

**EVALUATION OF THE  
WESTERN CONSORTIUM  
FOR PUBLIC HEALTH  
POPULATION LEADERSHIP PROGRAM**

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by

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The observations, conclusions, and recommendations set forth in this document are those of the authors alone and do not represent the views or opinions of POPTECH, BHM International, The Futures Group International, or the staffs of these organizations.

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## LIST OF ABBREVIATIONS

ANE	Asia and Near East Bureau
AFR	Africa Bureau
CDC	Centers for Disease Control
CEDPA	Centre for Development and Population Activities
CEO	Chief Executive Officer
CHL	Center for Health Leadership
CLM	Contraceptive Logistics Management Division
CMT	Communications, Management, and Training Division
CTO	Cognizant Technical Officer
DAA	Deputy Assistant Administrator
ESA	East and Southern Africa
FAB	Fellow Advisory Board
FP	Family planning
FPSD	Family Planning Services Delivery Division
G/PHN	Global Bureau for Global Programs, Field Support and Research, Center for Population Health and Nutrition
HN	Office of Health and Nutrition
IPPF/L	International Planned Parenthood Federation/London
JHPIEGO	Johns Hopkins Program for International Education in Gynecology and Obstetrics
MBTI	Myers-Brigg Type Indicator
OFPS	Office of Field and Program Support
OFM	Office of Financial Management
OJT	On-the-job training
PE	Policy and Evaluation Division
PHI	Public Health Institute
PHN	Population, Health, and Nutrition
PLP	Population Leadership Program
POP	Office of Population
POPTECH	Population Technical Assistance
PPAS	Population Program Assistance and Support
PRIME	Program for International Training in Health
R	Research Division
REDSO	Regional Economic Development Support Office
RH	Reproductive health
TAACS	Technical Advisors for AIDS and Child Survival
TIAA-CREF	A retirement system for nonprofit educational institutions
USAID	United States Agency for International Development
WCA	West and Central Africa
WCPH	Western Consortium for Public Health

# 1. EXECUTIVE SUMMARY

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## 1.1 Summary of Evaluation Findings and Conclusions

### Background

In September 1994, the U.S. Agency for International Development (USAID) awarded a \$30 million cooperative agreement to the Western Consortium for Public Health (WCPH), in collaboration with the Center for Health Leadership, to plan and implement a Population Leadership Program (PLP). The purpose of this program is to enhance the effectiveness of USAID-sponsored population, family planning, and reproductive health (P/FP/RH) programs by (1) providing technical and management consultation and (2) improving leadership capacity among mid- and senior-level advisors, USAID, host agencies, and other technical staff. To accomplish these aims, WCPH has organized activities around two program components: (1) the recruitment, placement, and support of technical advisors (Fellows) who are assigned to USAID/Washington and to field missions and (2) the leadership component, which consists of executive-level training of participating technical experts.

### Recruitment, Placement, and Support of Fellows

To bring state-of-the-art skills to the Agency, PLP has, to date, recruited and placed a total of 45 highly qualified advisors (Fellows). PLP gets high marks for *recruitment* and *placement* of Fellows. The overwhelming majority of Fellows have been of a stellar caliber; experienced technical professionals who are dedicated and have shown the highest level of performance. PLP has been responsive to both program and technical needs and has been flexible in working with USAID to identify the right people for work assignments. Placement of these individuals has been timely. Placement delays that have occurred have mostly resulted from internal USAID constraints (hiring freeze, lack of timely availability of field support funds, downsizing, and questions about the personnel ceiling).

Fellows, both overseas and in Washington, gave mixed reviews of *administrative and management support*. Staff and management generally viewed the support favorably. Fellow's complaints centered around the lack of information on and clarity of WCPH procedures, especially personnel management, and the lack of orientation to USAID policies, procedures, and programs given in preparation for assignments. Field Fellows commented that they often feel professionally isolated when left to their own devices without an adequate professional support system. Few PLP Fellows stationed in field missions are in a position to regularly attend scheduled training, and the program has not aggressively tried to take PLP training to the field. The evaluators have made a number of recommendations to address this problem. All in all, however, WCPH has made great strides in placing the systems required to effectively recruit, place, and monitor Fellows.

## **Leadership Component**

PLP's training program is designed to help Fellows develop leadership skills in communication, advocacy, organizational change, and coalition building. Fellows develop an ability to act as a mentor to potential leaders and to inspire and motivate others, a willingness to take political and professional risks, a vision of population dynamics and reproductive health in the next century, and a broad knowledge of and passionate concern for the impact of population.

Fellows and direct hires participating in PLP training rated it very highly overall and said they use the concepts taught. Specifically, Fellows report being more tolerant of other leadership styles; thinking and planning much more for group process; being more collaborative; and being better at delegation, teamwork, and listening. Direct hires said they have learned to prioritize things that are worthwhile, interact more with staff, listen better, be more aware of how others see them, come to meetings without preconceived ideas, use conflict resolution skills, and be more aware of modeling behavior.

The evaluators discovered that Western Consortium had no strategic or long-term plan to meet the objectives listed in their program description. This shortfall puts program decision making into a seemingly reactive mode. Responsiveness to USAID, and participant reaction to training courses and requests for additional courses is commendable. However, the long-term context in which these changes are made appears less well considered. In fact, not all training program objectives were found to be well understood by participants, USAID, or Western Consortium.

There was general agreement among program participants that PLP has enhanced technical and managerial consultation by improving leadership capacity. Participants were less sure, however, about whether other training objectives were being realized. Does PLP prepare participants to direct, inspire, and mobilize resources for population assistance and effectively communicate P/FP/RH priorities and policy? Survey and focus group comments indicate misgivings about this goal from all except the staff and managerial group.

Does PLP aid in developing a network of population specialists capable of providing on-going leadership to the field? Present PLP training does not appear to increase participant networking potential. Does PLP assist selected organizations worldwide in developing effective policies and implementing successful population programs? The evaluators conclude that this goal is not well understood by anyone in USAID or PLP program.

Does PLP prepare Fellows to inspire and lead in their population specialty? The majority of each group said "yes." Are participants better able to direct resources? Since Fellows cannot perform inherently governmental work, the evaluators conclude that this goal is not well understood, nor is it explicitly discussed in training as a unique leadership problem for Fellows within USAID. Are participants better able to mobilize resources? The evaluators also noted much confusion about this program goal.

Fellows and direct-hire PLP participants were asked to rate the relevancy to their jobs of a list of 18 learning topics drawn from the program's design and course list. Staff and management were asked to rate the same list from their own perspective with regard to its relevancy to the Fellows' jobs. Only one topic or course fell below the midpoint (4.5) of the scale: Week-on-Campus. Typically, topics and courses on the list were rated higher by staff and management than by PLP participants.

To its credit, Western Consortium has adopted curriculum topics and presentations each year. Faculty changes were made, approaches modified, and topical emphasis altered based on participant evaluations and at USAID's direction. For this assessment, PLP participants were asked to identify specific training they wanted added to the program. After reviewing the wide variety of responses and the unique needs of individuals, the evaluators concluded there should be a personalized training plan for each PLP participant. One size does not fit all in the leadership training program among highly skilled technical specialists. A training plan for each person based on individual need and identified by expected outcomes would allow targeted budgeting and scheduling for core and other tailored courses deemed appropriate within the context of PLP.

PLP participants rated the overall quality of the faculty "very good," but noted that faculty lack USAID experience. Where faculty did not understand or care to understand USAID as an organization, WCPH was effective in making corrections. However, course material typically did not reflect the USAID experience. The evaluators noted that a wealth of potential materials could be made available by Fellows themselves based on their experiences in Washington and the field. Case studies drawn from this source could focus the training program more closely on USAID theory and practice.

The field-assigned PLP Fellows are seriously underserved in the area of training. No significant nor successful connection has been made with mission-funded PLP members. The evaluators have therefore recommended a series of initiatives, including enhanced orientation programs, mandated PLP training, training delivery at overseas sites, and establishment of a "buddy" system to alleviate professional isolation. A properly thought-out and implemented strategic plan for PLP would probably capture additional creative suggestions to meet the needs of the increasing cadre of PLP members abroad.

### **Financial Issues**

The PLP cooperative agreement was authorized at a total level of \$30,391,000. As of December 31, 1997, USAID had obligated within the approved level of \$18,202,001 including core funds, field support, and operating year budget transfers; cumulative expenditures were \$9,455,868, leaving a pipeline of \$8,746,133. PLP financial management practices and systems are in place to properly manage a project of this size. The evaluators believe that the overall budget allocation between program components is fair and reasonable. However, USAID and PLP should carefully examine the budget to be sure that all cost-efficient methods are in place for maintaining,

managing, and training Fellows. Also, for USAID there are some concerns regarding the allocation, management, and tracking of field support funds, all of which can easily be corrected.

Given that only 60 percent of the authorized funding level has been obligated and only 52 percent of that amount has been actually expended, the project has sufficient funds. USAID may want to examine the possibility of implementing a no-cost extension and/or reprogramming existing funds to new training activities or approaches, as suggested by this evaluation. Moreover, given that it takes two years to spend down the funds allocated for a Fellow (the tenure of a contract), PLP program must allow adequate time for the expenditure of direct costs for Fellows. To avoid a hiatus in funding, there will need to be an overlap between this program and any follow-on agreement.

### **Special Management Issues**

PLP is well managed and the appropriate financial, personnel, supervisory, and monitoring systems have been put in place to field high-quality Fellows and provide quality leadership training. Regarding the level of project staffing and the effects of multiple locations, the evaluators believe that the project could save some funds by consolidating databases and establishing compatible communication systems. The team suggests that during the restructuring of the project for the merger with the Public Health Institute (PHI) the potential efficiencies of site consolidation should be examined. One question arises: Given the favorable results in the management of the project to date, does location really matter? The evaluators believe that any change in location should be driven by overall strategic planning and managing for results, as well as by cost-effectiveness and efficiency.

With regard to a Washington Office, the evaluators conclude that little would be gained, as such an office would be merely a relay point between the Fellows and the California home office. The funds needed to establish even a low-level presence in Washington would be high. The evaluators believe that a responsive, "correct answer the first time," approach by WCPH administrative support staff would mute Fellow calls for an across-the-street location.

Administrative responsibility for PLP will transfer from the Western Consortium to the Public Health Institute effective on June 30, 1998. The WCPH board of directors voted to dissolve the Western Consortium no later than June 1998. With the exception of certain issues related to health plans and TIAA-CREF, there appear to be few significant differences between the Fellows' current employment contracts and those of PHI. In response to evaluator inquiry, PHI senior management indicated that presently there is no intention to change PLP program policies or programs. However, USAID should closely monitor the transfer of PLP to PHI to ensure that Fellows not suffer changes in their employment contracts or in support that will adversely affect their work.

In summary, the program has been very effective. However, some improvements could make an excellent program even better. The contractor's experience from the start-up phase of this three-

year-old program appears to put it in a position to profit from further refinements such as the ones suggested here. The adjustment period that both cooperating agencies need to hire, train, and integrate mid- to senior-level Fellows into the Agency's work is passing. The most productive period for PLP may lie ahead should its management seize the opportunity to define a long-term vision and attune the program accordingly.

## **1.2 Summary of Key Recommendations**

A complete listing of recommendations is included as Appendix A.

### **Strategic Planning**

7.1 (48) PLP and USAID should collaborate on a long-term strategic plan for PLP to ensure that the program is appropriately focused, objectives are set, measurements of success established, and program performance measured and controlled.

7.2 (50) No changes to PLP's stated purpose and objectives are necessary at this time although aspects of the program deserve improvement. For example, refinements should be made in training application and relevancy.

### **Training Relevancy and Usefulness**

4.5 (16) PLP should design an individualized training plan for each Fellow at the outset of his or her tenure that reflects the special needs of the individual, lays out the offered PLP training opportunities over the employment period, allows for attendance, and provides a method to make up PLP training missed because of irreconcilable circumstances.

7.3 (54) PLP faculty members should have a working knowledge of USAID and its culture.

7.3 (57) Wherever possible, PLP faculty should connect leadership theory to actual USAID practice.

7.3 (60) Technical oversight officers should encourage Fellows to participate in all cohort training, allow release time, monitor attendance, and discuss lessons learned and their application to the workplace and the behaviors necessary to turn theory into practice.

4.2 (07) PLP should continue to train Fellows and USAID direct hires together in training cohorts to gain the leadership values derived from a common experience and to gain the opportunity to build relationships and networks.

## **Field Connectivity and Program Affinity**

6.2 (44) PLP should devise aggressive, cost-effective strategies to connect to mission-funded Fellows.

7.4 (64) PLP should provide field Fellows with a two- to three-week training and orientation period prior to their assignment overseas to give them a firm understanding of Western Consortium, PLP, and USAID.

7.4 (66) Each year, every field Fellow should receive a one-week PLP training period either in the United States or at a regional gathering.

7.4. (67) PLP and USAID should establish a “buddy” system for field Fellows within the center; a Washington-based Fellow active in PLP would become a professional point of contact for the field Fellow, providing a connection to USAID’s PHN Center and to other PLP Fellows.

7.4 (69) Overseas Fellows should be teamed for field training with their program implementation teams. PLP, with USAID assistance, should investigate the possibility of including host-country nationals and mission technical oversight officers in PLP training.

## **Senior Management Involvement**

4.7 (24) USAID senior management should actively participate in PLP to become familiar with the content of the PLP leadership component, learn new ways of operating, and demonstrate support for the program.

4.3 (09) To document Fellows’ performance, USAID officers with technical oversight of PLP Fellows should periodically provide evaluation and performance feedback directly to the individual Fellow, as well as to the PLP supervisor in California.

## **Finance and Management**

5.1 (31) USAID should examine carefully the remaining project funds, consider a no-cost extension, and reprogram as appropriate for the proposed time extension.

5.1 (32) In preparation for a follow-on activity, USAID should allow overlap between the initial project and any follow-on so that the Fellows in the old project can be rationally phased out and Fellows in the new project phased in.

5.3 (34) USAID and PLP should carefully examine the budget and program expenses to be sure that cost-efficient methods are in place to manage and train Fellows.



## **2. BACKGROUND**

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### **2.1 Population Leadership Program: Background and Major Accomplishments**

#### **Background**

On September 30, 1994, the U.S. Agency for International Development (USAID) awarded a five-year cooperative agreement to the Western Consortium for Public Health (WCPH), in collaboration with the Center for Health Leadership, to plan and implement a Population Leadership Program (PLP). The agreement was authorized at \$30,391,433 for September 30, 1994, through September 30, 1999. In 1997, USAID modified this agreement to provide a no-cost extension through September 30, 2000.

The purpose of the Population Leadership Program is to enhance the effectiveness of USAID-sponsored population, family planning, and reproductive health programs by (1) providing technical and management consultation and (2) improving leadership capacity among mid- and senior-level advisors, USAID, host agencies, and other technical staff. The specific goals of the project are as follows:

- Identify and prepare a cadre of mid- and senior-level population specialists to direct, inspire, and mobilize resources for population assistance and effectively communicate population, family planning, and reproductive health priorities and policy;
- Develop a network of population, family planning, and reproductive health specialists capable of providing leadership to the field;
- Assist selected organizations worldwide in developing effective policies and implementing successful population, family planning, and reproductive health programs; and
- Increase the leadership skills of program Fellows, host agencies, and other population specialists.

To accomplish these aims, WCPH has organized activities around two program components: (1) the recruitment, hiring, and backstopping of technical advisors (also called "Fellows" and "leaders") who are assigned to USAID/Washington, USAID field missions, or other governmental or nongovernmental organizations and (2) the leadership component, which consists of a series of training and other educational activities to enhance leadership and management skills. The leadership program, though initially directed to WCPH Fellows/Advisors, has been expanded to include the participation of direct hire G/PHN technical staff.

In 1997, the Western Consortium board of directors decided to wind down WCPH's operations. Most contracted activities such as PLP decided to transfer to the Public Health Institute. The process is underway and the final transfer is expected to be completed on or before June 30, 1998. USAID plans to transfer project responsibilities to the Public Health Institute.

### **Major Accomplishments to Date**

Through February 28, 1998, PLP's work has produced results as follows:

- The effectiveness of USAID-sponsored population, family planning, and reproductive health programs has been enhanced by the placement and networking of 45 highly qualified technical and management advisors in USAID/Washington offices and field missions.
- The leadership capacity of 72 USAID specialists and technical staff has improved through their participation in a series of leadership seminars and management skills workshops.
- Effective support has been provided to program components and Fellows through the development of overall financial, personnel, supervisory, and monitoring systems.

## **2.2 Evaluation of the Western Consortium Population Leadership Program: Purpose, Team Composition, and Methodology**

### **Purpose**

The purpose of this evaluation was to examine and assess the WCPH/PLP's performance and accomplishments to date and provide guidance for the design of a follow-on agreement.

### **Team Composition**

The evaluation team was composed of a leadership management specialist, Mr. Rik Karlsson, and a USAID senior manager, Ms. Joyce Holfeld.

Mr. Karlsson, principal of TeamMakers, served as team leader. Mr. Karlsson has extensive experience in developing, delivering, and evaluating leader-manager training. He serves as primary trainer and/or facilitator for management skills, executive development, and strategic planning activities for federal and state government units, as well as for private sector companies. He has over 30 years of hands-on leader-manager experience as chief operating officer of the Department of the Navy's field activities and as executive director of the nonprofit Association, ICAF. Mr. Karlsson is a long-time trainer and instructor, having six-years experience in his current

assignment as adjunct associate professor of management at Prince George's Community College (PGCC), continuing education courses in leadership and decision making at PGCC and Northern Virginia Community College, and corporate on-site training. He taught three years in the Washington, D.C.-based Industrial College of the Armed Forces' master's degree program as professor of management of national security resource mobilization, instructing senior federal managers and military officers. He is a certified practitioner of the Myers-Briggs Type Indicator® (MBTI®) and an authorized administrator and interpreter of the Rowe Decision Style Inventory.

Ms. Holfeld is a career foreign service officer who most recently served as the director of the Office of Field and Program Support (OFPS) in USAID's Global Center for Population, Health and Nutrition (G/PHN). She has over 30 years of direct program management and operational experience, 18 years of which were at overseas posts. She has broad USAID perspective, having served in G/PHN, a regional bureau, a regional field office (REDSO/W), and a field mission (USAID/Rabat). She has been responsible for planning, implementing, and evaluating large-scale family planning and child survival programs and participant training and development training programs. Before coming to USAID, Ms. Holfeld managed international programs and field activities for a USAID-funded cooperating agency (AVSC International); worked in Tulane University's teaching, research, and service programs; served in the Ministry of Public Health in the Republic of China; and did hands-on work as a Peace Corps Volunteer in a rural primary health clinic in Niger. Ms. Holfeld also participated in PLP training.

## **Methodology**

Per the Scope of Work (SOW), which included specific questions (See Appendix B), the evaluators reviewed in depth the leadership component and the recruitment, hiring, and backstopping of Fellows. Then, using their findings and conclusions, the team offered recommendations for future activities and directions for the design of a follow-on project. The evaluators used several means of collecting and verifying quantifiable, as well as qualitative, data, including reviewing documents; conducting focus groups for Fellows and direct-hire staff; administering questionnaire survey instruments to Fellows, direct-hire participants, and staff and managers; interviewing key personnel and Fellows, and conducting a site visit to PLP administrative headquarters and program facilities in California. The following briefly describes each of these means of information gathering:

**(1) Document Review:** The evaluators reviewed agency policy and guidelines concerning Fellows and specific project documentation, including PLP cooperative agreement and modifications, annual management reviews, annual workplans, relevant correspondence, activity reports, portfolio review documents and financial reports, field support expenditure reports, Fellow position descriptions, course schedules, curricula and materials, and class attendance records. During the site visit, the visiting evaluator reviewed documents that had been developed as dictated by the agreement, such as travel guidance and voucher forms, offer letters, checklists for overseas assignments, teaching curricula and instructional materials, and site financial reports and records.

**(2) Written:** The evaluation team prepared three separate survey instruments: one questionnaire for Fellows, one for direct-hire participants, and one for staff and management. (See Appendix C for Survey Instruments). A total of 50 questionnaires were returned, as follows:

- 25 D.C.-based Fellows, including 22 Fellows plus three other non-direct hires (30 attempts, or a return rate of 83 percent)
- 5 Overseas Fellows (5 out of 10 attempts, or a 50 percent return rate)
- 2 Graduated Fellows (2 out of 4 attempts for a 50 percent return rate)
- 17 Staff and Management

**(3) Focus Groups:** At USAID headquarters, the evaluators conducted two focus group sessions to explore Fellow and staff perceptions of the program and to discuss major concerns. On February 10, 1998, 14 Fellows attended a two-hour group discussion and on February 11, eight direct-hire participants and concerned managers attended a one and one-half hour group session.

**(4) Interviews:** The team conducted face-to-face interviews with the executive officers and staff in California, members of the Office of Population's Front Office (director and deputy directors) and selected division chiefs, WCPH advisors in USAID/W and their oversight officers, and managers of other Fellows programs. In addition, the team conducted several telephone interviews with several overseas Fellows, staff, and oversight personnel, and with graduate Fellows.

**(5) Site Visit:** For the entire week of February 16, one evaluator visited PLP Program offices in California, including the Western Consortium offices in Santa Cruz and Berkeley, the Center for Health Leadership in Oakland, and the Public Health Institute in Berkeley. Discussions were held with the chief executive officer, the project director and deputy, the director for leadership training, and staff. In addition, the team interviewed a key consultant who has been involved in the leadership training program since its inception.

For initial reaction and validation, the evaluators, on February 23, presented preliminary findings, conclusions, and recommendations to the USAID staff and Fellows, and separately to PLP project director. In preparation for this final report, the evaluators submitted a draft report to USAID, POPTECH, and PLP program staff. The detailed findings, conclusions, and recommendations are presented in the following chapters.



### **3. PLACEMENT AND MANAGEMENT OF FELLOWS**

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#### **3.1 Fellow Placements to Date**

Given the sector's changing technical needs, G/PHN management decided to use PLP to bring specialized "state-of-the-art" talent to the Agency and at the same time offer leadership and management training. The philosophy of this program was to bring mid- to senior-level talent to meet pressing agency challenges, and at the same time offer a unique opportunity for those individuals to work and participate in the USAID work environment. It was felt that a combination of formal leadership and management training and on-the-job-training would uniquely prepare Fellows for future professional assignments. Moreover, having professionals in leadership positions, who were knowledgeable of agency goals, objectives, policies, regulations, programs, and personnel would benefit the Agency in the long-run.

By February 1998, PLP had recruited and placed a total of 45 highly qualified Fellows: 34 Fellows are currently on board and 11 have "graduated" from the program. Eleven additional Fellows positions are either in process, under recruitment, or have been requested. Examples of expertise brought to the Agency by PLP include specialists in reproductive health and women's issues as defined by the Cairo Agenda; policy advisors for policy formulation and health sector reform; private and commercial sectors service delivery experts; communications specialists; researchers for clinical and operational research studies; analysts for system development, management, and reporting; and experts in donor coordination. (See Appendix E for a Listing of Current Fellows by Funding Source, a Listing of PLP Graduates, and a Listing of Fellow Positions Under Recruitment).

#### **PLP Advisor Placements by Year**

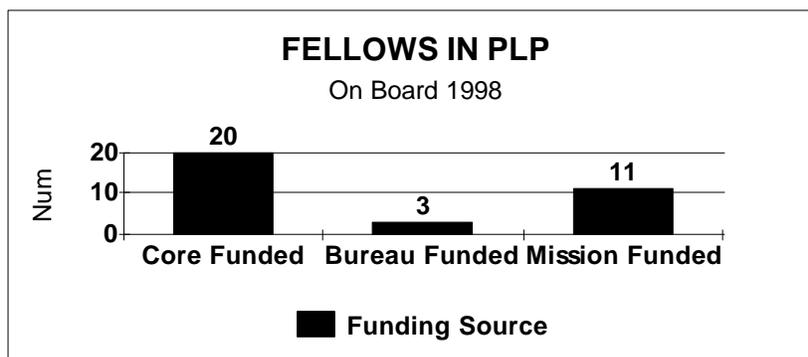
<b>Type of Placement</b>	<b>Total</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998*</b>
Core-Funded	20	2	4	5	7	2
Regional-Funded	3	0	1	2	0	0
Field-Funded	11	0	1	2	7	1
Graduates	11	1	6	3	1	0
<b>Total</b>	<b>45</b>	<b>3</b>	<b>12</b>	<b>12</b>	<b>15</b>	<b>3</b>

\* Only through February 1998. With projected hires, PLP will meet 15 level in 1998.

