with a field practice.
- Served on the TRG team that designed and facilitating a series of seven Foreign Service Institute training courses on Reconstruction, Stabilization and Conflict Transformation for the State Department Office of the Coordinator for Reconstruction and Stabilization (S/CRS). Participants are senior Foreign Service Officers from the Department of State, Department of Defense, USAID and other USG agencies.
- Serves as the lead designer for TRG's follow-on work with S/CRS designing and facilitating two week courses on the Foundations of Interagency Reconstruction and Stabilization. The courses are being delivered at the Foreign Service Institute to US Government employees from the Departments of Sate, Defense, Treasury, Homeland Security, Justice, Health and Human Services, Commerce, USAID, and USDA.
- Through the Learning and Leadership Center of the World Bank, conducted a detailed assessment and developed a proposed strategy for the implementation of an integrated training program for the World Bank's Office of Procurement. The assessment included a review of current programs and identification of training needs of Procurement Advisors, Divisional Procurement Specialists, Procurement Analysts, and Task Managers and Team Leaders.

**Office of International Cooperation and Development, Washington, D.C.  
International Training Specialist, U.S. Department of Agriculture,  
(1979-1989)**

- Prior to joining Training Resources Group, Inc., Ms. Alison was a USG employee with the U.S. Department of Agriculture as an international training specialist and program leader of Course Development and Overseas Programs for the Office of International Cooperation and Development (OICD).
- While at USDA, she provided short-term technical assistance to agricultural development projects in Africa, Latin America and Asia; designed curricula and experiential training materials for numerous training courses for international participants; and facilitated international workshops on topics such as Management of Agricultural Research, Biotechnology, and Irrigation Management for USAID field staff.

## **ANNEX D: BIBLIOGRAPHY OF DOCUMENTS COLLECTED AND REVIEWED**

1. Flagship Project Year 1 Annual Report (2009)
2. Flagship Year 2 Annual Implementation Plan (2010)
3. Palestinian Reform and Development Plan (2008-2010)
4. Ministry of Health Institutional Development Plan (2009)
5. Trip Reports from TRG STTA trips in June, August, and November 2009 as well as March and April 2010
6. Harvard Business Review Article: *What Leaders Really Do* (HBR Classic) by John P. Kotter (2001).
7. Harvard Business Review Article: *Leading Change: Why Transformation Efforts Fail* by John P. Kotter (2007).
8. Harvard Business Review Article: *Leadership for Change: Enduring Skills for Change Masters* by Rosabeth Moss Kanter (2003).
9. Book: *A Force for Change: How Leadership Differs From Management* by John P. Kotter, The Free Press, A Division of Macmillan, Inc. New York (1990).
10. Book: *The Heart of Change: Real-Life Stories of How People Change Their Organizations* by John P. Kotter, Harvard Business Press (2002).
11. Book: *Managing Transitions: Making the Most of Change* by William Bridges, Da Capo Press (2003).

## **ANNEX E: LIST AND COPY OF MATERIALS UTILIZED DURING ASSIGNMENT**

The materials below are included as attachments to this report:

### **Attachment 1: LDP Calendar**

### **Attachment 2: LDP Course I: *Leading Strategically* Materials**

- A. Flagship LDP Course I Participant Manual
- B. Flagship LDP Course I Trainer's Guide
- C. Flagship LDP Course I PowerPoint Slides
- D. Flagship LDP Course I Participant List Cohort 3
- E. Flagship LDP Course I Participant Expectations Cohort 3
- F. Flagship LDP Course I Course Evaluation Summary Cohort 3

### **Attachment 3: Evaluation and Training briefing (PPTs)**