Of the 45 placements, only 15 were completed in 1994 and 1995. At that time, the Agency had imposed a freeze on the hiring of Fellows—Fellows were allowed only "by exception." Recruitment has accelerated to 15 Fellows per year. Given the extraordinary talent placed and proven results achieved, demand for Fellows is expected to continue to increase.

## Current On-Board Fellows

There are currently 34 Fellows on board. Twenty are *core-funded* and placed in G/PHN: sixteen in the Office of Population and four in the Office of Field and Program Support. Three Fellows are *regionally-funded* and are placed in the regional bureaus: two in the Africa Bureau and one in the ANE Bureau. Eleven candidates are *field support-funded* and are located in field missions or Regional Economic Development Support Offices (REDSO): six in Africa, three in Latin America, and two in Asia/Near East. Of the field placements, three are at REDSOs, six are in Joint Programming Countries (Ethiopia, Indonesia, Kenya, Morocco, Nepal, and Peru) and two are in Joint Planning Countries (Benin and Bolivia).



Thirty-two percent of the Fellows are in the field and 68 percent are in USAID/Washington. Although the original cooperative agreement anticipated a 50-50 mix, the current field-to-Washington ratio is generally the result of (1) the hiring freeze and reluctance in the field to seek and be granted an “exception” for Fellows; (2) downsizing and elimination of the field staff and uncertainty as to how Fellows would count against the staffing ceilings; and (3) the advent of the “field support” funding system, which required that the field allocate *funds from their* operating year budget (OYB) for G/PHN services. As noted in the section on the potential new hires, the field has adjusted to the field support system and is increasing its requests for and funding of Fellows. It is not expected that the earlier ratio will continue. However, recognizing that USAID is a decentralized organization and that decisions on funding allocations and program priorities are field driven, the evaluators encourage USAID to examine the field-to-headquarters mix and consider whether there should be more balance. If more balance is desired, USAID should determine ways to equalize the program’s Washington-to-field mix. (See Section 7.4 for suggestions on field advisor connectivity, program affinity, and training expansion.)

## Potential New Hires

Eleven positions are on the docket for future placements. Currently, one potential hire is in process for placement in G/PHN, i.e., assignment is near, an offer has been made, and clearances are underway. In addition, two Washington positions (one in G/PHN and one in the regional bureau) are being recruited, i.e., the positions have been advertised and appropriate candidates are

being fielded. Finally, eight additional positions have been reserved, but recruitment has not yet started. Four of these reserved positions are in Washington and four are in the field.

## **Graduated Fellows**

Eleven Fellows (25 percent of total placements) have either graduated or terminated their Fellowships early because of job opportunities. Of those, three have assumed positions in the United States in the PHN field with organizations such as the American Association of Health Plans, the Population Action Committee, and the Program for Appropriate Technology in Health. Five have assumed leadership positions in the international arena, working with PHN programs throughout the world. For example, one graduate Fellow serves with a cooperating agency focusing on population policy development in Kenya and all of the East Africa Region. Another graduate is collaborating with Shell Oil Company in Nigeria to develop public and private sector community health programs. A third Fellow is working to develop the management capability of district health officers in Tanzania. Two graduates are working as international consultants from overseas locations. Two individuals have assumed positions with the Agency as technical advisors for AIDS, Child Survival, and Population. And finally, one individual who left the program in December 1997, is now looking for an outbound placement.

In general, PLP gets high marks for recruiting, placing, selecting, and supporting technically qualified Fellows. On a rating scale of 1 (Excellent) to 8 (Poor), D.C.-based non-direct hires indicate an average rating of 2.3, overseas Fellows a 1.5 rating, and management and staff a 2.4 rating. The overwhelming majority of the comments to this question highlight the professionalism and experience of the Fellows: Fellows say that there is a "...High correlation between Fellows professional experience and requirements of the position." "From my experience with Fellows I know and with whom I work, all are stellar professionals." Under "Overall outstanding qualifications and performance of PLP Fellows." PLP program does a great job in recruiting and placing advisors...." "I believe that the process of the placement has been very thoughtful, timely, and resulted in the placement of good technical skills and experienced persons." Staff and management say PLP is "very responsive to program and technical needs." "WCPH was very flexible in working with us to identify and place Fellows. They understood what we needed and were very accommodating in helping us place the right people."

In the earlier years of the program, the Fellows primarily came from within the known circle of the USAID family. This phenomena is less true today. Among those recruited in 1996 and 1997, the majority were recruited from outside the system. The current agency guidelines stress the training nature of the Fellows programs, and extension beyond the initial assignment is approved by exception and only with strong justification.

Some PLP Fellows expressed concerns about their status in the program over the long term. Some wished to remain working at USAID, sometimes necessitating a move to another capacity within the Agency. Others see the program as a stepping stone to continue working in the population discipline outside USAID after one or two, two-year terms as a Fellow/Advisor in the

field or as a member of the Washington staff. Some expressed the professional concern that the program's uncertainties placed them in career "limbo." There is no present organized mechanism to provide outplacement or facilitate movement of Fellows out of the program into other positions in the discipline. Therefore, the team concludes that the program should provide active assistance to Fellows leaving PLP.

## **Recommendations**

3.1 (01) For future programming, USAID/Washington should examine the field-to-Washington ratio of Fellows to ensure that the program offers the optimal learning experience and that staffing needs are met.

3.1 (02) For future programming, USAID/Washington should examine the program's responsibilities for Fellows' long-term career objectives and determine if hiring, placement, and training opportunities should be modified to respond to those long-term objectives.

3.1 (03) PLP should work with Fellows and USAID to design a departure program that meets PLP's long-term objectives.

## **3.2 Various Views of Project Management and Support**

As noted in the previous section, all parties considered PLP's overall record in the recruiting, selecting, placing, and support of Fellows as excellent. However, when asked specifically about administrative and management support, overseas and Washington Fellows gave mixed reviews, with ratings ranging from excellent to marginal. Staff and management generally viewed the support favorably. Specific findings from the survey and focus groups are as follows:

### **Administrative and Logistical Support**

The support in this category includes physical examinations, immunizations, visas, and language testing. As demonstrated by the non-responses, Washington staff are clearly not extensive users of these services. However, those that did rank these elements evidently had a mixed experience—some ranked PLP as excellent and others ranked PLP as poor. Travel arrangements were favorably reviewed with an average rating of 2.3. Personnel and administrative support received an average rating of 2.9; however, comments indicate a general feeling that although there had been some improvement in personnel management, the overall operation could be greatly improved. The Fellows' concern has intensified by the uncertainties of the upcoming merger. The overseas Fellows and staff and management generally rated PLP well in all these categories.

The questionnaire and focus groups comments indicate a variance of concerns. On the positive side, Fellows and staff note: "Travel and visas are smooth through PLP." "Timely response to

requests.” “Very responsive to suggestions from Fellows and Fellows’ supervisors.” “Excellent administrative support.” “PLP has experience and a humanistic approach to dealing with personnel.”

On the negative side, comments suggest that “administrative support is sloppy.” “Travel is difficult, vouchers inconsistent, financial processing slow, the paper trail a nightmare.” “Orientation to benefits was full of inaccuracies resulting in a comedy of errors regarding taxes, health plan, medical reimbursements, accounts, etc.” “Little orientation to WCPH aside from being sent a binder about benefits.” Perhaps this negative response could be alleviated with a short (two- to three-day) orientation at PLP headquarters allowing Fellows to meet personnel, develop contacts, and have a comprehensive briefing on PLP program and administrative procedures.

### **Orientations, Briefings, and Background Materials**

In preparation for assignments, Fellows were asked their opinion of the Western Consortium orientation, USAID orientation, assignment preparation, briefings with knowledgeable people, and country-specific briefings. Except for an orientation to USAID, both Washington and overseas Fellows give PLP good to average marks, ranking from 3.1 to 4.1. However, as indicated by a 6.8 rating, almost all D.C.-based Fellows felt a real lack of orientation to USAID. [Note: With a 2.0 ranking, field Fellows ranked the USAID orientation well above average]. Clearly, D.C.-based non-direct hires felt the need for an orientation. Opportunities do exist, such as OFPS’s semiannual briefings and Centre for Development and Population Activities project’s (CEDPA) training for TAACS advisors, but there is no orientation geared toward PLP Fellows. Most respondents felt that improvement in this activity could help fellows adapt to their jobs and could increase their productivity.

(Please see Appendix D for complete, specific survey result tabulations on Fellow and staff opinion.)

### **Recommendations**

3.2 (04) PLP should re-examine its administrative procedures, particularly in the area of personnel management, to improve responsiveness to Fellows’ requests and increase accuracy of information provided.

3.2 (05) Fellows should receive a two-or three-day orientation at Western Consortium offices in California prior to being assigned to USAID.

3.2 (06) PLP and USAID should investigate alternatives to providing Fellows with a USAID orientation, including using existing resources such as CEDPA’s or PAL-TECH’s orientation or other USAID training courses.

## **4. THE LEADERSHIP COMPONENT**

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### **4.1 Training Program Evaluation**

The Population Leadership Program consists of two elements: (1) technical and management consultation to USAID by population specialists and (2) executive education to enhance the leadership capacity of participating technical experts. PLP training element purports to help Fellows develop qualities necessary for leaders: skills in communication, advocacy, organizational change, and coalition building; an ability to act as a mentor to potential leaders and inspire and motivate others; a willingness to take political and professional risks; a vision of population dynamics and reproductive health in the next century; and a broad knowledge of and deep passion concerning the impact of population.

This evaluation of PLP's training element was formulated, in part, using the Kirkpatrick four-level methodology (Kirkpatrick, 1994). Kirkpatrick suggests that training can be measured and evaluated at levels of reaction, learning, behavior, and results. Reaction is defined as a measure of customer satisfaction: Having participated in the training, how do you feel about the total program presentation from content through process? Learning is defined as "the extent to which participants change attitudes, improve knowledge, and/or increase skill as a result of attending the program." Behavior is the extent to which "change in behavior has occurred because the participant attended the training program." Results involve measuring the actual training outcomes in objective measures of increased production, improved quality, decreased costs, etc., to arrive at some cost-benefit calculation.

The evaluators prepared survey instruments (Appendix C) to attempt to gain data that would support conclusions concerning the first three levels of the Kirkpatrick model. Three instruments were produced: Fellows, direct-hire participants, and staff and management. Fellows and direct hires who attended training were questioned to determine, by self-report, their reaction, learning, and behavior changes. The staff and management questionnaire was given to selected immediate seniors of direct hires and technical oversight officers of Fellows to gain their views of program participants' potential learning and behavior changes observed on the job.

### **4.2 Cohort Mix**

Originally designed for Fellows only, leadership component training was immediately extended to include USAID/G/PHN direct hires in the formation of Cohort A in 1995. Eleven Fellows and nine direct hires participated in Cohorts A and B. Cohort C included 14 Fellows and 9 direct hires. Cohort A included two direct-hire directors, four division chiefs, and three deputy division chiefs. Cohort B included one director, a deputy director, and one division chief. Cohort C included three direct-hire division chiefs.

During the Fellows' interviews it was made clear to the evaluators that many Fellows believed training direct hires with Fellows in a cohort is an added bonus of the program. Fellows said that training together yielded better communication and relationships, provided a unified vision, enhanced conceptual thinking, and allowed development of a common language. This common training brought the direct and non-direct hires together in a "critical mass" that enhanced the total capability of the center.

## **Recommendation**

4.2 (07) PLP should continue to train Fellows and USAID direct hires together in training cohorts to gain the leadership values derived from a common experience and to gain the opportunity to build relationships and networks.

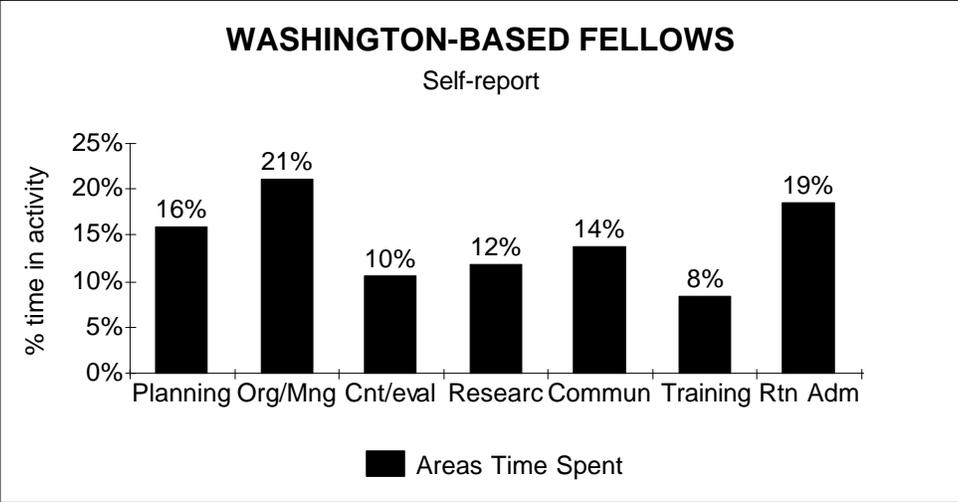
### **4.3 PLP Participant Profile**

#### 4.3.1 Fellows' Status

Fellows cannot legally represent the U.S. Government, nor can they perform inherently governmental responsibilities. Seventy-two percent (18 of 25) of Fellows responding to the survey instrument considered themselves to be operating at the senior level (question I.1). In interviews and focus group sessions, Fellows noted that they hold no line authority and that their power relationships with those they work with inside and outside the Agency and missions arise from their position inside the Agency, their technical expertise and reputation, and their access to those who do hold line authority. Some Fellows expressed frustration with their lack of line authority and the confusion that their status raises in the minds of certain people. Their "advisor" and program manager roles on agency projects often puts them, in positions where they are the Agency's representatives at meetings and decision fora. In each case discussed, Fellows noted they are careful to observe their position and have found ways to accomplish their tasks without stepping out of bounds.

##### 4.3.1.1 Fellows' Time Spent

Fellows were asked (question I.2) to estimate the percentage of their time spent in each of the following activities: planning, organizing and managing, controlling and evaluating, research, communicating, training (as instructor or trainee), and routine administration. The following chart illustrates their average response normalized to 100 percent.



Fellows report spending 40 percent of their time organizing and managing (managing implementation activities and allocating resources and people) and conducting routine administration (preparing required documentation and reports, results packages, strategic objective agreements, amendments, voucher review, etc.). Training, a key element of their responsibilities under PLP, accounts for only 8 percent of their time on average, last in reported precedence. The range of time spent on training was zero to 30 percent, with 52 percent (13) of the Fellows reporting no time at all spent on training. Of those reporting training time (12), the modal response (7) was 10 percent.

Reinforcing this response was the answer to question IV.5.a, which asked if Fellows had participated in all of the leadership component training offered to their cohort.

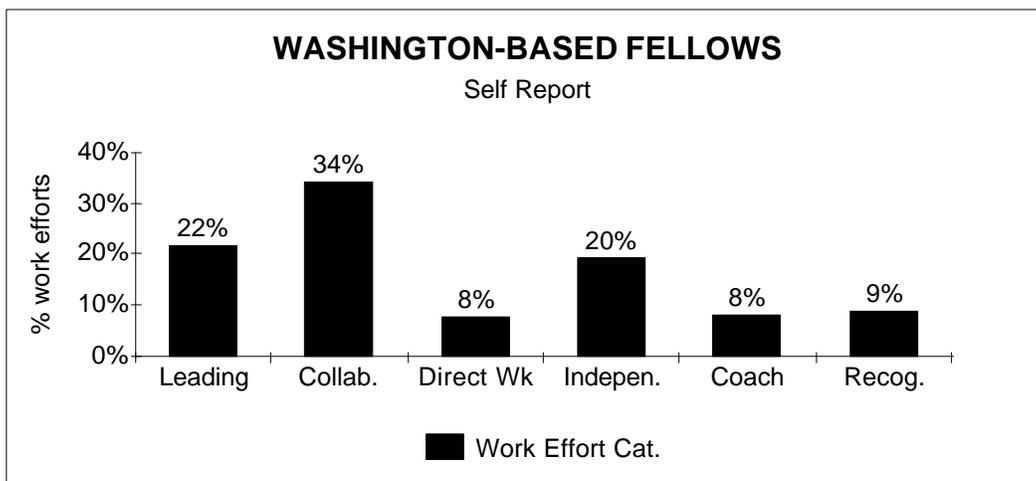


Sixteen of 25 (64 percent) responding Fellows had not attended all of the offered training. Reasons included lack of interest, travel schedule conflict, and interference with job responsibilities.

The evaluators conclude that the training component of PLP, at present, is not seen by many Fellows as of central value to the program. This finding should be of concern to USAID and Western Consortium/PHI as they consider a program extension.

#### 4.3.1.2 Fellows’ Work Effort

Fellows were asked to estimate the percent of their work effort that fell into the categories of leading, collaborating, directing the work of subordinates, working independently, coaching subordinates, or recognizing the achievements of others.



As can be seen on the accompanying chart, Fellows were 12 percent more likely to describe their work efforts as collaborating than leading. Leading and working independently at 22 percent and 20 percent, respectively, were nearly tied for the next most likely work effort in which Fellows saw themselves engaged. A distinctive pattern emerges when the range of responses is viewed in each category. All 25 responding Fellows indicated they spent some time leading (range 3 percent to 50 percent) and collaborating (range 10 percent to 75 percent); 92 percent (range 0 percent to 75 percent) reported independent work effort. However, when responding to directing others, coaching, and recognizing others, 56 percent, 44 percent, and 36 percent, respectively, did not see themselves as engaged in those work efforts.

In spite of the non-supervisory nature of their positions with the Agency, 56 percent saw themselves as expending work effort toward directing others (range 5 percent to 15 percent). Coaching work effort ranged from 5 percent to 20 percent for 44 percent (11) of the Fellows.

Recognizing others was reported by 64 percent (16) of the Fellows as work effort ranging from 2 percent to 20 percent.

PLP Fellows see themselves as leaders who must collaborate with others to achieve their work goals. They spend a significant amount of time on mundane managerial activities and devote a significant portion of their work effort to independent activities, but have no legitimate governmental authority to carry out their projects.

The evaluators conclude that the leadership training required for persons with this profile may be different than training required for direct hires who account for nearly 50 percent of PLP cohorts.

## **Recommendation**

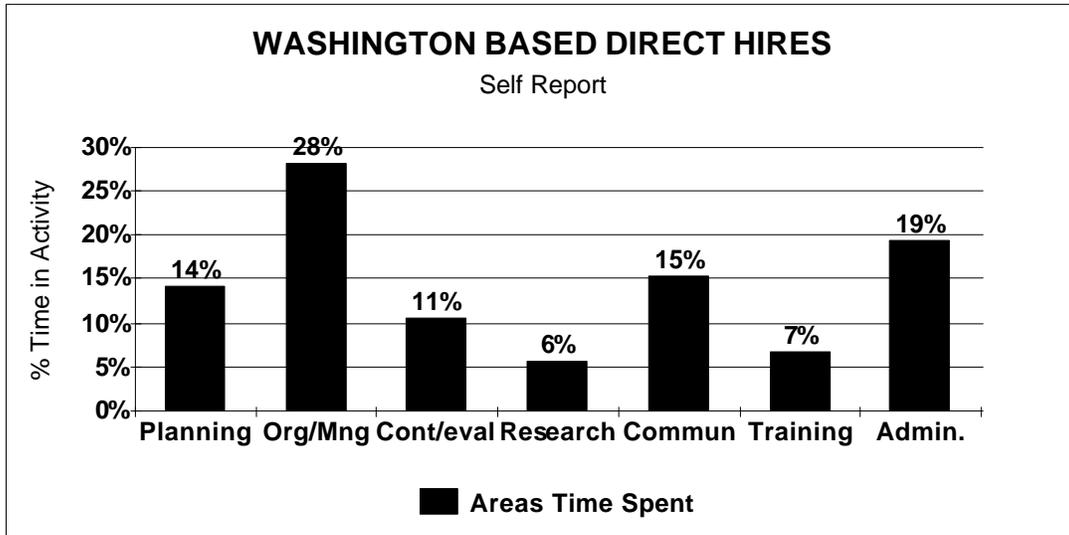
4.3.1.2 (08) Western Consortium/PHI should undertake a review of the training program to ensure that it meets the unique needs of Fellows first, while also supporting the sometimes different perspectives and training needs of USAID direct hires in each cohort.

### 4.3.2 Direct-Hire PLP Participant Status

Direct-hire participants in PLP report themselves as technical managers, mostly at the senior level. More than 50 percent report themselves as being GS-15 or above. Fifty-nine percent report themselves as being in a supervisory position with direct supervision of 2 to 11 people. Ten of the 16 (63 percent) responding direct hires enjoy line authority in the Agency.

#### 4.3.2.1 Direct Hire Time Spent

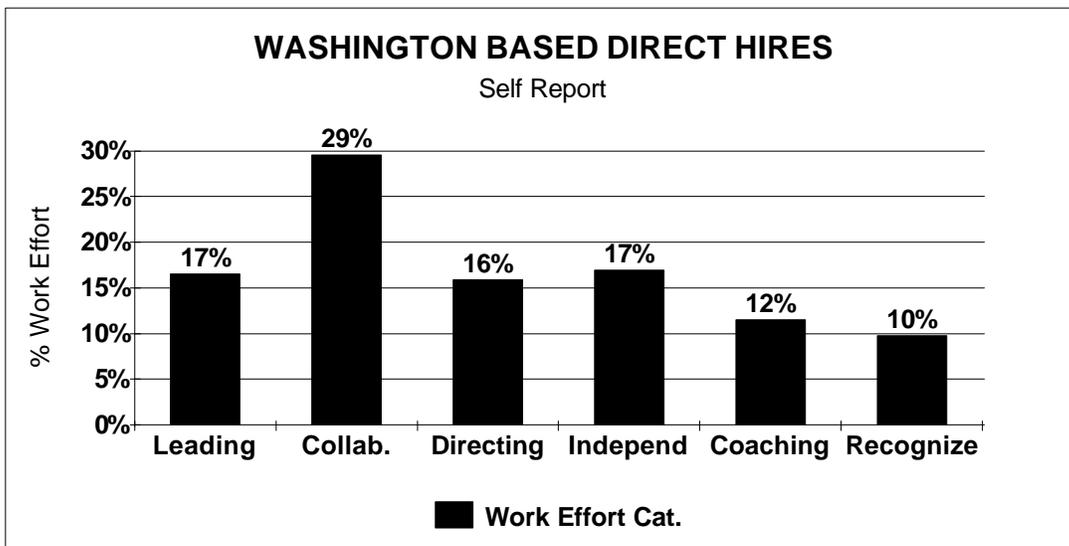
Direct hires were asked (question I.4) to estimate the percent of their time spent in each of the following activities; planning, organizing and managing, controlling and evaluating, research, communicating, training (as instructor or trainee), and conducting routine administration. The following chart illustrates their average response normalized to 100 percent.



Responding USAID direct hires who are members of a PLP training cohort report spending 47 percent of their time organizing and managing (managing implementation activities and allocating resources and people) and conducting routine administration (preparing required documentation and reports, results packages, strategic objective agreements, amendments, voucher review, etc.).

#### 4.3.2.2 Direct Hires' Percent of Work Effort

Direct hires were asked to estimate (question I.5) the percent of their work effort that fell into the categories of leading, collaborating, directing the work of subordinates, working independently, coaching subordinates, and recognizing the achievements of others.



The accompanying chart shows direct hires as 12 percent more likely to devote work effort to collaborating than to leading. Leading, working independently, and directing are rated at 17 percent, 17 percent, and 16 percent, respectively. Coaching and recognizing the work of others is last in work effort at 12 percent and 10 percent, respectively.

When comparing the profiles of PLP Fellows and direct hires in PLP cohort, one clearly sees the collaborative culture of USAID. Direct hires do not report spending a majority of their work effort toward directing. They are in supervisory roles but actually see themselves directing others only about one-fifth of the time. Two surprises here are the amount of independent work effort, and that in their leadership role direct hires do not coach (69 percent of those responding coach 10 percent of their work effort or less), or recognize others' work (86 percent of those responding recognize others work 10 percent of their work effort or less).

Therefore, it seems that the Fellows and direct hires see themselves in much the same terms concerning work activity. The key difference is that direct hires have a supervisory role to which they dedicate some (16 percent), but not a large part, of their time.

The question that the similarity in work effort and time spent between Fellows and direct hires suggests similar PLP training may founder on the issue of time devoted by direct hires to coaching and recognition of others. Some Fellows commented on a lack of coaching, mentoring, and feedback on their work from the direct hires in technical oversight; and the survey seems to indicate that direct hires do not feel a need to devote time to these activities. The Fellows' legal supervisor, Mr. James Williams of Western Consortium, Santa Cruz, California, is in no position to coach, mentor, or recognize the Fellows' daily work. It is on this point that the evaluators conclude that the continental gap between Washington and California should be closed by officers in technical oversight assuming greater responsibility for mentoring, coaching, and recognizing Fellows.

## **Recommendation**

4.3 (09) To document Fellows' performance, USAID officers with technical oversight of PLP Fellows should periodically provide evaluation and performance feedback directly to the individual Fellow, as well as to the PLP supervisor in California.

4.3 (10) USAID officers in technical oversight should assume responsibility for coaching and mentoring PLP Fellows to enhance Fellows' professional development.

## **4.4 Program Assessment of the Leadership Component**

Fellows and direct hires participating in PLP training rate it very highly overall. Typical survey or focus group responses showed that participants can and do use the concepts taught. The training "allows everyone to speak the same language." Participants report they are "more cognizant of

how to work with others,” have “greater practice and appreciation of the idea win/win,” and “leadership orientation encourages productivity.” Although the majority of comments are positive, one respondent noted that the program was “marginally [helpful], I thought I was pretty good before....” Other respondents said the training and examples were “not USAID specific” or “not practical enough.”

#### 4.4.1 PLP Goal Achievement

The survey provided an opportunity for Fellows and direct hires who were trained together and selected staff and management to judge whether the program was meeting its goals. The four goals measured were improved leadership capacity, preparation of a mid- and senior-level population specialist cadre, development of a network of population specialists, and assistance to selected organizations worldwide in the development of effective population policies and programs.

##### 4.4.1.1 Leadership Improvement

“One purpose of the Population Leadership Program is to enhance the effectiveness of USAID-sponsored P/FP/RH programs by providing technical and management consultation and by improving leadership capacity among mid- and senior-level advisors, USAID host agencies, and other technical staff.”

Respondents were asked to rate PLP in meeting this purpose. A Likert scale of 1-8, where 1 equals excellent and 8 equals poor, was used to capture responses on all three questionnaires.

Fellows responding to this question (n=22) rated their answers from 1 (excellent) to 7 (where 8 equals poor). The average of the 22 responses was 3.3, with 80 percent of the responses being in the upper half of the scale. Thirty-six percent of the responses were in the upper quartile; the modal rating was 7 (7 responses). The evaluators conclude that Fellows agreed the program was improving their leadership capacity.

Direct-hire PLP participants (n=14) rated their answer from 2 through 7. The average of the responses was 3.7, 0.4 points less favorable than the Fellows’ response. Seventy-two percent of direct hires rated the program in the upper half of the scale, with 29 percent scoring it in the upper quartile. The modal rating was 2 (4 responses). The evaluators conclude that direct hires agreed the program was improving their leadership capacity.

Staff and management responding to the survey (n=10) rated their answers from 1 through 5, with an average rating of 2.4, 0.9 points more favorable than the Fellows’ self-rating and .7 points higher than the direct hires’ self-rating. Ninety percent of the responses rated the program’s success in the upper half of the scale, with 60 percent rating it in the upper quartile. The staff and

management questionnaire was used in this assessment to indicate an “outside” view of program success by users of the Fellows’ and direct hires’ services within USAID. To the extent that staff and management rated the program successful, the evaluators conclude that the self-report data by Fellows are confirmed.

#### 4.4.1.2 Prepare a Cadre to Direct, Inspire, and Mobilize Resources

“A goal of PLP is to identify and prepare a cadre of mid- and senior-level population specialists to direct, inspire, and mobilize resources for population assistance and effectively communicate P/FP/RH priorities and policy.”

Respondents were asked to rate PLP in meeting this purpose, using a Likert scale of 1-8, where 1 equals excellent and 8 equals poor, to capture responses on all three questionnaires.

Fellows responding to this question (n=21) rated it from 1 to 6, with an average rating of 3.2. Seventy-six percent of Fellows rated this goal in the upper half of the scale indicating overwhelmingly they believe the goal is being met. The modal response was 2 (7 responses).

Direct hires responding (n=13) were more mixed in their rating of this goal’s achievement to date. Responses ranged from 2 through 8 with the average rating being 4.4, 1.2 points less favorable than the Fellows’ rating. Thirty-one percent of the direct hires rated the program in the lower half of the scale with 23 percent rating it 7 or 8, at the bottom. The modal response was 4 (4 responses), with the majority rating in the second quartile, 3 or 4, just above average.

Staff and management (n=10) rated the preparation of the cadre goal as successful. Their average rating was 2.7, 0.5 points above the Fellows’ mark, and 1.7 points above the direct-hire PLP participants. Ninety percent of the staff and management rated this goal in the upper half of the scale.

At first glance there appears to be a significant difference between the views of the Fellows, direct hires, and staff and management on the achievement of this goal. However, an inspection of remarks indicates misgivings about this goal from all except the staff and management group.

Typical remarks from Fellows were as follows: “Recruiting the right people,” “PLP is good at identifying the cadre of POP specialists but not so good at ‘preparing’ them to do more or perform more effectively than before.” “There is not much room to innovate within USAID. This is not the fault of WCPH.” “I assume PLP contributed appropriately, but individuals in the group were all highly motivated to begin with.” And, “I am curious to know whether WCPH would have ultimately selected the candidates without USAID influence.” Other Fellows commented, “the Fellows really contribute to leadership and redirection of the office toward the Cairo agenda. Mainly due to innate leadership, but encouraged by the training.” And, “I am not sure they are

doing this.” Also, “PLP accomplished this goal as there are already enough cadre of leaders in place.”

The high marks by Fellows may be an artifact of the recruitment and placement process rather than an outcome of the training offered. The direct hires’ comments reinforce this view.

Typical direct hire comments on the cadre issue include the following: “Poor, not really useful for mid- or senior-level or for decision makers.” “They must have a good recruitment system, because the people they get are great,” and “more benefit of placement and SOW than of additional services offered by PLP.” Another direct hire commented, “I’m not sure this program can legitimately be asked to do this. The PHN Center is only one small part of a much bigger picture.” As a counterpoint to these comments, other direct hires said, “PLP has little influence over ability to direct and mobilize resources. It can, however, provide an opportunity for intellectual growth and to strengthen leadership skills.” And, “for individuals I felt that the course provided a good opportunity to learn how to inspire others. The exercise on communication styles and how they impact working relationships, and therefore one’s influence on others was particularly helpful.” And again, “Making good strides toward building strong cadre, but bridge needs to be developed between theory and practice.”

Staff and management comments included the following: “Most of the staff selected have been good quality and experienced so the identification seems to be fine. But not sure whether all the training has been relevant to address the ‘preparation’ task.” Another said, “Superbly talented specialist[s] identified and placed.” And, “the Fellows in my unit are fully capable of directing, inspiring, and mobilizing considerable resources to help attain RP priorities in the regional programs. They are self motivated, require minimal supervision, and are quick to take initiative.” Again, “I don’t see PLP has any monopoly on this.” “Good, qualified Fellows and good practical on-job-training (OJT).” Finally, “Not sure about ‘mobilizing’ resources role of all Fellows.”

After viewing the qualitative responses, the evaluators conclude that PLP may not be reaching this goal as a function of its training program.

## **Recommendation**

4.4.1.2 (11) PLP should design training specific to the program description goals of identifying and preparing a cadre of mid- and senior-level population specialists to direct, inspire, and mobilize resources for population assistance and effectively communicate P/FP/RH priorities and policy.

### 4.4.1.3 Develop a Network of Population, Family Planning, and Reproductive Health Specialists

“A broad goal of PLP is to develop a network of population/family planning/reproductive health specialists capable of providing on-going leadership to the field.”

Responses to this question from Fellows (n=22) ranged from 2 through 6 with an average rating of 3.4. Seventy-seven percent rated this goal in the upper half of the scale, 27 percent in the top quartile, and 50 percent in the second quartile. The modal response was 3 (9 responses).

Direct hires (n=14) rated this goal's state of achievement from 1 to 6 with an average rating of 4.2, 0.8 of a point less favorable than the Fellows' rating. Direct hires' responses were split 50/50 between rating in the upper and lower half. The modal response was 6 (5 responses), clustering responses at the lowest end of the marked range.

Staff and management's responses were not unanimous. Their range was 1 to 6, paralleling that of the direct hires, but 66 percent scored in the upper half and 44 percent in the upper quartile. The modal response was 2 (3 responses). Three of the staff and management (33 percent) put their marks below the midpoint of the scale (5 and 6), breaking with the six responses clustered from 1 to 3. The average rating of staff and management was 3.2, .2 off the Fellows' rating but 0.8 of a point off the direct hires.

Again, it appears that there is a break between the Fellows' views and those of the direct hires who train with them in PLP. Comments reveal Fellows to be more positive about the networking aspects of the program. Typical Fellows' remarks include "Just being with USAID allows for phenomenal 'networking' abilities," and "Fellows and direct-hire colleagues form a good network worldwide, but the 'on-going leadership' aspect of the program needs strengthening." Others said, "...retreats help strengthen communication among direct and non-direct hires," and "original selection of technically qualified persons was the most significant factor. The networking among them was easy," and "The bimonthly training/meetings help." One Fellow said, "One of the best things about this job is the people I have met—direct and non-direct hires."

Other Fellows were not so sure the program was the factor that provided an entree to the network. For example, one said "People come into the program with those skills. People who enter the program without them do not seem to fare as well." Another commented, "My impression is that people for the most part brought their networks with them into the program." One Fellow who was even less sure said, "This network is not readily apparent or accessible (outside USAID/W)."

Direct hires' comments included remarks of this nature: "Probably good team building and relationship development, by being positive, cooperative, and group experience," and "The individuals are great but I don't think they really comprise a network, especially in the field I imagine they all function pretty much on their own. Perhaps there is room for concentrating on connecting field Fellows for support in the future." Another said, "While there were some good basic elements of leadership addressed in the course, if the goal is leadership to the field this would benefit by including more field representatives in the course to dialogue with G/PHN colleagues on how to be more supportive." Other comments were "Networking is the key to operating in USAID....PLP has made a good stab at this, but a concerted effort needs to be made

to foster not only USAID connections, but also connections within the CA and professional community.” And finally, two direct hires commented, “Not leadership to the field,” and “It does a good job of helping individuals to acquire leadership skills. But our opportunities to use those leadership skills are sometimes limited. So we can use our interpersonal skills more than our ‘leadership skills’.”

Staff and management comments included “I am not sure what “network” means, if it is the same as ‘critical mass’ they are doing it well,” and “By including DH [direct hire] and other office leaders, there was a critical mass to make some changes in the center. Most so in the POP area. The retreats were a good way to get to know each other better. I am still drawing on this experience in the POP and OFPS staffs.” Another person focused on overseas Fellows, said, “While PLP might be trying to develop a network of its Fellows, the Fellows in REDSO are both engaged in developing networks of African counterparts in the region focusing on different areas of RH.” While one senior manager said, “Networks exist through other arenas such as professional associations, etc. A bit artificial to me,” another said, “Good group. Multiple meetings over year plus help create a sense of identity and belonging that are important to creating a network.”

The linchpin between these ratings and comments appears to be the argument that working and training together creates opportunities for networking that some participants will take advantage of and others will not. If there is an intent that training content will somehow increase the networking potential of the cohorts, it does not appear to be obvious to PLP participants.

The evaluators conclude that to the extent PLP participants share a common training experience and thereby enhance their network, the program is successful. If the intent is for PLP participants to substantially widen their network, the program is not providing the impetus required.

## **Recommendation**

4.4.1.3. (12) PLP should develop training exercises and a visitation program to organizations with which Fellows should be more familiar as a way to extend Fellows’ understanding and contacts in the wider world of population action.

### 4.4.1.4 Assist Selected Organizations Worldwide

“A broad goal of PLP is to assist selected organizations worldwide in the development of effective policies and the implementation of successful P/FP/RH programs.”

Fellows’ ratings of PLP’s achievement of this goal ranged from 1 to 7, with an average rating of 3.5. This goal, however, was apparently considered too difficult or too ill defined to rate by 10 (40 percent) of the possible respondents out of 25 questionnaires submitted, who did not rate this goal. Of those who did rate this goal (n=15), 73 percent rated it in the upper half of the scale, 40

percent (6) rating it in the top quartile. The modal response was 2 (5 respondents), but four respondents clustered at a rating of four.

Direct-hire respondents repeated the take of the Fellows on this goal in that 41 percent (10) of the 25 possible respondents did not answer the question. Of those who did rate this goal (n=10), from 2 through 8, only two rated it in the upper half, with 70 percent (7 respondents) rating it either 5 or 6 and one person rating it 8. The average rating was 5.2, 1.7 points below the rating of the Fellows.

Staff and management held divergent views on this issue. Their ratings ranged from 1 to 7 with a break at 4 on the scale. Only one possible respondent failed to answer the question. The modal answer for this group was 1 with 4 responses, and an average rating of 3.0, 0.5 of one point above the rating of the Fellows and 2.2 points above the rating of the direct-hire respondents.

Fellows' typical remarks were as follows: "To what extent has the Fellowship program and its Fellows actually changed USAID policies? I would guess minimally." Another said, "I have not had any experience with this aspect of the program. This was a large part of what I did in the field but it was not related to activities of PLP as an entity per se." Again, "I have worked with other Fellows over the years which I worked with USAID CAs and found them capable professionals who commanded respect in the field. So far it seems the same within the USAID system, but again, I am not sure USAID taps Fellows' talents the way they could/should." Another Fellow commented "If through providing good Fellows, yes. Otherwise not aware of this activity." Others said, "I am not sure about the direct relationship between leadership training and the goal," "Too soon to tell," and "I have no evidence of this." One telling comment was, "This is dependent upon individual Fellows and their placement." As a counterpoint, one Fellow remarked, "PLP has already placed a good number of leaders and their presence is already helping shaping policies on day-to-day basis. USAID is a good example."

Direct-hire participants expressed skepticism: "From my limited participation and intentional discussion with course leaders, I do not see any connection of this program with improved PHN policy or program (or management)." Another said "For a variety of reasons, I think PLP placements of leaders in other organizations has been limited. Priority is correctly (1) field, (2) USAID/ PHN Center, (3) regional bureaus, and (4) other organizations." Even more critically, "What organizations? This assistance component is news to me." And, "It is unclear to me what PLP offers these organizations additional to placement of Fellows....The Fellows are quite good, but it is unclear what PLP adds." Again, "Pretty lofty goal. I don't know how to answer. It would be hard to point to effective policies that were developed as a result of PLP."

Staff and management responded differently: "This is a very distant goal and there are many factors which play a role in successful programming. Obviously having staff in this environment of tight budgets is critical and in that way PLP has played an important role." Another said, "My list doesn't show any serving outside organizations. Although I know there is a request for IPPF/L, they have to be funded with core which is in competition with getting Fellows here in the center.

The question is whether Fellows in other organizations count in agency ceilings needs to be answered.” Also, “I am not able to judge this well yet, but there is good potential.” Also, “Excellent assistance to USAID.” However, there were also remarks like these: “I have no information to evaluate this—did not know or observe it as part of the mandate.” Others responded, “By providing qualified personnel and teaching skills that can be applied to work responsibilities and interpersonal interactions,” “The Fellows placed in other organizations seem to be making an excellent contribution,” and “USAID is one of the selected organizations.”

It appears to the evaluators that the three groups see this issue from very different perspectives. Fellows seem to view it from a personal perspective of how they are making out in USAID, or of their potential to have an impact. Direct hires appear to see it as an issue of placement of Fellows in organizations outside USAID or in various outposts of the USAID organization. Staff and management appear to view the program as related to providing in-house workers for USAID with some distant-future impact on the wider population organizational base.

The evaluators conclude that this goal is not well understood by anyone in USAID or in PLP program. If it were an active program goal, one would expect that Western Consortium’s orientation program and PLP training program would have made room for its explanation and furtherance. Clearly, that is not happening.

## **Recommendation**

4.4.1.4 (13) USAID should reaffirm the specific intent of the program’s stated goal to assist selected organizations worldwide, considering the ceiling on Fellows, and structure PLP to include it.

4.4.1.4 (14) PLP should operationalize the goal to assist selected organizations worldwide in developing effective policies and implementing successful P/FP/RH programs through career planning sessions with its Fellows. Where Fellows are placed or encouraged to go after their limited tenure at USAID can further this goal.

## **4.5 Impact on Participants**

Training outcomes is a key indicator of the value of training received. The second and third level of training evaluation, learning and behavior, begin to provide insight into return on training investment. To get a view of this aspect of PLP, the instruments for Fellows and direct hires asked them to rate training outcomes. The staff and management instrument asked those groups to provide their observations of the “before and after” of PLP participants, including Fellows and direct hires under their purview. Perceived changes in level and application of knowledge and behavior could be a marker for training effectiveness.

#### 4.5.1 Training Participation

Fellows and direct-hire PLP participants were asked if they had participated in all of the leadership component training offered to their cohort. Nine Fellows and four direct hires reported they had attended; 64 percent (n=25) of Fellows and 73 percent (n=15) of direct hires reported they had not attended all offered training. PLP was asked to provide records of training attendance as a means of developing additional statistics. Surprisingly, they were unable to do so; attendance had not been recorded. PLP did eventually provide a “best guess” attendance listing. This lack of attendance records is troubling since PLP was justified for funding as a training-based program.

#### **Recommendation**

4.5.1 (15) PLP should maintain attendance records of all scheduled training courses offered.

The 19 Fellows’ comments on why they had not attended scheduled training fell into three categories: schedule conflicts (47 percent); travel (32 percent); and lack of interest (21 percent). Direct hires offered 15 comments regarding lack of attendance at training. Those comments fell into the same three categories: schedule conflicts (53 percent); travel (33 percent); and lack of interest (13 percent). During the Fellows’ focus group the subject of attendance was raised by some who said that PLP did not alert them far enough in advance of scheduled training. Others cited “competing priorities.” One evaluator sensed a lack of urgency or deep commitment on the part of some Fellows to participate in PLP’s training component. The two aspects of PLP—placement within USAID to complete tasks and projects and training as a population leader—seem to be at odds with each other. Interviews with PLP managers indicated that there was no clear mandate from them that Fellows were expected to attend training offered. The only “mandated” training period was the August retreat when a new cohort was formed and offered initial leadership training. Beyond that, training was made available only to those who could find a way to attend. There have been Fellows hired into PLP who have not attended training or been scheduled to attend the first available cohort (August retreat) after hiring. The evaluators are left to conclude that the training component is not being treated as a program priority.

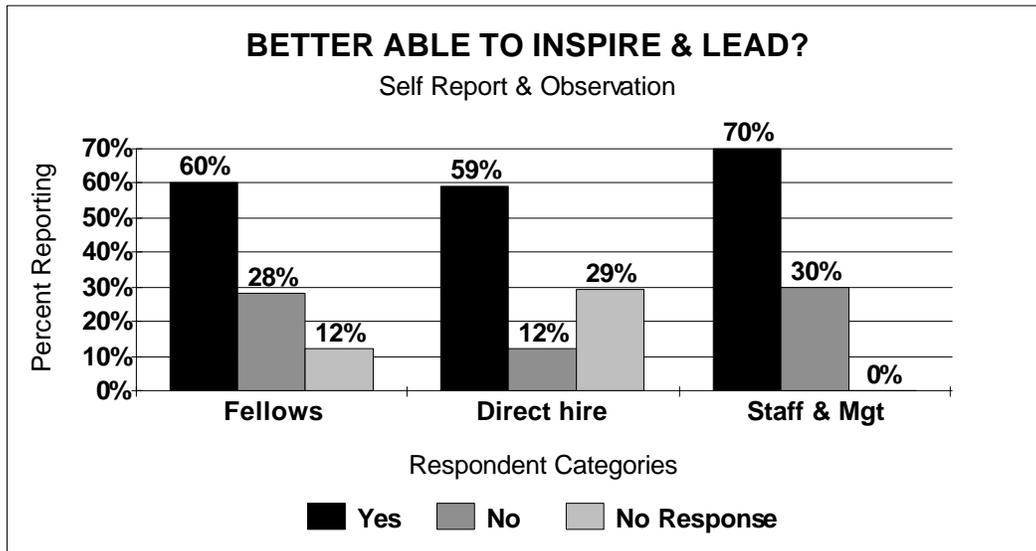
#### **Recommendation**

4.5.1.(16) PLP should design an individualized training plan for each Fellow at the outset of his or her tenure that reflects the special needs of the individual, lays out the offered PLP training opportunities over the employment period, allows for their attendance, and provides a method to make up PLP training missed because of irreconcilable circumstances.

4.5.1.(17) As a condition of employment, PLP should require Fellows to attend scheduled PLP training in line with each Fellow’s training plan.

#### 4.5.2 Better Able to Lead and Inspire

One of the PLP goals is to prepare Fellows to inspire and lead in their population specialty. The following chart shows the self-reported evaluation of Fellows and direct-hire PLP participants and the reported observations of staff and management. Each category credits PLP with enhancing the participants' ability to inspire and lead.



Fellows were asked to provide a concrete example of what they meant by being better able to inspire and lead when they answered “Yes.” Comments included the following: “I can plan with the concepts taught in this leadership program, and everyone speaks the same language.” “I found the training helpful especially since I had prior training experience.” “Yes, but marginally. I thought I was pretty good before joining PLP.” “Skills of conflict resolution, working in groups.” “Better at listening and understanding that others are coming from a different perspective.” “I think the program reminds each of us that we are leaders and individuals can inspire and create a vision for the Office of POP.” “More cognizant of how to work with others. Greater practice and appreciation of the idea “win/win.” “I have a greater understanding and tolerance of people’s various approaches to work. Hence, I can encourage participation from a more diverse staff and reap greater benefits from individual strengths. The Myers-Briggs was particularly helpful.” And, “Through PLP training, I have gained many skills including: systems thinking, approaches, vision development, conflict resolution, and other important theories that affect leadership.”

Fellows answering “No” were asked to comment on the type of training they believed necessary to achieve the necessary skill level. Comments included the following: “More realistic issues, more realistic examples; if good leadership in the organization, more discussion about this issue and how it affects daily work, esteem, etc. More honesty.” “Less training, more leadership opportunities with mentoring.” “It would have been helpful to have trainers with more direct government experience. A focus on institutional

change rather than on individual leadership would also have been more useful.” “It is largely a matter of having more opportunities to move outside mundane administrative tasks. Team work helps to some extent.” “I would like more technical training in FP/RH.” “Needs to be more focused and practice needed of specific leadership skills, instead of laundry list of training. I was able to take the Covey Effective Leadership training, which was by far the most productive training compared to PLP training.” “WCPH first exposed me to the ideas of Peter Senge; these are fundamental to leadership today.” And, “Hands on, practical leadership skills—public speaking, presentation skills (including PowerPoint), analytical skills. Global issues. Leadership program is not academic or practical enough... [It is] too ‘touchy-feely’.”

Direct hires answering “Yes” commented along the same lines as Fellows: “It gave me a better understanding of what a leader vs. a manager is and how organizations need to survive.” “Found the training to be helpful, especially from an intellectual perspective. But would like more coaching in applying the leadership skills.” “Communication exercise was useful in determining how colleagues perceive you and areas to be worked on.” “Used the methodology learned on conflict resolution in the senior management retreat. Also use the questionnaire data as diagnostic tool for decision making for senior management retreat.” “Better understanding of teams and individual characteristics, better communications, better understanding of components of leadership.” And, “Communications and Myers-Briggs especially helpful.”

Direct hires answering “No” said the following: “Mentorships and a good working relationship with one or more people who are effective leaders.” And, “It seems that the USAID environment has not really allowed me to practice these thoughts on a routine basis. I did have a two-month period as leader of a special group where I was able to practice these and other skills. That was great!”

Staff and management respondents offered the following comments when they indicated they had observed differences: “Definition of leadership, listening skills, system thinking approach.” “More relaxed and confident in running meetings and making presentations.” “Dialoging course had positive impact on interpersonal skills.” “[A Fellow] led our results package process.” “I was better able to communicate after the retreat since I knew the Fellow better.” And, “I noted purposeful increases in leadership practices.” “[A Fellow] brought a lot of applications from training to office setting.”

Staff and management answering “No” commented as follows: “In my experience they were effective even without the [training] program.” “Have not seen a demonstrable change.” And, “I have seen no difference in performance following training.”

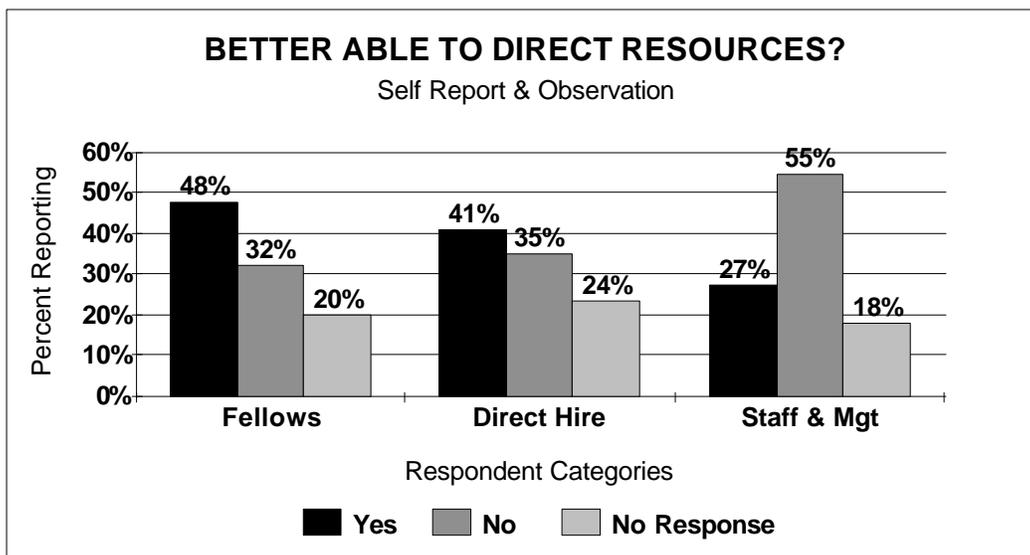
The large percentage of PLP participants answering in the affirmative believed they had improved their leadership skills. Their comments clearly show a pattern of desiring to use and increase their facility with the skills taught in the course. Fellows and direct hires who believed they had not

improved their skills asked for changes to the program; some asked for particular didactic approaches, others were seemingly frustrated that they have little opportunity in their work to apply leadership skills training.

The evaluators conclude that PLP is having a positive impact on the learning, attitudes, and behaviors of participants. As long as people actively attempt to translate learning into action in the workplace, they will reinforce taught skills and begin the process of personal change that can lead to measurable results.

#### 4.5.3 Better Able to Direct Resources

Another PLP goal is to enable participants to better direct resources. The following chart displays the responses of Fellows, PLP direct-hire participants, and staff and management.



Forty-eight percent of Fellows reporting (n=25) and 41 percent of direct hires reporting (n=17) believe they are better able to direct resources as a result of PLP training. Over half (55 percent) of those responding staff and managers who were asked to provide their observations of participants and rate their ability to better direct resources post-PLP training indicate the opposite.

Fellows responding “Yes” offered examples as follows: “By writing more persuasively, able to better marshal and direct resources as I see appropriate. For example, mobilizing resources for a POP-environment survey in Guatemala.” “USAID is extremely hierarchical. As non-direct hires, we have little power to change the system. The role of Fellows is to compensate for lack of direct-hire personnel.” “Visioning; setting future

goals.” “Systems sessions were useful, although I already was quite familiar with concepts before joining PLP.” “I have been able to direct resources into new technical areas, but I do not think it is because of the training in PLP.” “Better able to assist others to delegate to share the pie and let others contribute.” “Better able to push for the ideas I think are important to the program.” “Yes if human resources, no if financial. Communication style workshop helpful for the former.” “To some extent.” And, “I can develop much better and more comprehensive analysis as a result of various training sessions attended.”

Fellows answering “No” said the following: “Resource direction as a non-direct hire is most often based on technical knowledge.” “The training should be directed toward PHN Center leadership in addition to the Fellows.” “Could see some specific training on management techniques—time management, e-mail management, money, etc.” “I don’t see any difference in this particular ability. I was always adept at getting to know who was good at what and getting information. So it was nothing to do with the training.” “This is basically a time issue, and there is ample...to do this. Can we get access?” “I doubt training would help.” “Not sure this is relevant to my work.” And, “No attention was given to this area.”

Direct hires answering “Yes” commented as follows: “I have been able to utilize and coordinate staff better after getting to know them through the retreat.” “Better understanding of teams and individual characteristics, better communications, better understanding of components of leadership.” “I have no resources to direct except human resources. There my skills have been improved.” And, “To the extent that directing resources requires leadership.”

Typical comments for direct hires answering “No” were as follows: “No training, review, and revision of G/PHN management structure and processes.” “No, this is more management than leadership and involves other skills. Time management, paper/file management, time management, priority setting, etc. Personnel management.” And, “Not clear that training addressed this.”

Staff and management who indicated “Yes” commented as follows: “[A Fellow] redirected their activities.” And, “Not sure to yes; because their visions/ideas were involved.”

Staff and management responding “No” commented as follows: “Not particularly.” “I have seen no difference in performance following training.” “I am not aware that directing resources, per se, is part of the training.” “Haven’t observed any.” And, “Not much attention to this issue.”

Subsequent discussion with PLP participants and USAID managers indicated significant confusion over this question. Since Fellows cannot perform inherently governmental work, directing resources seems outside their leadership opportunities. If one examines their

actual program management responsibilities, however, they do have the daily opportunity to influence the direction of resources and resource policies in the Agency.

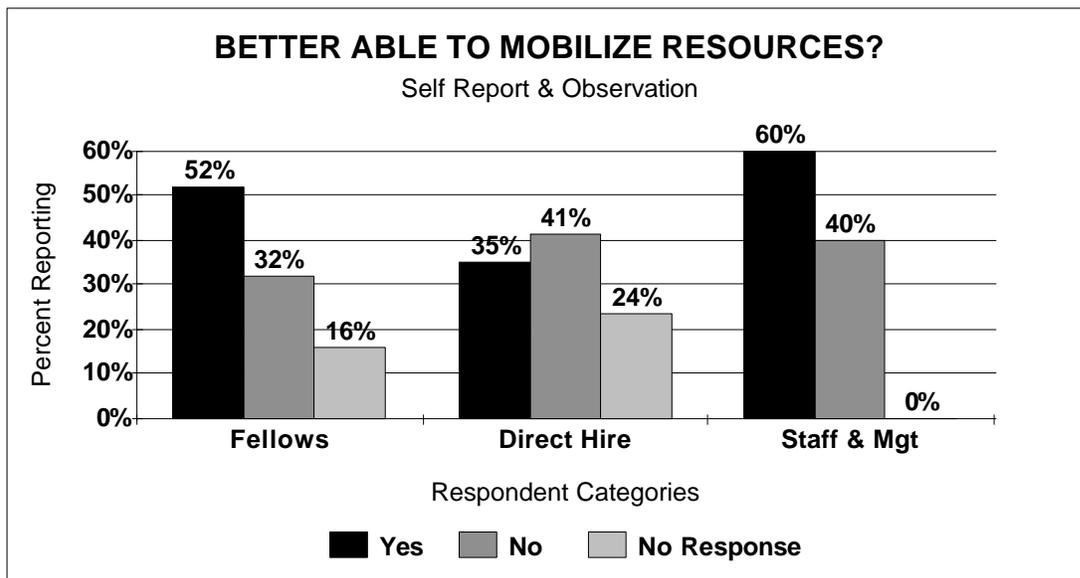
The evaluators conclude that this PLP goal is not well understood, nor is it discussed in the training as an explicit dimension of the leadership problem within USAID.

### Recommendation

4.5.3 (18) PLP should reconsider providing training to Fellows in directing resources, when Fellows are precluded by regulation from exercising authority over federal funds.

### 4.5.4 Better Able to Mobilize Resources

When asked if they were better able to mobilize resources, 52 percent of Fellows (n=25) responded “Yes,” but only 35 percent (n=17) of direct hires agreed. Staff and management responses, however, expressed a 60 percent (n=10) confidence that PLP participants were better able to mobilize resources as a result of training.



Fellows responding “Yes” commented as follows: “I believe the program has had a positive impact on teamwork if only because it provides opportunities for us to collaborate outside of the work setting.” “Improved communication skills allowed more effective advocacy with other organizations and donors to leverage support for operations research.” “My collaborative skills were improved; communication skills, too.” “Better able to work with others.” “Better able to push for the ideas I think are important to the

program.” “Yes if human resources, no if financial.” “To some extent.” “I suspect so, when combined with past experiences.” “Only because of placement in agency. Otherwise not applicable.” And, “I gained a lot of insight in team building and human interaction in organizational context. Not sure I gained much in terms of financial resources.”

Fellows responding “No” said the following: “Not related to PLP training.” “I haven’t seen a direct connection on resource mobilization.” “I don’t think there is a correlation between the training and the mobilization of resources.” “I do this all the time—just haven’t recognized any PLP training for it.” “No training or guidance in this. More training in entrepreneurial approaches to resource mobilization.” “Not sure this is relevant to my work.” “No attention was given to this area.” And, “Management techniques, congressional issues, systems thinking, but bring other instructor.”

Direct hires answering “Yes” commented as follows: “I think I can get all the right people in the right place at the right time to hire a much-needed WCPH Fellow to manage the field support database.” “I have more patience.” And, “Vision inspiring others to do what I want rather than what I do not want—or perhaps ‘want’ is not so much it as value or give priority.”

More direct hires responded negatively to this question and a significant number chose not to answer it. Comments included the following: “Reality-based training including case studies of effective advocacy and resource mobilization; operational analysis of factors involved in resource decision making, by people who know the institutional and operational processes.” And, “Skills taught did not seem to focus on resource mobilization and that is generally done by Congress in the PHN area.”

Staff and management comments included, “I think participants communicate better and therefore mobilize their Fellow workers and team members.” However, there was confusion concerning the question. Those uncertain or negative in their response said the following: “Don’t see that as something they were trained in.” “You need to understand the system to mobilize resources and have signatory authority.” “I see no real difference following the training. The best training seems to be OJT.” “Haven’t observed any change.” And, “Don’t really know what this means.”

Once again, some Fellows seem to believe they are getting valuable insights into mobilizing resources through enhanced interpersonal skills and translating those insights and learning into action. Some of their comments indicate that the respondents see this as an advocacy skill and appear to be comfortable exercising it. Others are not so sure. Direct hires appear less sure and some staff and management wonder if this is applicable to PLP Fellows, although a majority indicate they have observed improvements.

The evaluators conclude that where there is so much confusion on the part of PLP participants about a program goal, the training provided may not be explicitly dealing with the issues PLP goal

addresses. If the goal is correctly stated, then it deserves to be directly confronted in the training offered.

## **Recommendation**

4.5.4 (19) PLP should examine the curriculum to ensure that each PLP program goal is explicitly defined and discussed.

## **4.6 Course Work - Curriculum Topic Relevancy**

PLP course work, which begins during an August retreat, includes three to four days of work on understanding one's personal leadership style; discussing leadership behaviors as distinct from managerial behaviors; and learning to listen with depth, speak with clarity, and begin the development of a personal vision for the future. The retreat is followed over the next year by up to five additional training opportunities using a one- to two-day seminar format. As originally designed, the training program for a cohort would apply to that group only. During Cohort B's training, however, this changed so that prior cohorts could partake of training offered to the current cohort, with the exception of the August retreat.

Curriculum topics were envisioned and chosen for cohorts based on an initial needs assessment and suggestions of intended faculty. Later, cohorts under training provided feedback on content, approach, style, and faculty. The curriculum was adapted each succeeding year, being tuned somewhat to the reaction of students without losing focus on the overall program goals. Faculty changes were made, approaches were modified, and topical emphasis was altered.

This evaluation asked Fellows and direct-hire PLP participants to rate a list of 18 topics drawn from the program's design according to relevancy to work situations and training needs. Staff and management were asked to rate the same list from the perspective of relevancy to the job situation. Following are the 18 related topics:

- Leadership theory and style
- Study of the future
- Visioning
- Systems thinking
- Peer leadership/team development
- Problem solving
- Creativity enhancement
- Quality improvement
- Personal communication styles
- Multicultural competency
- Communications technology impact
- Myers-Briggs seminar

- Effective presentation skills
- Advanced technical and administrative writing
- Time management
- Meeting and facilitation skills
- Open dialogue sessions
- Week on campus program

[NOTE: In this section of the evaluation, the rating scales differ from the 8-point Likert scales used elsewhere in the survey. An 8 indicates the strongest relevancy of a topic, a 1 indicates not relevant. Higher average scores indicate stronger approval of the topic.]

#### 4.6.1 Leadership Theory and Style

Fellows’ ratings (n=25) for this topic ranged from 3 to 8, with an average rating of 5.6, about the midpoint of the second quartile. The modal response was 6 (7 responses). Direct hire responses (n=17) ranged from no response to 8. The average of the ratings was 6.2; 23 percent of those surveyed reported not having taken the course, and therefore provided no rating. Staff and management (n=10) rated the topic from 3 to 8. The modal response was 7 (4 responses) with an average of 6.5.

#### **Leadership Theory and Style**

Fellows	Direct Hires	Staff & Mgt
<b>5.6</b>	<b>6.2</b>	<b>6.5</b>

*Average rating*

Comments indicate that some Fellows believed it to be too much theory taught from an “academic” standpoint; and that the trainers were not practitioners. Comments included, “Need experienced leaders/managers who truly believe in what they are teaching.” Suggestions for improvement included making the course more experiential.

#### 4.6.2 Study of the Future

Fellows (n=25) rating this topic scored it an average of 5.4 over a range of 3 to 8 on the scale. The modal response was 4 (6 responses). Thirty-two percent of the Fellows had not taken the course and offered no rating. Direct hires’ (n=17) ratings ranged from 2 to 8, averaging 5.4, with the modal response being 6 (4 responses). Twenty-nine percent of the direct hires did not rate the course. Staff and management viewed the relevancy of the topic more strongly than did PLP participants, awarding it an average of 6.1, 0.7 of one point above both the Fellows’ and direct hires’ ratings.

### Study of the Future

Fellows	Direct Hires	Staff & Mgt
5.4	5.4	6.1

*Average rating*

A Fellow commented, “I would tailor a course to be directly related to the study of the future of PHN—make more practical.”

#### 4.6.3 Visioning

Fellows (n=25) rated the visioning topic with scores ranging from 3 to 8, with an average rating of 5.6. The modal response was 6 (5 responses). Twelve percent of the Fellows had not taken the course and offered no rating. Direct hires (n=17) rated the topic an average of 5.8 with 23 percent of the direct hires not having taken the course and not offering a rating. The modal response was 7 (4 responses). Staff and management’s average score for relevancy of the topic was 6.4, significantly above the scores given by both PLP participants who took the course.

### Visioning

Fellows	Direct Hires	Staff & Mgt
5.6	5.8	6.4

*Average rating*

A direct hire commented, “I think visioning is important and relevant. But I can barely remember the sessions so perhaps they need to be presented differently—but I truly don’t know what changes to suggest.”

#### 4.6.4 Systems Thinking

Fellows (n=25) rated the systems thinking course at 5.4 with a range of 3 to 8. The modal response was 6 (7 responses). Twelve percent had not taken the course and did not rate it. Direct hires (n=17) rated systems thinking at an average of 6.3, 0.9 of one point above the average rating from Fellows. Their modal response was 7 (5 responses). Twenty-four percent of direct hires had not taken the course and did not rate it. Staff and management (n=10) rated the relevancy of systems thinking at 6.7, 0.4 higher than direct hires and 1.3 points above Fellows who had taken the course. Staff and management’s modal response was 7 (4 responses).

### Systems Thinking

Fellows	Direct Hires	Staff & Mgt
5.4	6.3	6.7

*Average rating*

A Fellow commented, “Systems thinking could have been made much more relevant if it had been taught through examples more related to our work. The methodology was relevant but the presentation was not.” A direct hire said, “System thinking, while the skill is needed, the case studies were difficult to make the transition. I think we need the course work, but it could be adapted to the USAID situation.”

#### 4.6.5 Peer Leadership and Team Development

Fellows’ (n=25) ratings for this topic ranged from 3 to 8, with the modal response at 7 (7 responses). Fellows’ average rating was 6.2. Twenty percent of the Fellows declined to rate the course. Direct hires’ (n=17) ratings ranged from 3 to 8 with the modal response at 7 (5 responses). Sixteen percent did not rate the topic. The average rating from staff and management (n=10) was 7.0, with a modal response at 8 (4 responses).

##### **Peer Leadership/Team Development**

<b>Fellows</b>	<b>Direct Hire</b>	<b>Staff &amp; Mgt</b>
<b>6.2</b>	<b>6.6</b>	<b>7</b>

*Average rating*

#### 4.6.6 Problem Solving

There have been no courses presented by PLP in problem solving. The evaluators interpret the ratings as persons responding to the topic’s relevancy to PLP. Fellows (n=25) rated it on average 6.6 with a range of 4 to 8; the modal response was 7 (7 responses). Twenty-eight percent of the Fellows did not rate the topic. Direct hires (n=17) rated it on average 6.7 with a modal response of 7 (4 responses); however, 35 percent of the sample did not rate the topic. Staff and management rated the topic 6.7 on average over a range of 3 to 8 with the modal response being 8 (5 responses).

##### **Problem Solving**

<b>Fellows</b>	<b>Direct Hires</b>	<b>Staff &amp; Mgt</b>
<b>6.6</b>	<b>6.7</b>	<b>6.7</b>

*Average rating*

#### 4.6.7 Creativity Enhancement

There have been no courses presented by PLP in creativity enhancement. The evaluators interpret the ratings as persons responding to the topic’s relevancy to PLP. Fellows responding (n=25) rated the relevancy, on average, as 6.4 with a range of responses of 4 to 8. The modal response was 7 (5 responses). However, 44 percent of the sample did not rate this topic. Direct hires (n=17) gave this topic an average rating of 5.6 over a range of 3 to 7. The modal response was 6

(4 responses), although 41 percent of the group did not rate the topic. Staff and management (n=10) rated the topic 5.7 on average over a range of 1 to 8, 6 (5 responses) being the mode.

**Creativity Enhancement**

<b>Fellows</b>	<b>Direct Hires</b>	<b>Staff &amp; Mgt</b>
<b>6.4</b>	<b>5.6</b>	<b>5.7</b>

*Average rating*

4.6.8 Quality Improvement

There have been no courses presented by PLP in quality improvement. The evaluators interpret the ratings as persons responding to topic’s relevancy to PLP. Fellows (n=25) rated this topic at 6.3 over a range of 4 to 8 with 44 percent abstaining. Direct hires (n=17) rated it 6.5 over a range of 5 to 8 with 28 percent not offering a rating. Staff and management (n=10) rated it 6.8 over a range of 5 to 8 with one respondent choosing not to provide a relevancy rating.

**Quality Improvement**

<b>Fellows</b>	<b>Direct Hires</b>	<b>Staff &amp; Mgt</b>
<b>6.5</b>	<b>6.3</b>	<b>6.8</b>

*Average rating*

The high marks for this topic demonstrate that quality improvement is an important topic. However, the results of this rating indicate to the evaluators a sense of confusion about how this topic might be integrated into PLP.

4.6.9 Personal Communication Styles

This topic receives very high marks from Fellows (n=25) with an average rating of 6.7 over a range of 4 to 8, with the modal score being 8 (12 responses). Only 2 Fellows chose not to rate the topic’s relevancy. Direct hires (n=17) were slightly more equivocal with 29 percent choosing not to rate the topic; those who did rated it 6.9 on average over a range from 5 to 8 with a modal response of 7 (5 responses). Staff and management rated it the highest, at 7.1 on average, with a modal response of 7 (4 responses) and only one abstention.

**Personal Communication Styles**

<b>Fellows</b>	<b>Direct Hires</b>	<b>Staff &amp; Mgt</b>
<b>6.7</b>	<b>6.9</b>	<b>7.1</b>

*Average rating*

4.6.10 Multicultural Competency

There have been no courses presented by PLP in quality improvement. The evaluators interpret the ratings as persons responding to the topic's relevancy to PLP. Fellows (n=25) voted overwhelmingly not to rate this topic; 56 percent did not do so. Of those who rated the relevancy of multicultural competency, their ratings ranged from 5 to 8 with an average of 5.9. Direct hires (n=17) likewise did not reply on this topic, with 53 percent not offering a rating. Those who did reply gave it an average score of 5.8. Two of the 10 staff and management participating in the survey refused to rate the topic. The remaining eight gave it an average rating of 6.6 and a modal response of 7 (4 responses).

**Multicultural Competency**

Fellows	Direct Hires	Staff & Mgt
<b>5.9</b>	<b>5.8</b>	<b>6.6</b>

*Average rating*

The evaluators view this refusal of significant numbers of Fellows and direct-hire PLP participants to rate multicultural competency as a clear signal of ambivalence toward making the topic part of the training.

#### 4.6.11 Communications Technology Impact

There have been no courses presented by PLP in communications technology impact. The evaluators take the ratings as persons responding to the topic's relevancy to PLP. Fifty-two percent of Fellows (n=25) declined to rate this topic. Those who did rated it 6.4 on average over a range of 2 to 8 with a modal response of 8 (5 responses). Forty-seven percent of direct hires (n=17) also refused to rate the topic. The average rating of 5.6 over a range of 3 to 7 was given by those who did. Staff and management (n=10) rated it 5.7 over a range of 3 to 8.

**Communications Technology Impact**

Fellows	Direct Hires	Staff & Mgt
<b>6.4</b>	<b>5.6</b>	<b>5.7</b>

*Average rating*

#### 4.6.12 Myers-Briggs Seminar

The Myers-Briggs Seminar was first offered for general cohort attendance in October 1997, but was also used during Cohort C's August retreat. Fellows (n=25) rated the topic 5.6 on average with a modal response of 6 (6 responses) over a range of 2 to 8. Twenty percent of the Fellows did not rate the topic; they had not attended the offered class. Twenty-nine percent of the direct hires in this sample (n=17) had not attended the Myers-Briggs seminar. Of those who rated it here over a response range of 5 to 8, six gave it a modal response of 7. Staff and management (n=10) had three people who did not give a rating. Those who rated it over a range of 2 to 8 gave it an average rating of 5.7.

**Myers-Briggs Seminar**

<b>Fellows</b>	<b>Direct Hires</b>	<b>Staff &amp; Mgt</b>
<b>5.6</b>	<b>6.7</b>	<b>5.7</b>

*Average rating*

4.6.13 Effective Presentation Skills

This course was coordinated and presented by a Western Consortium consultant beginning in 1997 at USAID’s request, but it is not a part of PLP program. It is billed as a management skills enhancement adjunct to PLP, but anyone in USAID can attend. One of the most common comments received from Fellows by the evaluators during this assessment process was that PLP should provide specific skills enhancement. It is not surprising that Fellows (n=25) gave positive ratings to this course. While 28 percent of this sample either had not attended it or chose not to rate the course, those who did, over a range of 1 to 8, gave it an average rating of 6.9. The modal response was 8 (9 responses). Direct hires (n=17) also rated it highly: an average of 7.2 with a modal response of 5. However, 41 percent of the direct-hire sample had not attended the course or chose not to rate it. Staff and management (n=10) rated it 7.2 on average over a range of 5 to 8, with 7 and 8 being the bimodal response at 4 responses each.

**Effective Presentation Skills**

<b>Fellows</b>	<b>Direct Hire</b>	<b>Staff &amp; Mgt</b>
<b>6.9</b>	<b>7.2</b>	<b>7.2</b>

*Average rating*

4.6.14 Advanced Technical and Administrative Writing

Like effective presentation skills, this course was coordinated and presented by a Western Consortium consultant beginning in 1997 at USAID’s request, but is not a part of PLP program. It is billed as a management skills enhancement adjunct to PLP, but anyone in USAID can attend. Fellows (n=25) have not all attended this course; 40 percent of this sample did not rate the course. The responding Fellows sample ranged their rating from 1 to 8, with 8 being the modal response (6 responses). The Fellows’ average rating was 6.6. Fifty-three percent of the direct-hire sample (n=17) did not rate this course. Those who did gave it an average of 6.5 with a range from 3 to 8. The modal response was 7 (4 responses). Staff and management (n=10) gave it a 6.9 average over a range of 5 to 8.

**Advanced Technical and Administrative Writing**

<b>Fellows</b>	<b>Direct Hire</b>	<b>Staff &amp; Mgt</b>
<b>6.6</b>	<b>6.5</b>	<b>6.9</b>

*Average rating*

#### 4.6.15 Time Management

There have been no courses presented by PLP in time management. These ratings are responses to the topic's relevancy to PLP. Forty-four percent of the Fellows (n=25) declined to rate this prospective topic. Those who rated it did so over a range of 4 to 8 with an average score of 6.2. Fifty-nine percent of direct hires (n=17) also did not rate the topic. Those who did so rated it over a range of 4 to 8, with a modal response of 7 (3 responses). Direct hires gave it an average rating of 6.1. Staff and management (n=10) rated the topic as 6.6 on average over a range of 5 to 8. Only one person in this sample chose not to rate the topic.

**Time Management**

Fellows	Direct Hire	Staff & Mgt
6.2	6.1	6.6

*Average rating*

#### 4.6.16 Meeting and Facilitation Skills

Fellows (n=25) rated this topic an average of 6.9 with a modal response of 8 (7 responses) over a range of 4 to 8. However, 32 percent of the Fellows in the survey did not rate this topic. Forty-seven percent of direct hires (n=17) declined to rate this topic. Those who did ranged their ratings from 4 to 8, averaging 6.0. Staff and management (n=10) rated the topic 7.5 with only two people abstaining.

**Meeting and Facilitation Skills**

Fellows	Direct Hire	Staff & Mgt
6.9	6	7.5

*Average rating*

#### 4.6.17 Open Dialogue Sessions

This topic, which is a technique used throughout PLP courses and championed by Dr. John Lammers, can be interpreted as wonderful or irrelevant. Fellows (n=25) responded to this topic over a range of 1 to 8 with all ratings used. The average rating was 5.5 and the modal response was 6 (6 responses). Twenty percent of the Fellows responding to the survey declined to rate the topic. Forty-one percent of direct hires (n=17) refused to rate the topic. Of those who did, their scores ranged from 2 through 7, with clusters of 2, 3, and 4 responses to a rating. The average rating for direct hires was 4.9 with a modal response of 5 (4 responses). All of the staff and management sample (n=10) rated the dialogue topic, ranging in response from 3 to 8. Their average rating was 6.1.

### Open Dialogue Sessions

<b>Fellows</b>	<b>Direct Hire</b>	<b>Staff &amp; Mgt</b>
<b>5.5</b>	<b>4.9</b>	<b>6.1</b>

*Average rating*

Comments from Fellows were as follows: “Dialogue is basically irrelevant—I did find it helpful and connecting in an interesting way.” “I don’t feel the open dialogue sessions [are] useful. I would omit them.” And, “Dialogue just does not carry over here...it should just be eliminated.” Direct hires said, “Open dialogue; it has not proved to be very sustainable at least with the staff that I am most involved with.” And, “[Eliminate] dialogue.” Even staff and management said, “Not convinced that ‘open dialogue’ is cost effective.”

The evaluators conclude that dialogue is controversial, yet it appears to connect the speaking and listening skills essential to effective leadership and advocacy.

#### 4.6.18 Week on Campus

Week on Campus is one of the least understood parts of PLP. Sixty-eight percent of the Fellows (n=25), 82 percent of the direct hires (n=17), and 60 percent of the staff and management (n=10) respondents chose not to rate this topic. Of those who did, the range of ratings was as follows: Fellows 2 through 7; direct hires 1 and 4; and staff and management 1, 5, and 8. Clearly there is much work to be done by Western Consortium PLP coordinators if this program is to be seen as valuable.

#### **Week on Campus**

<b>Fellows</b>	<b>Direct Hires</b>	<b>Staff &amp; Mgt</b>
<b>3.8</b>	<b>2</b>	<b>3.8</b>

*Average rating*

A Fellow commented, “Week on Campus has not enough comparative value to warrant the amount of time spent.” A direct hire said, “Week on Campus. Eliminate it.”

#### 4.6.19 Overview of Course Ratings

Over the range of 18 topics and courses the evaluators listed for ranking by Fellows, direct hires, and staff and management, only one topic or course fell below the midpoint (4.5) of the scale: Week on Campus. Typically, staff and management rated topics and courses higher than did PLP participants.

#### **Topics and Courses Listed with Mean Scores**

	Fellows	Direct Hires	Staff & Mgt
Leadership Theory and Style	5.6	6.2	6.5
Study of the Future	5.4	5.4	6.1
Visioning	5.6	5.8	6.4
Systems Thinking	5.4	6.3	6.7
Peer Leadership/Team Development	6.2	6.6	7.0
Problem Solving	6.6	6.7	6.7
Creativity Enhancement	6.4	5.6	5.7
Quality Improvement	6.5	6.3	6.8
Personal Communication Styles	6.7	6.9	7.1
Multicultural Competency	5.9	5.8	6.6
Communications Technology Impact	6.4	5.6	5.7
Myers-Briggs Seminar	5.6	6.7	5.7
Effective Presentation Skills	6.9	7.2	7.2
Advanced Technical and Administrative Writing	6.6	6.5	6.9
Time Management	6.2	6.1	6.6
Meeting and Facilitation Skills	6.9	6.0	7.5
Open Dialogue Sessions	5.5	4.9	6.1
Week on Campus	3.8	2.0	3.8
<i>Average of the means</i>	6.01	5.92	6.39

The evaluators conclude that the topics and courses tested during this survey are relevant and appropriate for inclusion in PLP. Week on Campus appears to be the only significant weak link.

## Recommendation

4.6.19 (20) PLP should re-examine the intent of and plan for Week on Campus with a view to either canceling the course or modifying it to meet Fellows' needs.

## 4.7 Training Results

### 4.7.1 Most Helpful Sessions

The evaluators asked PLP participants what specific training received in PLP was most helpful to them. Based on comments from 27 Fellows, the following lists the most helpful training received. (Some Fellows mentioned two or more favorites.)

- Personal Communication Skills (26 percent)
- Advanced Technical and Administrative Writing (19 percent)
- Effective Presentation Skills (15 percent)
- Leadership Theory and Style (15 percent)
- Myers-Briggs Seminar (11 percent)
- Systems Thinking (7 percent)

- Visioning (4 percent)
- Peer Leadership and Team Development (4 percent).

Direct hires provided 23 comments. In order of preference, they found the following to be most helpful.

- Personal Communication Style (30 percent)
- Leadership Theory and Style (22 percent)
- Visioning (13 percent)
- Myers-Briggs Seminar (9 percent)
- Conflict Resolution (9 percent)
- Systems Thinking (4 percent)
- Effective Presentation Skills (4 percent)
- Meeting and Facilitation Skills (4 percent)
- Open Dialogue Sessions (4 percent).

#### 4.7.2 Additional Specific Training

The survey asked respondents to list specific training they would add to the program. Following are Fellows' responses:

- Less academic; shift to a more pragmatic program; managing for results
- More personalized strategies
- More on teamwork
- How to effect organizational change from below
- More work on communication skills
- Time management
- Computer Skills
- Technical training in maternal health
- Trainers with organizational experience
- Languages
- USAID specific training
- Effective presentation skills
- Communications technology
- Focus on one topic for the full year
- How to listen
- Technical topics; analytical skills; cost-budget analysis
- PHN program courses
- Allow university training
- Understanding USAID; contract management

The evaluators view these suggestions as indicative of the need for a personalized training plan for each Fellow and member of PLP. A set of core leadership courses with their logical extensions throughout the training cycle appears warranted. However, it is clear that one size does not fit all in the program. An up-front training plan for each person would allow the establishment of training available to the Fellow, delineation of PLP expectations for Fellow participation and expected outcomes of that attendance, and budgeting and scheduling for tailored courses that are appropriate within the context of the program.

Direct hires participating in PLP cohort provide an interesting perspective on needed USAID training for senior officers. Direct hires responding to the question concerning additional training included the following:

- Hands on skills building; how to manage appropriately
- Time management
- Team building
- Computer training
- Running meetings
- Interpersonal relations
- Analytical skills
- PHN skills, research design, statistics, EPI 101, Public Health 101
- Facilitation

The evaluators noted that both direct hires and Fellows asked for additional technical skills-building courses.

#### Recommendation

4.7.2 (21) USAID should develop and implement technical skills-building courses that meet the Agency's needs for career direct hires and non-direct hires. Fellows could attend these courses in addition to PLP training.

#### 4.7.3 Delete Specific Training

Fellows and direct hires were asked what training they would delete from the program. Fellows listed the following:

- Population content
- Visioning
- Dialogue
- "Paper airplane" activities
- Restructure all of it; it isn't interesting anymore
- Myers-Briggs

- Bring back systems thinking

Direct-hires suggested deleting the following:

- Theoretical and private sector material
- Dialogue
- Systems thinking should be rethought for return
- People are losing interest; jazz it up
- Airplanes

Based on these responses, the evaluators believe that program content is about right. Western Consortium appears to have been making changes to the course to modify content, instruction, and delivery to meet the changing needs of successive cohorts. However, if prior cohorts are to continue receiving training over, perhaps, a four-year period, it is probably necessary to rethink the course in a more strategic fashion. This would mean taking into account the future needs of the Fellows' program and how PLP fits into a Fellow's professional development as a population specialist. Tinkering on the edges of the training program can bring rewards, but it may blunt time-tested and validated needs for developing the leadership skills the program was designed to bring forth.

## **Recommendation**

4.7.3 (22) PLP should undertake a strategic planning process to reform PLP training component around the real leadership needs of USAID and the Fellows program.

### 4.7.4 Change in Work because of PLP

PLP participants were asked to identify changes they have made in their approach to work because of PLP attendance. Fellows listed the following:

- How to prioritize and say "No."
- More tolerant of other leadership styles.
- I think and plan much more for group process.
- Communication style, skills.
- Better presentations.
- More collaborative.
- I pay attention to and celebrate accomplishments of the division.
- Better at delegation, teamwork, listening.
- Looking at my work more systematically.
- Better team player.
- Writing has improved.

Direct hires responded as follows:

- Just “do it” approach; prioritize things that are worthwhile.
- Interact more with staff.
- Listening.
- More conscious effort to listen.
- Individualize reaction.
- Communicating with other Myers-Briggs types.
- More aware of how others see me.
- Come to meetings without preconceived ideas; openness.
- Use conflict resolution skills.
- More aware of modeling behavior.
- Manage time better; find ways to emphasize staff contributions to activities.

The evaluators conclude from these comments and from the focus group sessions that some PLP participants have internalized the learning and are actively engaged in modifying their behavior to enhance their leadership capacity. The evaluators conclude that PLP is working.

#### 4.7.5 Has Superior/Evaluator Encouraged New Behaviors?

Fellows and direct hires in PLP were asked if they had been encouraged by their direct superior or evaluator to implement new learned behaviors in PLP.

**Supervisor/Evaluator Encourage New Behaviors**

	<b>Fellows</b>	<b>Direct Hires</b>
<b>Yes</b>	<b>44%</b>	<b>24%</b>
<b>No</b>	<b>48%</b>	<b>65%</b>
<b>No Response</b>	<b>8%</b>	<b>12%</b>

As can be seen from this table, fewer direct hires perceive they are being encouraged toward new behaviors than Fellows. In many cases, officers in technical oversight of Fellows are fellow PLP participants. It is, therefore, not surprising that they should encourage new behaviors learned in the program. However, managers that are senior to the direct hires in the program are much less encouraging.

Staff and management responding to the question of whether they encourage PLP participants to implement new behaviors in the workplace indicated that they do. However, one person responded negatively.

#### **Recommendation**

4.7.5 (23) USAID senior management should become conversant with and actively supportive of PLP, and the need to bring learned behaviors into the daily work of USAID.

#### 4.7.6 Environmental Forces Against New Behavior

PLP participants were asked if there is a particular behavior learned in training they wanted to bring into their workplace, but were discouraged from doing so because of a boss or organizational climate factor.

**Discouraging Factors in the Workplace**

	<b>Fellows</b>	<b>Direct Hires</b>
<b>Yes</b>	<b>32%</b>	<b>12%</b>
<b>No</b>	<b>56%</b>	<b>59%</b>
<b>No Response</b>	<b>12%</b>	<b>29%</b>

From the accompanying table one can see that few people see systemic factors at play in bringing new behaviors into the workplace. One Fellow commented that the “bureaucracy and the PHN Center need to build consensus in endless committee and meetings which prevents strong leadership.” The proper application of personal leadership seems to the evaluators to be essential to operating in the described environment.

Staff and management were asked if they believed organizational climate had an effect on implementing new behaviors. Typical comments were as follows: “Significant. The environmental substrate which stimulates and fosters or retards.” “Detrimental. Staff demoralized at present.” “The managers have been fairly supportive.” And, “I think for a while there was a willingness to explore new ways of working and communicating, but the external demands and pressures are very strong and real and we have returned to our old coping ways.”

#### **Recommendation**

4.7.6 (24) USAID senior management should actively participate in PLP to become familiar with the content of the PLP leadership component, learn new ways of operating, and demonstrate support for the program.

#### **4.8 Faculty**

PLP participants were asked to rate the overall quality of the faculty. Fellows (n=25) responded with an average rating of 3.2 over a range of 8 to 1, where 8 is poor and 1 is excellent. The modal response was 2 (6 responses). Thirty-two percent of responding Fellows did not rate faculty quality. Eighteen percent of direct hires responding (n=17) did not rate faculty quality. Those who did rate faculty quality provided an average rating of 3.7 over a range of 6 to 2.

**Faculty Quality Rating**

<b>Fellows</b>	<b>Direct Hires</b>
<b>3.2</b>	<b>3.7</b>

The evaluators consistently heard Fellows suggest that Fellows be allowed to play a more active role in PLP, including the role of faculty. Fellows are often specialists who can teach, mentor, and coach on the scene and are not being called upon to do so. Some admit that taking on a faculty responsibility in PLP would burden an already heavy schedule; others are eager to participate. Where Fellows and direct hires have commented that faculty lack USAID experience, more involvement of Fellows as faculty could help close that gap. Fellows and direct hires may also be in a position to develop case studies for use in PLP training to make it more urgent and keep the training focused and on the cutting edge of USAID's leadership needs.

## **Recommendation**

4.8 (25) Without detracting from their primary duties, PLP should actively involve Fellows as faculty on a voluntary basis to teach and develop relevant case studies.

### 4.8.1 Faculty Who Enthused You

Faculty who enthused participants included Joe Coyle, the management skills enhancement trainer, and John Lammers, the primary trainer in PLP. Interestingly, PLP participants often commented that trainers were not always sufficiently aware of USAID's environment and operating style to make their points cogent to the classes. Fellows commenting on John Lammers said, "He has an excellent training style; introduces new approaches without being proselytizing." Another commented, "John Lammers is a tremendous teacher and mentor; he inspires staff members, walks the talk, and is an excellent listener and teacher." On the negative side, one Fellow said, "John knows the literature and his dialogue sessions were good, but not enough for a course in leadership." A counterpoint was this comment: "John Lammers is a dialogue expert that has brought about very interesting insights from participants."

Direct hires reflected similar feelings about the faculty. One commented, "woman from Penn that did the conflict resolution was terrific!" And, "Joe Coyle is exceptionally good with the paradigm shift workshop."

### 4.8.2 Faculty Who Turned You Off

Fellows commented that what turned them off most were presenters who did not understand or care to understand USAID as an organization. Others spoke of one presenter who was "insulting and tyrannical." Direct hires commented on certain presenters who are attached to PLP who were seen as partial to certain people; their actions disturbed many people. The evaluators conclude from interviews and staff inspection that these statements mostly recount past problems that Western Consortium eventually dealt with. However, Western Consortium senior management should pay close attention to unintended slights that do not model the new behaviors and sensitivities PLP is intended to promote.

## **Recommendation**

4.8.2 (26) PLP should continue an active program of evaluation and feedback concerning faculty and their presentations to provide indications of the need for change.

### **4.9 PLP Cohort in the Field**

The unique requirements of placing PLP Fellows in the field and extending the training program to them make that aspect of the program difficult. Few mission-funded Fellows are in a position to regularly attend scheduled PLP training. One Fellow has participated more than any other, but her approach is not the norm. Fellows commented that they often feel professionally isolated when left to their own devices without an adequate professional support system. Although Western Consortium earns high marks for administrative support of field Fellows, it has not aggressively tried to take training to the field. The evaluators, through questionnaires and interviews with field Fellows, have concluded that this missing link in PLP can be partially remedied through re-energized actions by Western Consortium.

Energizing issues include requiring field-assigned Fellows to attend the first available August retreat to receive core PLP training and meet and network with other Fellows and direct hires in their cohort. By way of orientation, Western Consortium should ensure that Fellows going overseas have a firm understanding of Western Consortium, PLP, and USAID. This orientation program should be structured to provide Fellows with key information and contacts necessary to their success abroad.

Section 7.4 of this report, Field Advisor Connectivity, Program Affinity, and Expansion of Training, sets forth additional recommendations regarding this topic.

### **4.10 Should the Cohort Be Every Other Year?**

The evaluators were asked to investigate the question of whether PLP cohorts should be formed every other year now that the program has been operating for three years. Using interviews and focus groups with Fellows and direct hires, the evaluators found no evidence that a change should be made at this time. There are presently nine Fellows awaiting the start of the Cohort D August retreat in 1998. Four Fellows are under recruitment and eight Fellows have been requested, although statements of work have not been completed in most of these cases. Half of the projected new hires are to be replacements. However, the 12 Fellows either under recruitment or requested could provide a base for a 1999 PLP cohort.

The evaluators believe there are two other significant issues to be considered in regard to this question. The first is the amount of time a Fellow is allowed to operate on the job without PLP training; and the second is the cohort mix between Fellows and direct-hire participants. A few

Fellows have been hired and fielded without PLP training. The evaluators believe this is counter to the intent of the program. A Fellow should attend the first August retreat immediately after being hired. Since the August retreat's core courses form the basis for PLP training, missing this retreat is a grave error; it means the person is denied training for up to 18 months after program entry, bringing them to within 6 months of the end of their first contract. The evaluators recommend that this practice not be allowed to occur as it blunts the program's promise.

Second, Fellows have indicated the importance of having senior direct-hire USAID personnel in the cohort. Cohort D, beginning in August 1998, could include the remaining PHN Center direct-hire managers who have not participated in PLP—primarily center managers from the Office of Health and Nutrition. PLP's purpose is to increase and improve the "leadership skills of Fellows, host-agency staff, and other health specialists." It may be time for PLP to move actively toward meeting that part of its purpose by bringing into each cohort host-agency staff and other health specialists.

The evaluators recommend that PLP strategic plan consider the factors discussed in this section as they outline the program's future. The outcome of the strategic planning process should dictate the answer to the issues raised here.

## **Recommendations**

4.10 (27) Western Consortium should continue to begin a new PLP cohort on an annual basis.

4.10 (28) PLP should ensure that each new-hire Fellow attends the next available August retreat for core PLP training.

4.10 (29) PLP should investigate ways to continue mixing USAID direct hires with PLP cohorts, including host-agency staff and other health specialists.

4.10 (30) PLP and USAID should pursue this question in the context of strategic plan development.



## 5. FINANCIAL ISSUES

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### 5.1 Sufficiency of Funding Level

On September 30, 1994, USAID awarded to the Western Consortium for Public Health a cooperative agreement for the Population Leadership Program at a total authorized level of \$30,391,000. As of December 31, 1997, USAID had obligated an amount of \$18,202,001 including core funds, field support, and operating-year-budget transfers.

**USAID Obligations to the Population Leadership Program**  
(as of 12/31/97)

Action	Date	Amount (\$)
Initial Agreement	9/30/94	\$2,621,001.00
Modification 1	6/12/95	\$5,650,000.00
Modification 2	9/29/95	\$1,364,000.00
Modification 3	7/25/96	\$180,000.00
Modification 4	8/22/96	\$50,000.00
Modification 5	5/14/97	\$785,000.00
Modification 6	6/27/97	\$3,259,000.00
Modification 7*	9/25/97	\$0.00
Modification 8	9/25/97	\$1,322,000.00
Modification 9	12/8/97	\$2,971,000.00
<b>Total</b>		<b>\$18,202,001.00</b>

\* Modification for no-cost extension only.

As of December 31, 1997, the project had cumulative expenditures of \$9,455,868 and maintained a pipeline of \$8,746,133. The large pipeline is a result of the up-front funding of Fellows, which is necessary to ensure that funding is adequate for the duration of a Fellow's assignment. More than 50 percent of PLP expenditures occurred in 1997 (the third year of the project), which indicates a slow project start-up with a rapid uptake. Taking into account the current level of expenditure and activity, PLP projects can continue the current level of activity and increase Fellows, at a rate of five Fellows per year until the end of the project.

The evaluators conclude that for the current level of activities, funding is sufficient for the remaining life of the project. Given that only 60 percent of the authorized level has been obligated and only 52 percent of that amount has been expended, USAID may want to examine the possibility of implementing a no-cost extension and/or reprogramming existing funds to new training activities or approaches as suggested by this evaluation. Moreover, given that it takes two years to spend down the funds allocated for a Fellow, PLP must allow adequate time for the expenditure of direct costs for Fellows. To avoid a hiatus in funding, there will need to be an overlap between this program and any follow-on agreement.

PLP provides highly qualified, technical population specialists to USAID Washington and to the field and fosters leadership enhancement, networking, and organizational change through the training of Fellows and direct-hire officers. In addition, WCPH has been extremely responsive to USAID by providing relevant services and training at USAID's request. However, it is not clear to the evaluators at what cost these accomplishments are made. Before developing a follow-on project, USAID needs to study these issues in more detail to determine the real costs of PLP and work the findings into the planning for any follow-on activity. (See Sections 5.2, 5.3, and 5.4 for more details on cost issues.)

## **Recommendations**

5.1 (31) USAID should examine carefully the remaining project funds, consider a no-cost extension, and reprogram, as appropriate, for the proposed time extension.

5.1 (32) In preparation for a follow-on activity, USAID should allow overlap between the initial project and any follow-on project, so that Fellows in the old project can be rationally phased out and Fellows in the new project phased in.

## **5.2 Financial Management**

PLP *manages project funds* using an encumbrance cost center accounting system. There are three cost centers: (1) administration for recruitment, management, and backstopping of the program and Fellows; (2) the leadership development component; and (3) the direct costs for Fellows, with a sub-account for each Fellow. PLP annually budgets the administration and leadership components based on estimated staffing needs, routine operations, and anticipated special needs. When a Fellow is requested, PLP develops an individual budget based on current salary, project increases, fringe benefits as a percentage of salary, leave accrual, travel, and computer and other equipment needs. For overseas Fellows, PLP includes authorized allowances and other benefits as specified by the relevant mission. PLP notes significant variances in allowances and benefits from mission to mission and suggests that it may be useful for USAID to determine a standardized benefits and allowance package for Fellows and to provide guidance to missions on that standard package.

PLP *manages cash* by requesting a monthly draw down based on estimated expenses. PLP reports that accurate projections of cash needs are simple to estimate, because spending is relatively stable from month to month and training events are planned with significant lead time. PLP reconciles draw downs at the end of each month against actual expenditures and submits a final billing and financial report. PLP examines all expenditures to ensure that they are allowable under federal, USAID, and Western Consortium regulation and guidelines. PLP reconciles its records monthly against Western Consortium's financial reports and assigns expenditures to cost centers.

PLP *monitors funds* using a financial tracking system. As indicated above, budgets are established for each cost center. Funds are encumbered to each budget as commitments are made for expenditures. Costs that are attributable to field support funds are reconciled monthly. PLP can generate reports for individual cost centers, groups of cost centers, or the total budget.

Generally, PLP indicates that USAID/W agreement oversight and support has been excellent. PLP particularly commented on the extraordinary support provided by the Cognizant Technical Officer (CTO), as well as the support provided by members of the Fellows Advisory Board (FAB) and the staff of the Office of Procurement.

PLP noted occasional problems with the financial draw downs. USAID's Office of Financial Management (OFM) has lost draw down requests on one or two occasions. In addition, OFM personnel have been absent for extended periods without alerting PLP to take alternative actions for draw down requests. This has resulted in delays that have created cash flow problems for Western Consortium. With the upcoming retirement of the CTO, both PLP and USAID staff express concern regarding the timely replacement of this person at this important juncture in the life of the project.

The evaluators conclude that PLP financial management practices and systems are in place for the proper financial management of a project of this size. Several refinements, as follows, are suggested to ensure high-quality oversight and management.

## **Recommendations**

5.2 (33) USAID should alert its Office of Financial Management about the problems of lost draw down requests and should indicate procedures that CAs need to follow should one of the financial managers be absent for a significant period of time.

### **5.3 Budget Allocation**

PLP has assigned three major budget categories:

- (1) Direct support to Fellows (approximately 85 percent of total budget);
- (2) Leadership development (approximately 6 percent of total budget); and
- (3) Administration, recruitment, and backstopping (approximately 9 percent of budget).

PLP provides *direct support of Fellows*, primarily Fellow salaries and benefits. Benefits include standard health and life insurance, medical evacuation insurance and workers compensation insurance, and other standard social security requirements. For overseas Fellows, PLP provides

allowances for travel and support for relocation, housing, utilities, dependent education, post differential, and other items that missions may designate according to overseas posting. In addition, for each Fellow PLP budgets travel funds for an orientation trip to Berkeley for the Week on Campus and for travel required by the Fellow's scope of work. PLP also provides funds for each Fellow to have access to a computer and, if required by their position, electronic telecommunication systems. Although not used extensively, PLP reserves \$700 per year per Fellow for special needs such as supplies, materials, or training. Although costs will vary according to assignment, type of work, and location, the average cost of maintaining a Fellow in Washington is estimated as \$150,000 per year. The estimated average cost of maintaining a Fellow overseas is \$302,000 per year. These averages do not represent leadership development or administrative, recruitment, or backstopping costs, but do include all direct and indirect Fellow costs. PLP reports significant variances in Fellow support from mission to mission. For reference, illustrative budgets for a domestic and overseas Fellow are included in Appendix F. As noted in the survey, staff and management see the cost as "middle range" when compared to personal services contracts and institutional contractors, or compared to other Fellow mechanisms. Nevertheless, the staff and management see the costs as "fair and necessary to obtain the caliber of people," and "worth the cost." One person indicated that "cost reductions may be possible."

PLP *leadership development* budgets 25 percent time for the director of PLP's Center for Health Leadership, a part-time leadership development coordinator, and administrative and clerical staff; as a team they plan, manage, and provide logistical support for all training activities. PLP also uses training funds for consultants as required for curriculum development, course preparation and delivery, and program and course evaluation. These funds are used for preparing materials and purchasing books and other resource materials to use in training events or to disseminate to Fellows. The 1997 budget for the leadership development component is presented in Appendix F. Currently, approximately 60 percent of the leadership budget is covered by core funds, while the remainder is charged to bureau or field support funds. PLP charges the Office of Health and Nutrition a nominal fee of \$500 per participating non-direct hires to cover material costs. Direct hires are not charged for their participation. To date, PLP has not included participants from host-country organizations or marketed the leadership training component to other donors or CAs as allowed and foreseen by the cooperative agreement.

PLP budget for *administration, recruitment, and backstopping* includes salaries and benefits for the project director, deputy director, and program associates and administrative assistants; they recruit, place, and provide personnel, administrative, and logistical support to the Fellows. This budget category also supports the program advisory committee, including travel to meetings and consultant fees for services rendered between meetings. PLP's travel line item within this category provides for travel to meetings at USAID; interstate travel to coordinate between project locations (Santa Cruz, Berkeley, Oakland); travel to training events; and travel to field sites to observe Fellows at work. PLP has a consultant line item to make expertise available for special administrative support and systems development, as well as for

maintaining an international communication system for administrative and leadership purposes. For overall administration, PLP budgets \$11,250 per year for each Fellow.

The evaluators believe that the overall budget allocation between program components is fair and reasonable. The annual cost per participant for the leadership component and administration appears to be somewhat high, and USAID and PLP should carefully examine the budget to be sure that all cost-efficient practices are in place for maintaining, managing, and training Fellows.

## **Recommendation**

5.3 (34) USAID and PLP should carefully examine the budget and program expenses to ensure that cost-efficient practices are in place to manage and train Fellows.

## **5.4 Influence of Field Support - Issues and Concerns**

### **Allocable Field Support Costs**

In addition to the planned direct and indirect costs of a Fellow and consistent with USAID guidelines for assigning allocable costs to field support budgets, PLP budgets \$11,250 per year for administration and \$29,000 per assignment for leadership development for each regional bureau or field fellow. For leadership training, this amount is for a two-year assignment. If a Fellowship is extended, no additional training costs are charged, although the Fellow may attend program offerings. These amounts were derived by dividing the respective budget category by 30 positions. This formula was used so that the allocable costs for field support would not be prohibitive during the early years of the program when there were less than 30 Fellows. Now that PLP Fellowship count exceeds 30, PLP is reassessing this formula to determine allocable field support costs.

### **Field Demand for Fellows**

The field has demonstrated a willingness to spend field support money for PLP Fellows, as evidenced by field support allocations for the WCPH/PLP Program:

FY 1995;	\$1.8 million
FY 1996;	\$1.5 million
FY 1997;	\$3.2 million

In 1995, 8 bureaus or missions requested PLP Fellows. By 1997, that number had increased to 14 requests for bureau or mission placements. Since the field support funding process takes time, the system offers PLP sufficient lead time for recruitment and placement of field Fellows. Generally, field officers rate PLP highly on the quality of the field Fellows recruited and timeliness of their placement. The missions consider Fellows as “extra” mission staffing and are extremely receptive

to their placement. One field officer stated that if “Fellows counted against mission ceilings there would be no Fellows.” Missions are increasingly supporting PLP with their field support money.

One drawback to field support funding is that placements may be driven by the availability of field support funds, rather than by potential impact for meeting overall agency objectives. A smaller mission (Benin, Bolivia, or Honduras) that is strapped for staff but has a significant population/health portfolio may opt for a Fellow to fill staffing needs. Even larger missions (Nepal, Ethiopia, Ghana, or REDSOs) that have had staff cuts are opting for Fellows. However, missions that “buy” Fellows as personnel must realize that Fellows cannot do inherently governmental work. As reported in the survey, this has been frustrating for both missions and Fellows.

One Fellow noted, “although I manage programs similarly to the way a DH would, I cannot represent the U.S. Government in my dealings with grantees including counterparts at the Ministry of Public Health. If I were strictly a technical advisor this would not be a problem, but 60 percent of my job is administration and management of grants. It is difficult to manage programs when your hands are tied.” Another Fellow noted, “status does create limitation in many official delegations of authority. Most of them are to my advantage [read: fewer bureaucratic hassles] with the exception of not being able to officially participate on the core strategic objective team....It is somewhat demoralizing and demotivating to be constantly singled out. It is easy to feel like a second-class citizen.”

Another consequence of Fellows’ non-direct hire status and “not being a real contractor” is that some mission support falls through the cracks. Support and benefits are negotiated on a mission-by-mission basis. There is no standard support/benefits package for field Fellows. The evaluators believe that it would be beneficial for USAID to develop an acceptable standard package for mission support and to provide formal guidance to the missions on expected support. The TAACS program provides such guidance.

One Fellow noted that although non-direct-hire status did not make a difference, she lacked “knowledge of USAID and its procedures to be as effective as someone who had received a more thorough orientation and experience with USAID/Washington.” The lack of knowledge of USAID and its policies, regulations, and procedures was a complaint that was echoed throughout survey comments. This complaint echoes the reported concern that there is little if no USAID orientation structured in the Fellows program. The evaluators believe that a comprehensive orientation to USAID would be a useful investment and would enhance Fellows’ productivity and effectiveness. PLP could easily include a USAID briefing in a pre-overseas orientation, or PLP could look at the efficiencies of potential “piggy-back” orientations such as offered by PAL-TECH or the TAACS orientation/training. For more in-depth knowledge, Fellows could be included in the new USAID course offerings.

### **Field Support Rigidity**

Field support programming is done annually and is very time consuming. While missions appear to enjoy their control of field support funds, there has been some loss in the flexibility originally offered by the provision of core-funded field Fellows. For example, with core funds, Fellows could be recruited and placed immediately upon the mutual agreement between G/PHN and the mission. Now field placements must wait on field support allocations to recruit and place Fellows, an often long and time consuming process. In addition, if there is a change in country program status (e.g., phase out of REDSO/W) or political events (e.g., coups in Cambodia and Niger), it is difficult to recoup the field support moneys and reprogram them without lengthy negotiations and convoluted procedures. Furthermore, as the Agency has adjusted to the new field support program, G/PHN has been flexible and provided up-front core funding for field Fellows with the assumption that missions will pay back the loan. As the project approaches its end-of-project date, that flexibility will be lost as unallocated funds dwindle.

### **Problems with Field Support Allocations and Tracking**

At the annual management review in November 1997, PLP reported that it had received modifications in the previous six months, three of which allocated field support funds to the agreement. None of the modifications were accompanied by the “Final Funding Allocation Forms” and therefore, PLP had to investigate to determine the source of the funds. This lack of proper field support notification could result in PLP not being able to accurately distribute funds to sub-accounts, provide accurate financial reports, or report to missions on current fiscal year funding requirements. The evaluators feel that this problem could easily be rectified by following the correct procedures for notifying contractors about the field support allocation.

Although G/PHN provides semiannual field support expenditure reporting, several missions complained that the reports have not been accurate or timely. Because of this need, OFPS has hired staff to devote full time to field support tracking and reporting. It will take some time for USAID to “get the bugs” out of the system and get it fully operational. The evaluators believe, however, that G/PHN needs to focus on correcting the problems with field support reporting and to be more responsive to field needs for such information.

The USAID Management Office (Budget) has often suggested that field support allocations be managed by the field operating unit and be drilled down to the project level. This system proved to be time-consuming, complicated, and unworkable in an experiment with India’s field support. Applying the field support and project drill down to the 64 operating units (14 of which are using field support for PLP) would further complicate the field support system beyond manageability. The evaluators recommend that USAID continue to allocate mission field support funds based on mission-specific requests at the bureau level, and depend on improved internal systems to track field support funds at the country and project level.

### **Recommendations**

5.4 (35) PLP should reassess its formula for determining allocable costs for field support to ensure that the costs charged to the field are fair and reasonable.

5.4 (36) Similar to the TAACS program, USAID should develop an acceptable standard package for mission support to Fellows and provide formal guidance to the missions on expected support.

5.4 (37) PLP, in close collaboration with USAID (and its other contractors), should provide Fellows with a comprehensive orientation to USAID structure, policies, and procedures.

5.4 (38) USAID should re-examine and follow procedures for notifying contractors of field support funds that have been allocated to their agreements or contracts.

5.4 (39) USAID should continue to allocate mission field support funds based on mission-specific requests at the bureau level and to depend on improved internal tracking of field support funds for attribution.

## **6. MANAGEMENT ISSUES**

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PLP is well managed and the appropriate support systems have been put in place to effectively field high-quality Fellows/advisors and provide quality leadership and management training. The evaluators were asked to look at specific management issues, including the level of project staffing and the effects of multiple locations, the adequacy of the amount of time allocated to the project by the leadership director, the potential need for a Washington office, and the impact of the pending move to the Public Health Institute.

### **6.1 Project Staffing Levels and Effect of Multiple Locations**

At the Berkeley Headquarters of the Public Health Institute, the CEO and director serves as the principal investigator for PLP and provides direction and overall strategy development for the program. A program director, deputy director, and staff manage the project operations. The director of the Center for Health Leadership and staff are responsible for the leadership training component. PLP is administered from three different sites, each having distinct staffing responsibilities:

*In Santa Cruz*, PLP houses the program director, project associate, and a senior computer specialist. The staff serve as the primary contact points for USAID and Fellows; manage the cooperative agreement; oversee the recruitment, selection, and fielding of Fellows; supervise overall administrative and fiscal activities; and represent the program at conferences and other international events.

*In Berkeley*, PLP houses the project deputy director, a senior project associate, a finance manager, an administrative secretary, and an administrative assistant. The staff serve as contact points for Fellows and WCPH administrative offices; ensure compliance with the cooperative agreement and USAID guidelines; oversee financial management of the project; oversee all subcontracting, personnel, and purchasing; supervise fielding and backstopping services for Fellows; and handle financial and programmatic reporting.

*In Oakland*, PLP works through the Center for Health Leadership, which uses the director (25 percent time), a full-time program coordinator, and consultants as required. The center staff provide technical direction and management of the project's leadership component, oversee the design and development of the leadership curriculum and activities, develop and revise curricula as necessary, coordinate the planning and implementation of leadership component activities, participate in program evaluation activities, conduct training needs assessments and analyze results, and provide logistical and material support for all training events.

These offices communicate via telephone, fax, and e-mail; the Director, James Williams, makes frequent visits between the office. Planning sessions are held periodically and a close working

relationship appears to exist between the three locations, although each office maintains separate databases. For example, Santa Cruz maintains the prospect file, professional history files, and cooperative agreement files. The Berkeley office handles personnel and pay records, purchasing records, and other financial management records. Oakland has only recently developed a training history database.

The Fellows assessment is that the PLP team is “open, responsive, and really interested.” Repeatedly, Fellows noted that PLP staff are “really nice people to deal with.” There was some sense that administration of personnel lacked some systematization. There was recognition that the systems had improved, and that PLP team really tried “to eventually get it right.” Still, there were enough complaints, particularly regarding personnel management, that a review and improvement are warranted.

Given the overall positive ratings noted in the previous sections, the evaluators believe that with minor “tweaking” there is sufficient staff to manage the program, support the Fellows, and conduct the leadership program. However, the overall administrative costs seem high. The estimated cost to support the administrative and management aspects of the program and the Fellows is approximately \$14,500 per Fellow per year. The leadership program is calculated separately and in addition to these management and administrative costs. The evaluators believe that some money could be saved by consolidating databases and establishing compatible communication systems. The team suggests that during the restructuring of the project for the merger with Public Health Institute, a careful look be given to the potential effectiveness and efficiencies of consolidating sites. However, the question arises: Given the favorable results in the management of the project to date, does location really matter? The evaluators believe that any change should be driven by overall strategic planning, managing for results, and cost-effectiveness and efficiency.

## **Recommendations**

6.1 (40) PLP should review its administrative systems, particularly those pertaining to personnel management, and make those systems more organized and more responsive to clients’ needs.

6.1 (41) During the process of restructuring for the merger with the Public Health Institute, PLP should assess the pros and cons of site consolidation and investigate means for cost savings and cost efficiencies.

## **6.2 Adequacy of the Level of Effort for the Leadership Director**

The evaluators were asked to specifically comment on whether the level of effort of the leadership director was adequate. Under the guidance of the leadership director, PLP has responded to the expressed changing needs of the program. The program has hired faculty and arranged for training based on course needs, and has responded rapidly to USAID's expressed desire to develop and offer the management skills course. On the down side, the staff do not appear to have a long-term or strategic plan in place. They evaluate their training only at the reaction level. They have not maintained a database of training attendance nor of individual training records of Fellows and other participants. Furthermore, there is little evidence that they have attempted to connect to field Fellows. If these actions are to be undertaken, then more time may be required of the leadership director. However, most of the initial start-up tasks have been completed and time may be available for the director's efforts to be refocused. The evaluators, therefore, suggest that USAID investigate the appropriate role and time allocation for the leadership director in the context of program results mandated by a strategic plan.

### **Recommendations**

6.2 (42) PLP should establish and maintain training records for each Fellow and PLP participant.

6.2 (43) PLP should establish an evaluation methodology that provides measures of learning and behavior change among participants.

6.2 (44) PLP should devise aggressive, cost-effective strategies to connect to mission-funded Fellows.

6.2 (45) USAID should investigate the appropriate role and time allocation for the leadership director in the context of program results mandated by a strategic plan.

## **6.3 Washington Office**

Because of PLP staff's sometimes uneven response to Washington Fellows' administrative issues and their concerns about the three-hour time zone delay, some Fellows suggested that PLP establish a Washington office. Interviews with WCPH, Center for Health Leadership (CHL), and PHI managers revealed that they have varying interests in considering this option. In no case, however, did WCPH or PHI management suggest that establishing such a site would include centering key personnel and administrative processes in Washington. The evaluators believe that the Fellows are mainly concerned with getting timely and correct answers to pay, benefits, and travel reimbursement questions. The evaluators conclude that if a Washington office would be merely a relay point between the Fellows and the California home office, little would be gained. The cost of establishing even a low-level presence in Washington would be significant for a

program that is already very expensive to maintain. The evaluators believe that a responsive, “correct the first time” approach by WCPH administrative support staff would mute Fellow calls for an across-the-street versus across-the-continent location.

6.3 (46) PLP should explore the issue of establishing a Washington office where a criterion for such a decision would be the real increase of support to Fellows.

#### **6.4 Impact of the Merger with the Public Health Institute**

Administration of PLP will transfer from Western Consortium to the Public Health Institute (PHI) effective June 1, 1998. The Western Consortium board of directors voted to dissolve the Western Consortium no later than December 1998. Mr. Larry Hill, a principal of the Hickey and Hill consulting firm, is serving as the interim executive director. His activities are entirely related to closing Western Consortium; he is not taking an active role in the day-to-day administration of PLP. Joseph M. Hafey, PLP’s principal investigator and the immediate former executive director, is also the president and CEO of PHI.

With the exception of certain issues related to health plans and TIAA-CREF, the Fellows’ current employment contracts do not differ significantly from PHI employee contracts. The phase-out of WCPH and the transfer of PLP to PHI does not affect the tenure of any Fellow. Their contract period and work with USAID is unchanged. WCPH/PLP staff will be transferred to the employment of PHI. The evaluators were told that no PLP staff members will lose their jobs because of the transfer.

Discussions between the evaluators and PHI senior managers, including Mr. Hafey, indicate that there is no present intent to change current PLP program policies. Fellows’ comments to the evaluators concerning the transfer focused on personal issues, such as selecting among an expanded array of health, dental, and retirement plan options, some of which alter co-payments and coverages.

#### **Recommendation**

6.4 (47) USAID should closely monitor the transfer of PLP to PHI to ensure that Fellows suffer no changes in their employment contracts or support that will adversely affect their work.

## **7. FUTURE PLANNING AND DIRECTIONS**

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### **7.1 Strategic Planning: Setting the Future Agenda of PLP**

It is clear from the diverse views expressed during this assessment that PLP is at a crossroads. The program has been built over the past three years with the fairly fast-paced placement of Fellows in USAID and in the field. The superstructure is in place to command a much wider program without an increase in administrative overhead. The training component can adapt to forces outside PLP to provide additional training that the program was not designed to deliver, such as management skills training offered to USAID direct hires and CAs. The fact that it can be delivered is fine, but it seems to the evaluators that Western Consortium and PHI's relationship under the agreement needs to be redefined accordingly. The time is right for rethinking the program strategically.

WCPH/PLP appears to have no strategic plan to guide PLP. The evaluators believe such a plan should be developed and implemented. This process should include senior USAID, PLP, and PHI staff, at least one Fellow and one direct-hire representative from each prior cohort, and one overseas Fellow. Program changes should be consonant with the adopted plan.

PLP Fellows and direct hires were asked to suggest PLP modifications. Fellows suggested issues as follows:

- Focus leadership training on the climate and issues at hand.
- Let USAID/Fellows raise issues for PLP discussion and study.
- Increase interaction with PLP staff to identify PLP's purpose and goals.
- Reduce number of training days.
- Provide TA to develop multifunctional teams.
- Need a woman leader in the program.
- PLP should be more involved in networking, job awareness, and placement.
- Need more technically related support.
- Program seems to be loosely linked experiences; optimize chances to sustain leadership style.
- Include training for part-time technical courses.

Direct hires commented as follows:

- It has been tasked beyond its design and the expectations of its implementers.
- Consider the politics and feasibility of adding a "Star" component not under Fellows ceiling.
- Encourage HN personnel to participate; stimulate teamwork across the center.

- Concentrate on managing for results; we need skills to make it happen.
- Keep the residency program.
- Make it more center-wide; encourage people at the highest level to participate in both basic and additional training; not attending sends the wrong signal.

Staff and management commented as follows:

- Be less ambitious in purpose and objectives; make more relevant to our work.
- Fewer training events exclusively for Fellows; include staff.
- Clarify roles and responsibilities; make it clear to USAID and Fellows this is a time-limited appointment.
- Revise and reform to deal with realities of our Fellows' responsibilities.

Using past successes and Fellows' and staffs' ideas, PLP has an opportunity to move into a proactive stance for the future. The evaluators recommend that PLP and USAID collaborate on a long-term strategic plan for the program while maintaining individualized programs for the Fellows.

7.1 (48) PLP and USAID should collaborate on a long-term strategic plan for PLP to ensure that the program is appropriately focused, objectives are set, measurements of success established, and program performance measured and controlled.

7.1 (49) The process of strategic plan development should include senior USAID, PLP, and Western Consortium/PHI staff, at least one Fellow and direct-hire representative from each prior cohort, and a current or recent overseas-based Fellow.

## **7.2 Modifications to Purpose and Objectives**

The evaluator's assessment of the Western Consortium for Public Health Population Leadership Program is that the program is generally well constructed, well run, and effective in meeting its recruitment, selection, and training goals. Based on surveys, interviews, and analysis of program documentation, the team concludes that no changes to PLP's stated purpose and objectives are necessary at this time. There are, however, aspects of the program that deserve improvement. Specifically, refinements in training application and relevancy, extension to other technical staff and host-country nationals; concern for advisors' long-term career needs, personalized training assessments and plans, and commitment to the program's objectives by advisors and technical oversight officers are indicated.

## **Recommendation**

7.2 (50) No changes to PLP's stated purpose and objectives are necessary at this time, although aspects of the program deserve improvement. For example, refinements should be made in training application and relevancy.

### **7.3 Enhanced Relevancy and Usefulness of Program**

#### **7.3.1 Each Cohort Commit Fellows to Core Course, August Retreat, and Scheduled Curriculum**

Each PLP Cohort begins with a required two- to three-day retreat in August where, a core set of courses are delivered to participating Fellows and direct hires. The subsequent training, however, has not been well attended by the Fellows; 61.5 percent of those responding to the survey indicate they have not attended all of the additional PLP training. Although this may not be seen as unusual given the Fellows' duties, responsibilities, and travel obligations, the attendance rates for cohorts A, B, and C are very different.

At the two subsequent training sessions, Cohort A's attendance rates were 80 percent and 70 percent, respectively; 6 percent of Cohort B attended each of the two subsequent sessions. Cohort C, however, had an attendance rate of 13 percent and 39 percent for the two immediately subsequent sessions held over a two-day period in October 1997, and 30 percent for a session held in December 1997. This attendance data shows that Cohort B members, invited to attend the same October and December 1997 classes, attended at 35 percent and 60 percent for October and 20 percent for December. Cohort A members attended those same three sessions at respective rates of 30 percent, 25 percent, and 20 percent. From this data, it appears that Cohort C's commitment to attending follow-on training was significantly less than the commitment of the first two groups: Cohort B maintained its interest, and Cohort A's interest trailed off gradually over the two-year period.

From this data and the team's interviews, the evaluators conclude that there appears to be some lessening of successive cohorts' propensity to attend training after the August retreat training. Cohort A included a mix of Fellows and senior USAID population professionals, as did Cohort B. By the time Cohort C was convened, most senior USAID people in the Office of Population had already attended. Fellows noted that attending with senior direct hires was important to them in their daily work and networking. If this is a significant factor in holding a Cohort together and encourages attendance at training, then the trend of immediate fall-off in attendance after the August retreat may continue in Cohort D.

PLP's two-year training cycle is structured to deliver a well-rounded, targeted leadership curriculum. The participation of direct hires with Fellows in training, although originally

unplanned, may be seen as important in encouraging leadership teaming and collaborative action among center personnel, and as potentially providing important connections among Fellows.

## **Recommendations**

7.3.1 (51) Western Consortium/PHI should emphasize the importance of attending scheduled training to newly hired Fellows, possibly making such attendance mandatory.

7.3.1 (52) Western Consortium should specifically invite prior cohort direct-hires to participate in selected sessions to build and sustain interest among Fellows and enhance PLP networking.

### **7.3.2 Electives: Individualized Skill Building, Specialization, and Training based on Individualized Needs Assessment**

Fellows consistently requested more individually tailored training; one size does not fit all. Each Fellow receives the leadership component training including the August retreat of core courses and follow-on. Individual Fellows sometimes have unique needs for skill building or courses in their area of specialization. Western Consortium presently budgets \$1,000 for training per Fellow per year in addition to that budgeted for PLP. Available training courses may include those provided by other CAs, USAID, and universities. A couple of Fellows have requested and have had approved such “outside” training on an ad hoc basis.

The evaluators recommend that when each Fellow is hired he or she should develop, with Western Consortium approval, a personal training plan covering the initial two-year contract. These plans would validate the type and kinds of training Fellows need to more effectively carry out their responsibilities in the program. Western Consortium and the Fellow would then decide what skill building, specialized training, or education should be funded and how it would be delivered.

## **Recommendation**

7.3.2 (53) When hired, each Fellow should develop, with Western Consortium approval, a personal training plan covering the initial two-year contract period to ensure that the program is relevant to the needs of each person.

### **7.3.3 Include Examples and Exercises from USAID and the Field**

When at all possible and directly applicable, faculty members should have a working knowledge of USAID and its culture. Fellows and direct hires surveyed repeatedly requested that relevant

examples and exercises cited in the course be drawn from the USAID experience. The use of certain private sector examples of organizational leadership are meant to enlarge Fellows' thinking and provide a different perspective. However, where there are direct parallels, leadership in one type of organization should be compared and contrasted with its counterpart behavior in the public sector, and in USAID in particular. The wealth of on-the-job experience of prior PLP cohorts and Fellows should be used.

### **Recommendation**

7.3.3 (54) PLP faculty members should have a working knowledge of USAID and its culture.

7.3.3 (55) Case studies, classroom examples, and activities should, to the greatest extent possible, focus on USAID.

7.3.3 (56) The experiences of PLP Fellows in Washington and in the field should be gathered and used as training aids in PLP.

### 7.3.4 Clearly Demonstrate Practical Application of Theory to USAID Practice

Although discussions of general leadership principles and theories are interesting, such discussions do not always provide solid connections with USAID practice. Where possible and appropriate, faculty should connect leadership theory to actual USAID practice.

### **Recommendation**

7.3.4 (57) Wherever possible, PLP faculty should connect leadership theory to actual USAID practice.

### 7.3.5 Structure Mentoring and Coaching to Encourage and Reinforce Course Principles

PLP classroom work is an introduction to on-the-job behavioral change for Fellows and peers. Connecting principles to on-the-job practice is an essential part of the mentoring and coaching process. Fellows need periodic guidance and coaching to ensure that they are effectively translating the classroom ideas to their work. The "coaching days," wherein PLP faculty worked with Fellows on the job over the past couple of years, have had mixed success. The evaluators recommend coaching duties be assumed by USAID direct hires who are members of a PLP cohort.

Mentoring provides a special support relationship between more experienced, and sometimes more senior, personnel and the Fellows. Some Fellows have more experience than others and may be able to participate as peer mentors and coaches. The evaluators recommend that Western Consortium collaborate with USAID leadership in designing a coaching and mentoring program that includes each Fellow.

## **Recommendations**

7.3.5 (58) Coaching responsibilities for Fellows should be assumed by USAID direct hires who are members of a PLP cohort.

7.3.5 (59) Western Consortium should collaborate with USAID leadership to design a coaching and mentoring program that includes each Fellow.

### 7.3.6 Responsibilities

Elaborating on the previous recommendations, following is a list of responsibilities for technical oversight officers, Fellows, and senior USAID management.

#### 7.3.6.1 Technical Oversight Officers

Technical oversight officers should know and accept their responsibility to Fellows and to PLP. Fellows should be seen not just as workers in USAID programs, but as people who are in training. Technical oversight officers should encourage Fellows to actively participate in all cohort training opportunities, allow Fellows time to attend training, monitor Fellows' attendance, discuss lessons learned and their application to the workplace, and comment on the behaviors necessary to turn theory into practice. These responsibilities imply an active coaching and mentoring role toward Fellows.

## **Recommendation**

7.3.6.1 (60) Technical oversight officers should encourage Fellows to participate in all cohort training, allow release time, monitor attendance, and discuss lessons learned and their application to the workplace and the behaviors necessary to turn theory into practice.

#### 7.3.6.2 Fellows

Fellows must be responsible for developing and carrying out their personal training plan. They should seek training opportunities that are consistent with their plan wherever they can be found within the agreed budget. Fellows should commit to attending scheduled PLP training. Fellows should value training offered to the extent that not attending because of workload or travel

schedule should be the exception rather than the rule. If offered training is not of “interest,” that fact and a possible solution should be disclosed to PLP’s program director so that training can be tailored to the leadership training needs of the Fellow. Fellows should accept that offered training is provided to help them round out their leadership skills and that not attending training works against that goal. Fellows should apply PLP learning to their work and request technical oversight officers and qualified peer Fellows to monitor and coach them in the use of newly acquired skills. Observation and feedback by peers with a wealth of experience in the target activity should be actively pursued. Many of the Fellows surveyed and interviewed indicated that PLP training gave them new skills they were applying on the job. In the evaluation team’s view, every Fellow should have this experience.

### **Recommendation**

7.3.6.2 (61) Fellows should attend offered training that supports their training plan and apply the instruction to their work.

### 7.3.6.3 Senior USAID/Washington Management

Senior USAID/Washington management should actively and visibly support PLP. A common idea in Fellows’ interviews and comments was that the senior USAID/Washington management apparently has little understanding of the program. Additionally, there is a perception that senior management could benefit from participating in the curriculum.

### **Recommendation**

7.3.6.3 (62) Senior G/PHN Center management should join the next available cohort as training participants.

## **7.4 Field Advisor Connectivity, Program Affinity, and Expansion of Training**

Our investigation demonstrates that presently there is no effective program that connects field advisors to PLP through a regular communications system. Field advisors are part of the program only from a great distance and few feel an affinity for it by being a part of the Fellows’ network. Training has not been extended to the field. Interviews suggest that Western Consortium staff do not have an extensive understanding of the field advisors’ training needs.

### **Recommendation**

7.4 (63) PLP requires field Fellows to attend the first available August retreat after they are hired to gain the core elements of the PLP curriculum.

Indications are that field Fellows do not have an adequate orientation to PLP, Western Consortium, or USAID before shipping out. This lack of orientation exacerbates the field fellows' lack of affinity for the program and diminishes the felt need for connecting with it for training and support.

The evaluators recommend that new field advisors receive two weeks of orientation and training that include an organized, on-site indoctrination to Western Consortium and USAID/Washington. The Fellows' individualized training plans could be developed during this period. Ideally, this period would coincide with the August retreat for a beginning cohort. Since the retreat occurs once a year, such coordination of schedules is less likely, but by scheduling the Fellow into the next available August retreat, the person would be guaranteed an equal start as Washington-based Fellows.

### **Recommendation**

7.4 (64) PLP should provide field Fellows with a two- to three-week training and orientation prior to assignment overseas to give them a firm understanding of Western Consortium, PLP, and USAID.

7.4 (65) USAID should participate with PLP to activate a specialized orientation program for field-assigned Fellows that will provide them with key information and contacts necessary to their success abroad.

The evaluators recommend that field Fellows return to the States each year for a one-week training period scheduled to coincide with at least one of their cohort's scheduled training activities. This will enhance connections and understanding and allow field Fellows to continue to build their network. If this coordination cannot be accomplished, an alternative would be to bring together segments of the overseas Fellows at a regional site for PLP training.

### **Recommendation**

7.4 (66) Each year, every field Fellow should receive a one-week PLP training period in the United States or at a regional gathering.

The team's interviews revealed that some field Fellows feel professionally isolated. They lack state-of-the-art information; encouragement from others in their discipline; and connection to someone with whom they can discuss events in USAID, ideas, and approaches to problems. The evaluators recommend a "buddy" system be established whereby each field Fellow becomes paired with a Washington-based Fellow.

### **Recommendation**

7.6. (67) PLP and USAID should establish a “buddy” system for field Fellows within the Center; a Washington-based Fellow active in PLP would become a professional point of contact for the field Fellow, providing a connection to USAID’s PHN Center and to other PLP Fellows.

## **WCPH/PHI**

WCPH/PHI should commit to understanding each Fellow’s unique leadership needs, recognizing that each person and work location is different. Skill sets may vary with people, places, and time. The evaluators recommend that faculty make on-site visits to a sampling of overseas locations to enhance their understanding of the needs of field-assigned Fellows.

## **Recommendation**

7.4 (68) Selected PLP faculty should make on-site visits to overseas Fellows to enhance their understanding of their unique training needs.

## **Field Training**

Field training can make the connection to PLP very difficult because of timezone differences, communications systems problems, and learning styles. The evaluators recommend that the field Fellow’s program implementation team, consisting of field Fellows, field technical oversight officers, and host-country nationals, be included under the PLP umbrella. There are benefits in training together as experienced by the mixed cohorts of Fellows and direct hires. The evaluators recommend that the implementation teams be trained either on site or in connection with regional conferences and other field activities. Sending faculty from PLP to conduct the training may also offer opportunities for on-site coaching.

Other programs exist in the field that offer training of certain types. The Program for International Training in Health (PRIME), the Johns Hopkins Program for International Education in Reproductive Health (JHPIEGO), and Family Management Development are three programs that are dealing successfully with on-site training and distance learning. The evaluators recommend that Western Consortium investigate links with these and other similar programs to gain efficiencies in training and enhance the working networks of field Fellows.

## **Recommendations**

7.4 (69) Overseas Fellows should be teamed for field training with their program implementation teams. PLP, with USAID assistance, should investigate the possibility of including host-country nationals and mission technical oversight officers in PLP training.

7.4 (70) Western Consortium should investigate and establish links with successful and appropriate overseas training programs and distance learning methodologies to bring PLP to overseas Fellows.

7.4 (71) PLP should inventory each mission's unique training opportunities available through other government and CA programs, as well as through local universities, to assist each Fellow to devise and follow their personal training plan.

7.4 (72) PLP should investigate providing regional training opportunities for mission-funded Fellows in a region, perhaps taking advantage of existing regional conferences as a means of bringing PLP members together for training.

# APPENDIX A

## Listing Of Recommendations

### 3.1 Advisor Placements to Date

3.1 (01) For future programming, USAID Washington should examine the field-to-Washington ratio for Fellows to ensure that the program offers the optimal learning experience and that staffing needs are met.

3.1 (02) For future programming, USAID Washington should examine the the program's responsibilities for Fellows' long-term career objectives and determine if hiring, placement, and training opportunities should be modified to respond to those long-term objectives.

3.1 (03) PLP should work with Fellows and USAID to design a departure program that meets PLP's long-term objectives.

### 3.2 Various Views of Project Management and Support

3.2 (04) PLP should re-examine its administrative procedures, particularly in the area of personnel management, to improve responsiveness to Fellows' requests and increase accuracy of information provided.

3.2 (05) Fellows should receive a two-or three-day orientation at Western Consortium offices in California prior to being assigned to USAID.

3.2 (06) PLP and USAID should investigate alternatives to providing Fellows with a USAID orientation, including using existing resources such as CEDPA's or PALTECH's orientation or other USAID training courses.

### 4.1 Training Program Evaluation

### 4.2 Cohort Mix

4.2 (07) PLP should continue to train Fellows and USAID direct hires together in training cohorts to gain the leadership values derived from a common experience and to gain the opportunity to build relationships and networks.

### 4.3 PLP Participant Profile

4.3 (08) Western Consortium/PHI should undertake a review of the training program to ensure that it meets the unique needs of Fellows first, while also supporting the sometimes different perspective and training needs of USAID direct hires in each cohort.

4.3 (09) To document Fellows' performance, USAID officers with technical oversight of PLP Fellows should periodically provide evaluation and performance feedback directly to the individual Fellow, as well as to the PLP supervisor in California.

4.3 (10) USAID officers in technical oversight should assume responsibility for coaching and mentoring PLP Fellows to enhance Fellows' professional development.

#### **4.4 Program Assessment of the Leadership Component**

4.4 (11) PLP should design training specific to the program description goals of identifying and preparing a cadre of mid- and senior-level population specialists to direct, inspire, and mobilize resources for population assistance and effectively communicate P/FP/RH priorities and policy.

4.4 (12) PLP should develop training exercises and a visitation program to organizations with which Fellows should be more familiar as a way to extend Fellows' understanding and contacts in the wider world of population action.

4.4 (13) USAID should reaffirm the specific intent of the program's stated goal to assist selected organizations worldwide, considering the ceiling on Fellows, and structure the PLP to include it.

4.4 (14) PLP should operationalize the goal to assist selected organizations worldwide in developing effective policies and implementing successful P/FP/RH programs through career planning sessions with its Fellows. Where Fellows are placed or encouraged to go after their limited tenure at USAID can further this goal.

#### **4.5 Impact on Trainees**

4.5 (15) PLP should maintain attendance records of all scheduled training courses offered.

4.5 (16) PLP should design an individualized training plan for each Fellow at the outset of his or her tenure that reflects the special needs of the individual, lays out the offered PLP training opportunities over the employment period, allows for attendance, and provides a method to make up PLP training missed because of irreconcilable circumstances.

4.5 (17) As a condition of employment, PLP should require Fellows to attend scheduled PLP training in line with each Fellow's training plan.

4.5 (18) PLP should reconsider providing training to Fellows in directing resources, when Fellows are precluded by regulation from exercising authority over federal funds.

4.5 (19) PLP should examine the curriculum to ensure that each PLP program goal is explicitly defined and discussed.

#### **4.6 Course Work - Curriculum Topic Relevancy**

4.6 (20) PLP should re-examine the intent of and plan for Week on Campus with a view to either canceling the course or modifying it to meet the Fellows' needs.

#### **4.7 Training Results**

4.7 (21) USAID should develop and implement technical skills-building courses that meet the Agency's needs for career direct hires and non-direct hires. Fellows could attend these courses in addition to PLP training.

4.7 (22) PLP should undertake a strategic planning process to reform the PLP training component around the real leadership needs of USAID and the Fellows program.

4.7 (23) USAID senior management should become conversant with and actively supportive of PLP and the need to bring learned behaviors into the daily work of USAID.

4.7 (24) USAID senior management should participate in PLP to become familiar with the content of the PLP leadership component, learn new ways of operating, and demonstrate support for the program.

#### **4.8 Faculty**

4.8 (25) Without detracting from Fellows' primary duties, PLP should actively involve Fellows as faculty in the PLP on a voluntary basis to teach and develop relevant case studies.

4.8 (26) PLP should continue an active program of evaluation and feedback concerning faculty and their presentations to provide indications of the need for change.

#### **4.9 PLP Cohort in the Field**

#### **4.10 Should the Cohort Be Every Other Year?**

4.10 (27) Western Consortium should continue to begin a new PLP cohort on an annual basis.

4.10 (28) PLP should ensure that each new-hire Fellow attends the next available August retreat for core PLP training.

4.10 (29) PLP should investigate ways to continue mixing USAID direct hires with PLP cohorts, including host-agency staff and other health specialists.

4.10 (30) PLP and USAID should pursue this question fully in the context of strategic plan development.

#### **5.1 Sufficiency of Funding Level**

5.1 (31) USAID should examine carefully the remaining project funds, consider a no-cost extension, and reprogram, as appropriate, for the proposed time extension.

5.1 (32) In preparation for a follow-on activity, USAID should allow overlap between the initial project and any follow-on so that the Fellows in the old project can be rationally phased out and Fellows in the new project phased in.

#### **5.2 Financial Management**

5.2 (33) USAID should alert its Office of Financial Management about the problems of lost draw down requests and should indicate procedures that Cas need to follow should one of the financial managers be absent for a significant period of time.

#### **5.3 Budget Allocation**

5.3 (34) USAID and PLP should carefully examine the budget and program expenses to ensure that cost-efficient practices are in place for managing and training Fellows.

#### **5.4 Influence of Field Support--Issues and Concerns**

5.4 (35) PLP should reassess its formula for determining allocable costs for field support to ensure that the costs charged to the field are fair and reasonable.

5.4 (36) Similar to the TAACS program, USAID should develop an acceptable standard package for mission support to Fellows and provide formal guidance to the missions on expected support.

5.4 (37) PLP, in close collaboration with USAID (and its other contractors), should provide Fellows with a comprehensive orientation to USAID structure, policies, and procedures.

5.4 (38) USAID should re-examine and follow procedures for notifying contractors of field support funds that have been allocated to their agreements or contracts.

5.4 (39) USAID should continue to allocate mission field support funds based on mission-specific requests at the bureau level and to depend on improved internal tracking of field support funds for attribution.

## **6.1 Project Staffing Levels and Effect of Multiple Locations**

6.1 (40) PLP should review its administrative systems, particularly those pertaining to personnel management and make those systems more organized and more responsive to client needs.

6.1 (41) During the process of restructuring for the merger with the Public Health Institute, PLP should assess the pros and cons of site consolidation and actively investigate means for cost savings and cost efficiencies.

## **6.2 Adequacy of the Level of Effort for the Leadership Director**

6.2 (42) PLP should establish and maintain training records for each Fellow and PLP participant.

6.2 (43) PLP should establish an evaluation methodology that provides measures of learning and behavior change among participants.

6.2 (44) PLP should devise aggressive, cost-effective strategies to connect to mission-funded Fellows.

6.2 (45) USAID should investigate the appropriate role and time allocation for the leadership director in the context of program results mandated by a strategic plan.

## **6.3 Washington Office**

6.3 (46) PLP should explore the issue of establishing a Washington office where a criterion for such a decision would be the real increase of support to Fellows.

## **6.4 Impact of Merger with the Public Health Institute**

6.4 (47) USAID should closely monitor the transfer of PLP to PHI to ensure that Fellows suffer no changes in their employment contracts or support that will adversely affect their work.

## **7.1 Strategic Planning: Setting the Future Agenda of the PLP.**

7.1 (48) PLP and USAID should collaborate on a long-term strategic plan for PLP to ensure that the program is appropriately focused, objectives are set, measurements of success established, and program performance measured and controlled.

7.1 (49) The process of strategic plan development should include senior USAID, PLP and Western Consortium/PHI staff, at least one Fellow and direct-hire representative from each prior cohort, and a current or recent overseas-based Fellow.

## **7.2 Modifications to Purpose and Objectives**

7.2 (50) No changes to PLP's stated purpose and objectives are necessary at this time although aspects of the program that deserve improvement. For example, refinements should be made in training application and relevancy.

## **7.3 Enhanced Relevancy and Usefulness of Program**

7.3 (51) Western Consortium/PHI should emphasize the importance of attendance at scheduled training to newly-hired Fellows, possibly making such attendance mandatory.

7.3 (52) Western Consortium should specifically invite prior cohort direct-hires to participate in selected sessions to build and sustain interest among Fellows and enhance PLP networking.

7.3 (53) When hired, each Fellow should develop with Western Consortium approval, a personal training plan covering their initial two-year contract period to ensure that the program is relevant to the needs of each person.

7.3 (54) PLP faculty members should have a working knowledge of USAID and its culture.

7.3 (55) Case studies, classroom examples, and activities should, to the greatest extent possible, focus on USAID.

7.3 (56) The experiences of PLP Fellows in Washington and in the field should be gathered and used as training aids in the PLP.

7.3 (57) Wherever possible, PLP faculty should connect leadership theory to actual USAID practice.

7.3 (58) Coaching responsibilities for Fellows should be assumed by USAID direct hires who are members of a PLP cohort.

7.3 (59) Western Consortium should collaborate with USAID leadership to design a coaching and mentoring program that includes each Fellow.

7.3 (60) Technical oversight officers should encourage Fellows to participate in all cohort training, allow release time, monitor attendance, and discuss lessons learned and their application to the workplace and the behaviors necessary to turn theory into practice.

7.3 (61) Fellows should attend offered training that supports their training plan and apply the learning in their work.

7.3 (62) Senior G/PHN Center management should join the next available cohort as training participants.

#### **7.4 Field Advisor Connectivity, Program Affinity, and Expansion of Training.**

7.4 (63) PLP require field Fellows to attend the first available August retreat after they are hired to gain the core elements of the PLP curriculum.

7.4 (64) PLP should provide field Fellows with a two- to three-week training and orientation period prior to assignment overseas to give them a firm understanding of Western Consortium, PLP, and USAID.

7.4 (65) USAID should participate with PLP to activate a specialized orientation program for field-assigned Fellows to provide them with key information and contacts necessary to their success abroad.

7.4 (66) Each year, every field Fellow should receive a one-week PLP training period either in the United States or at a regional gathering.

7.4. (67) PLP and USAID should establish a “buddy” system for field Fellows within the center; a Washington-based Fellow active in PLP would become a professional point of

contact for the field Fellow, providing a connection to USAID's PHN Center and other PLP Fellows.

7.4 (68) Selected PLP faculty should make on-site visits to overseas Fellows to enhance their understanding of their unique training needs.

7.4 (69) Overseas Fellows should be teamed for field training with their program implementation teams. PLP, with USAID assistance, should investigate the possibility of including host-country nationals and mission technical oversight officers in PLP training.

7.4 (70) Western Consortium should investigate and establish links with successful and appropriate overseas training programs and distance learning methodologies to bring PLP to overseas Fellows.

7.4 (71) PLP should inventory each mission's unique training opportunities unique to each mission available through other government and CA programs as well as through local universities, to assist each Fellow to devise and meet their personal training plan.

7.4 (72) PLP investigate providing regional training opportunities for mission-funded Fellows in a region, perhaps taking advantage of existing regional conferences as a means of bringing PLP members together for training.

## **APPENDIX B**

### **Scope Of Work**

#### **1.1 BACKGROUND**

##### **A. Project Purpose**

To enhance the effectiveness of USAID-sponsored population, family planning, reproductive health programs by providing technical and management consultation and by improving leadership capacity among mid- and senior-level advisors, USAID, host agencies and other technical staff.

When USAID began its program of population assistance in the 1960's, it was entering a new sphere of activity. Three decades of financial investment, intervention testing, and policy development has resulted in many success stories as well as lessons learned. At the same time, there has been growing recognition of the complexity inherent in population/family planning/reproductive health issues and the diplomacy and skill with which these programs must move forward. As USAID and its cooperating agencies continue to address the world population crisis into the next century, they will face increased challenges including: a dramatically changing world, increasing sophistication among host country institutions and a continually evolving population profession. These challenges will require the development of leadership skills throughout the field of population assistance.

The Population Leaders Program will assist USAID to make the best use of programmatic investments by developing cadres of population experts who are adaptive, broad-thinking, and effective in the delivery of assistance.

##### **B. Management Reviews**

Management Reviews were conducted in September, 1995; and November 1996, with a brief follow up in March, 1997; and November 19, 1997. Documents will be available for the team's review. All Reviews have indicated that the project's major activities were on track; however, during the first year, the project was stymied in its recruitment efforts because of an Agency-wide freeze on placement of fellows.

At the Management Review on November 19, 1997, the planned dissolution of the Western Consortium for Public Health and the move of the project to the Public Health Institute (PHI) was reviewed. Since this move has been in discussion and planning for some time, we do not expect any disruptions to the work of the advisors or their benefits. The Western Consortium and PHI have worked closely together for more than ten years and had attempted to negotiate a merger agreement during 1997; however, this negotiation was unsuccessful. The Western Consortium

Board of Directors decided to dissolve the Western Consortium no later than December 1998. Most of the Western Consortium's projects have elected to transfer to PHI. A consulting firm which specializes in corporate restructuring, has been brought in to supervise the closure.

## **1.2 TITLE**

Evaluation of the Western Consortium for Public Health Population Leaders Program (WCPH/PLP).

## **1.3 OBJECTIVE/GOALS**

The program's broad goals are:

- to identify and prepare a cadre of mid- and senior-level population specialists to direct, inspire and mobilize resources for population assistance and effectively communicate population, family planning, and reproductive health priorities and policy;
- to develop a network of P/FP/RH specialists capable of providing ongoing leadership to the field;
- to assist selected organizations worldwide in the development of effective policies and the implementation of successful P/FP/RH programs.
- to increase the leadership skills of program fellows, host agency and other population specialists.

The two key components used to accomplish the above stated goals are: 1) the recruitment/hiring and backstopping of technical advisors (also called "leaders") who are assigned both in USAID/Washington and in USAID field missions, or other governmental organizations or non-governmental organizations (NGOs), and 2) the leadership component, which consists of a year-long series of activities for the purpose of enhancement of leadership skills and other educational activities. The Leadership program, even though made up primarily of WCPH advisors, has been opened up for the participation of other PHN technical staff, when space allowed.

## **1.4 STATEMENT OF WORK**

The Office of Population (G/PHN/POP) has a six-year (September 30, 1994 September 30, 2000) \$30.391 million Cooperative Agreement with the Western Consortium for Public Health, Berkeley, California, to implement the Population Leaders Program (PLP). The PLP is being carried out by the Western Consortium for Public Health, in collaboration with the Center for Health Leadership (a part of the WCPH) staff and consultants. The evaluation will examine the WCPH/PLP's performance and accomplishments to date and provide guidance for the design of a follow on agreement.

The Population Leaders Program's two major components will be evaluated: 1) the Leadership component and 2) the recruitment/selection/hiring/backstopping of advisors. A third area to be reviewed is future activities/directions for the project. The Western Consortium should provide a list of accomplishments to date.

### **A. Leadership Component**

1. What is the assessment of those who have participated in the leadership activities? What impact have the leadership activities had on advisors and other staff?
2. How relevant and appropriate have the topics covered in the program been? Are there other topic areas which should have been included?
3. Is the level of effort of the Leadership director (25%) and faculty (consultants) sufficient for carrying out the component?
4. Has the faculty selected to implement the program been flexible enough and/or was this the right mix of backgrounds/skills?
5. How has the leadership component been extended to the field?

### **B. Recruitment/Hiring/Management of Advisors**

1. How has the dual location (in Santa Cruz and in Berkeley) of key staff affected project's accomplishment of its activities? Would the project benefit from being located together?
2. Is project staff sufficient to meet the demands placed on the project, e.g., recruitment, development of scopes of work, evaluation, budgeting and financing, and monitoring of domestic and field placements?

3. How do current advisors (employees) view project management/support?
4. Will the change to Public Health institute make a major difference in the way the project operates?

**C. Financial Issues**

1. Has the level of funding been sufficient to meet the requirements of the project?
2. How has the advent of Field Support funds influenced the original budget for the program?

**D. Future Planning/Directions**

1. Based on the program accomplishments/activities to date, should modifications be made in the purpose and objectives?
2. In what ways could the leadership component be made more relevant and useful? (Interview persons who have left the program as well as current employees and technical staff). What is the status of connectivity to the advisors in the field? To what extent do they feel a true part of the program; how can this be expanded?
3. Would it be logical and cost beneficial to conduct a Leadership "Cohort" every other year, since we have now experienced three in a row?

**E. Overall Assessment**

What evidence is there toward the accomplishment of the goals of the program as stated in Section 1.3

**F. Methods and Procedures**

The Evaluation Team (1 consultant; 1 direct hire) will review all project documentation, including but not limited to the following: the WCPH/PLP Cooperative Agreement, Management Reviews from 1995, 1996, and 1997, annual workplans, relevant correspondence, activity reports (esp. of Leadership component activities), financial reports (e.g., Portfolio Review documents, (Communication, Management & Training

Division). In addition, the team will review documents which have been developed in fulfillment of agreement activities/requirements such as travel guidance and voucher forms, letters of offer, checklists for overseas assignments, etc.

The team will conduct interviews with the WCPH/PLP staff and other executive officials at their offices in Berkeley, California, as well as with officials of the Public Health Institute (PHI); G/PHN Center DAA, Office of Population Front Office (Director and Deputy Directors), Division Chiefs, selected (one third) WCPH advisors in USAID/W and their oversight officers.

To facilitate this interview process, the team should develop a standard questionnaire to use during the interviews. Field Missions (both advisors and their oversight officials) where advisors are placed will be requested to complete the questionnaire (via e mail). Based on the responses, the team may wish to follow up with telephone calls where appropriate.

All travel, interviews and data gathering should be accomplished during the first two weeks. Only one team member will travel to California during the second week, while the other will work on fielding the questionnaire and other interviews. The third week will be for final check in on information needed, and drafting the final report, and debriefing the Center. Some modifications of this schedule may be necessary to accommodate any contingencies in the team's scheduling or other constraints.

The evaluation team will consist of two persons with the following expertise and experience:

- Graduate degree in Public Administration, experience in training/education;
- Knowledge of organizational management, human resource and leadership development, evaluation of program planning and impact
- Familiarity with USAID goals and objectives esp. in the Population/Health/Nutrition Center
- Excellent written and oral communication skills.

## **1.5 ACCOUNTING AND APPROPRIATION DATA**

Org 10 10302 Req ID 00000970  
Fund Account DV97/98GDV798  
Total Amount obligated: \$25,267

## **1.6 REPORTS/DELIVERY SCHEDULE**

<b>Date</b>	<b>Event</b>
January 26 - 30,1998	Pre-assignment Planning
February 2-6,1998	Document Review and Team Preparation
February 9-13, 1998	Meetings with USAID/W
February 15, 1998	Team leader travels to San Jose, CA
February 16, 1998	Meetings with the Public Health Institute
February 17,1998	Team leader travels to Berkeley, CA
February 17 -19,1998	Meetings with the Western Consortium for Public Health
February 19,1998	Team Leader returns to Washington, DC
February 23-26, 1998	Follow-up meetings with USAID/W and Report Drafting
February 27, 1998	Debriefing
March 6, 1999	First draft due to POPTECH; POPTECH forwards draft to solicit contents from USAID/W, Western Consortium for Public Health and the Public Health Institute
March 13, 1998	All comments due to POPTECH
March 14-19, 1998	Team Leader revises draft and incorporates comments
March 20, 1998	Final revised draft due to POPTECH
March 23-April 6,1998	POPTECH prepares Clearance Draft
April 7, 1998	Clearance Draft Submitted to USAID
April 14,1998	USAID provides clearance

April 24, 1998

Final report distributed

May 31, 1998

Close-out of Delivery

## **APPENDIX C**

### **Survey Instruments**

**C.1 Questionnaire For Western Consortium Fellows**

**C.2 Questionnaire For Direct Hire Participants**

**C.3 Questionnaire For Staff And Management**

## **APPENDIX C.1**

### **Questionnaire For Western Consortium Fellows**

This questionnaire supports an evaluation of the Western Consortium's Population Leadership Program (WCPH/PLP). You have attended PLP training and were recruited, selected, and are supported as a Western Consortium Fellow. Your answers to this questionnaire are of keen importance to providing an understanding of the value of the program to USAID.

Please answer the following questions frankly and candidly and with as much comment as you believe necessary to explain your point of view.

- Your answers will be held in confidence.
- Answers reported will be in aggregate form.
- Quotes reported will not be attributed to persons by name.

**I. RESPONDENT PROFILE**

Name: .....

Title/Position: .....

Telephone: .....

Location: .....

Email address: .....

Date of selection or entry to the program: .....

1. Please mark whether you are mid-level \_\_\_\_\_ or senior-level \_\_\_\_\_

2. **Please estimate the percent of your time spent in each of the following areas?**

*(Please estimate to nearest 10%.)*

**a. Planning** \_\_\_\_\_%

(Result package design, developing methods and timelines to achieve selected goals)

**b. Organizing and managing** \_\_\_\_\_%

(Managing implementation activities, allocating resources or people)

**c. Controlling and evaluating** \_\_\_\_\_%

(Assuring goal attainment and comparing to standards)

**d. Research** \_\_\_\_\_%

**e. Communicating** \_\_\_\_\_%

(Preparing briefings, technical meetings, public information activities, e.g. Codel, ribbon cutting, Congressional hearings.)

**f. Training as trainee or instructor** \_\_\_\_\_%

**g. Routine administration** \_\_\_\_\_%

(Preparing required documentation and reports, results packages, strategic objectives agreements, amendments, voucher review, etc.)

3. **Please estimate the percent of your working efforts which seem to fall into the following categories?**

*(Please estimate to nearest 10%.)*

**a. Leading** \_\_\_\_\_%

(Selecting goals, creating and guiding the support of others to reach them.)

**b. Collaborating** \_\_\_\_\_%

(Working in a group or team setting to achieve goals.)

**c. Directing the work of subordinates** \_\_\_\_\_%

**d. Working independently** \_\_\_\_\_%

**e. Coaching subordinates** \_\_\_\_\_%

**f. Recognizing achievements of others** \_\_\_\_\_%

**II. PROGRAMMATIC, TECHNICAL AND LOGISTICAL SUPPORT OF PLP FELLOWS**

Western Consortium is responsible for identifying, recruiting, reviewing, selecting, placing and supporting Population Leadership Program Fellows.

**1. Please rate the Population Leadership Program in meeting this responsibility.**

Excellent 1 2 3 4 5 6 7 8 Poor

What key positive or negative factors earned the PLP this rating? .....

.....  
 .....  
 .....

**Please rate the specific support you received in the following areas:**

	Excellent								Poor	Not Required
a. Physical exams	1	2	3	4	5	6	7	8	_____	_____
b. Immunizations	1	2	3	4	5	6	7	8	_____	_____
c. Visa	1	2	3	4	5	6	7	8	_____	_____
d. Language testing	1	2	3	4	5	6	7	8	_____	_____
e. Travel arrangements	1	2	3	4	5	6	7	8	_____	_____
f. Personnel/administrative matters	1	2	3	4	5	6	7	8	_____	_____
g. Refinement of position SOW	1	2	3	4	5	6	7	8	_____	_____

Western Consortium provides orientation, supervision, and support to Fellows, including logistical, administrative, material and equipment, and technical support.

**1. Please rate the Population Leadership Program in meeting this support.**

Excellent 1 2 3 4 5 6 7 8 Poor

What key positive or negative factors earned the PLP this rating? .....

.....  
 .....  
 .....

**Please rate the specific support you received in the following areas:**

	Excellent								Poor	Not Required
a. Western Consortium orientation	1	2	3	4	5	6	7	8	_____	_____
b. USAID orientation	1	2	3	4	5	6	7	8	_____	_____
c. Assignment preparation	1	2	3	4	5	6	7	8	_____	_____
d. Briefings, meeting with knowledgeable people about your assignment	1	2	3	4	5	6	7	8	_____	_____
e. Country-specific briefings or assignment background materials	1	2	3	4	5	6	7	8	_____	_____

2. **Does the reality of your daily duties and responsibilities match the scope of work (SOW) under which you entered the program?**

Yes \_\_\_\_\_ No \_\_\_\_\_

If No, please comment: .....  
.....  
.....  
.....

3. **Does your status as a non-direct hire advisor influence, positively or negatively, your ability to carry out your assignment as you believe it can best be accomplished?**

Please comment: .....  
.....  
.....  
.....

**IV. LEADERSHIP COMPONENT OF PLP**

One purpose of the Population Leadership Program is to enhance the effectiveness of USAID-sponsored P/FP/RH programs by providing technical and management consultation and by improving leadership capacity among mid- and senior-level advisors, USAID host agencies and other technical staff.

1. **Please rate the Population Leadership Program in meeting this purpose.**

Excellent 1 2 3 4 5 6 7 8 Poor

What key positive or negative factors earned the PLP this rating? .....  
.....  
.....  
.....

2. **Prepare Cadre**

A goal of the PLP is to identify and prepare a cadre of mid- and senior-level population specialists to direct, inspire and mobilize resources for population assistance and effectively communicate P/FP/RH priorities and policy.

**Please rate the Population Leadership Program in meeting this goal.**

Excellent 1 2 3 4 5 6 7 8 Poor

What key positive or negative factors earned the PLP this rating? .....  
.....  
.....  
.....

3. **Network Development**

A broad goal of the PLP is to develop a network of population/family planning/ reproductive health (P/FP/RH) specialists capable of providing on-going leadership to the field.

**Please rate the PLP in meeting this goal?**

Excellent 1 2 3 4 5 6 7 8 Poor

What key positive or negative factors earned the PLP this rating? .....  
.....  
.....  
.....

**4. Organization Assistance**

A broad goal of the PLP is to assist selected organizations worldwide in the development of effective policies and the implementation of successful P/FP/RH programs.

**Please rate the PLP in meeting this goal.**

Excellent 1 2 3 4 5 6 7 8 Poor

What key positive or negative factors earned the PLP this rating? .....  
.....  
.....  
.....

**5. TRAINING ACTIVITIES**

**a. Have you participated in all of the Leadership Component training offered to your cohort?**

Yes \_\_\_\_\_ No \_\_\_\_\_

If No, please comment why that is the case: .....  
.....  
.....  
.....

**b. Do you believe you are better able to inspire and lead because of the training you have received in the PLP?**

Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, please give a concrete example of what you mean: .....  
.....  
.....  
.....

If No, please comment on what type training you believe necessary to help you achieve the necessary level of skill: .....  
.....  
.....  
.....

**c. Do you believe you are better able to direct resources because of the training you have received in the PLP?** Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, please give a concrete example of what you mean: .....

.....

.....

If No, please comment on what type training you believe necessary to help you achieve the necessary level of skill: .....

.....

.....

**d. Do you believe you are better able to mobilize resources because of the training you have received in the PLP?**

Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, please give a concrete example of what you mean: .....

.....

.....

If No, please comment on what type training you believe necessary to help you achieve the necessary level of skill: .....

.....

.....

**6. COURSE WORK**

**Curriculum topics include the following. Please rate each topic's relevancy to your work situation and training needs:**

	Not Relevant			Relevant			Strongly Relevant			Not Taken
	1	2	3	4	5	6	7	8	_____	
a. Leadership theory and style	1	2	3	4	5	6	7	8	_____	
b. Study of the future	1	2	3	4	5	6	7	8	_____	
c. Visioning	1	2	3	4	5	6	7	8	_____	
d. Systems thinking	1	2	3	4	5	6	7	8	_____	
e. Peer leadership/team development	1	2	3	4	5	6	7	8	_____	
f. Problem solving	1	2	3	4	5	6	7	8	_____	
g. Creativity enhancement	1	2	3	4	5	6	7	8	_____	
h. Quality improvement	1	2	3	4	5	6	7	8	_____	
i. Personal communication styles	1	2	3	4	5	6	7	8	_____	
j. Multicultural competency	1	2	3	4	5	6	7	8	_____	
k. Communications technology impact	1	2	3	4	5	6	7	8	_____	
l. Myers-Briggs seminar	1	2	3	4	5	6	7	8	_____	
m. Effective presentation skills	1	2	3	4	5	6	7	8	_____	
n. Advanced technical/admin writing	1	2	3	4	5	6	7	8	_____	
o. Time management	1	2	3	4	5	6	7	8	_____	
p. Meeting and facilitation skills	1	2	3	4	5	6	7	8	_____	
q. Open dialogue sessions	1	2	3	4	5	6	7	8	_____	
r. Week on campus program	1	2	3	4	5	6	7	8	_____	

**Choose one of the courses above you have rated as least relevant and indicate a change that would improve its relevancy?** .....

.....  
.....  
.....

**7. TRAINING RESULTS**

a. What specific training received in the PLP has been most helpful to you?

b. If you could add some specific training to the program, what would it be?

c. If you could delete a portion of the training from the program, what would it be?

d. Because of your attendance in the PLP, name a change you have made in your approach to your work?

e. Have you been encouraged by your direct superior or evaluator to implement new behaviors learned in the PLP?  
Yes \_\_\_\_\_ No \_\_\_\_\_

f. Is there a particular behavior learned in training you wanted to bring to your work but were unable to enact because of forces in the work environment such as a discouraging boss or organizational climate negative to that behavior? Yes \_\_\_\_\_  
No \_\_\_\_\_

**8. FACULTY**

**Please rate the overall quality of the faculty selected to lead your training in the PLP?**

Excellent 1 2 3 4 5 6 7 8 Poor

a. In the case of a faculty member who enthused you, what technique did they use that made them stand out? .....

.....  
.....  
.....

b. In the case of a faculty member who "turned you off," what was the issue that caused you to

disapprove of their approach? .....  
.....  
.....  
.....

**9. PLP COHORT IN THE FIELD**

The PLP Leadership Component applies to persons on field assignment. Please rate the effectiveness of the extension of the PLP training course in your case as a field advisor.

**a. Do you feel a need to more actively participate in the PLP training courses?** Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, please suggest a way that would meet your specific needs: .....  
.....  
.....  
.....

**b. In what ways could the Leadership component be made more relevant and useful to persons on field assignment?** .....  
.....  
.....  
.....

**c. What connectivity do you as a field person have with the PLP?** .....  
.....  
.....  
.....

**d. To what extent do you as a field advisor feel a true part of the program?** .....  
.....  
.....  
.....

**10. PLP MODIFICATIONS**

a. Based on your experience with the program, what modifications should be made in the purpose and objectives of the PLP? .....  
.....  
.....  
.....

b. In your view, would it be logical and cost beneficial to begin a Leadership "Cohort" every other year rather than every year as it is now? Yes \_\_\_\_\_ No \_\_\_\_\_

**11. GENERAL COMMENTS**

Thinking about PLP's goals, design, strengths and weaknesses as you have experienced them, please comment generally on the program and improvements you would like to see made. ....  
.....  
.....

.....  
.....

## APPENDIX C.2

### Questionnaire For Direct Hire Participants In PLP

This questionnaire supports an evaluation of the Western Consortium's Population Leadership Program (WCPH/PLP). You have attended PLP training. Your answers to this questionnaire are of great importance to providing an understanding of the value of the program to USAID.

Please answer the following questions frankly and candidly and with as much comment as you believe necessary to explain your point of view.

- Your answers will be held in confidence.
- Answers reported will be in aggregate form.
- Quotes reported will not be attributed to persons by name.

#### I. RESPONDENT PROFILE

Name: .....

Title/Position: .....

Location: .....

Telephone: .....

Email address: .....

Date of selection or entry to the program: .....

1. What is your GS or FS grade level? \_\_\_\_\_
2. Are you in a supervisory managerial position? Yes \_\_\_\_\_ No \_\_\_\_\_
3. How many people report directly to you? \_\_\_\_\_
4. **Please estimate the percent of your time spent in each of the following areas?**  
(Please estimate to nearest 10%.)
  - a. **Planning** \_\_\_\_\_%  
(Result package design, developing methods and timelines to achieve selected goals)
  - b. **Organizing and managing** \_\_\_\_\_%  
(Managing implementation activities, allocating resources or people)
  - c. **Controlling and evaluating** \_\_\_\_\_%  
(Assuring goal attainment and comparing to standards)
  - d. **Research** \_\_\_\_\_%
  - e. **Communicating** \_\_\_\_\_%  
(Preparing briefings, technical meetings, public information activities, e.g. Codel, ribbon cutting, Congressional hearings.)
  - f. **Training as trainee or instructor** \_\_\_\_\_%

**g. Routine administration** \_\_\_\_\_%  
 (Preparing required documentation and reports, results packages, strategic objective agreements, amendments, voucher review, etc.)

5. **Please estimate the percent of your working efforts which seem to fall into the following categories?**  
*(Please estimate to nearest 10%.)*

- a. **Leading** \_\_\_\_\_%  
 (Selecting goals, creating and guiding the support of others to reach them.)
- b. **Collaborating** \_\_\_\_\_%  
 (Working in a group or team setting to achieve goals.)
- c. **Directing the work of subordinates** \_\_\_\_\_%
- d. **Working independently** \_\_\_\_\_%
- e. **Coaching subordinates** \_\_\_\_\_%
- f. **Recognizing achievements of others** \_\_\_\_\_%

**II. LEADERSHIP COMPONENT OF PLP**

One purpose of the Population Leadership Program is to enhance the effectiveness of USAID-sponsored P/FP/RH programs by providing technical and management consultation and by improving leadership capacity among mid- and senior-level advisors, USAID host agencies and other technical staff.

1. **Please rate the Population Leadership Program in meeting this purpose.**

Excellent 1 2 3 4 5 6 7 8 Poor

What key positive or negative factors earned the PLP this rating? .....  
 .....  
 .....  
 .....

2. **Prepare Cadre**

A goal of the PLP is to identify and prepare a cadre of mid- and senior-level population specialists to direct, inspire and mobilize resources for population assistance and effectively communicate P/FP/RH priorities and policy.

**Please rate the Population Leadership Program in meeting this goal.**

Excellent 1 2 3 4 5 6 7 8 Poor

What key positive or negative factors earned the PLP this rating? .....  
 .....  
 .....  
 .....

3. **Network Development**

A broad goal of the PLP is to develop a network of population/family planning/ reproductive health (P/FP/RH) specialists capable of providing on-going leadership to the field.

**Please rate the PLP in meeting this goal?**

Excellent 1 2 3 4 5 6 7 8 Poor

What key positive or negative factors earned the PLP this rating? .....

.....

.....

.....

.....

**4. Organization Assistance**

A broad goal of the PLP is to assist selected organizations worldwide in the development of effective policies and the implementation of successful P/FP/RH programs.

**Please rate the PLP in meeting this goal.**

Excellent 1 2 3 4 5 6 7 8 Poor

What key positive or negative factors earned the PLP this rating? .....

.....

.....

.....

**5. TRAINING ACTIVITIES**

**a. Have you participated in all of the Leadership Component training offered to your cohort?**  
Yes \_\_\_\_\_ No \_\_\_\_\_

If No, please comment why that is the case: .....

.....

.....

.....

**b. Do you believe you are better able to inspire and lead because of the training you have received in the PLP?**  
Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, please give a concrete example of what you mean: .....

.....

.....

.....

If No, please comment on what type training you believe necessary to help you achieve the necessary level of skill: .....

.....

.....

.....

**c. Do you believe you are better able to direct resources because of the training you have received in the PLP?**  
Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, please give a concrete example of what you mean: .....

.....  
 .....  
 .....  
 If No, please comment on what type training you believe necessary to help you achieve the necessary level of skill: .....

.....  
 .....  
 .....  
**d. Do you believe you are better able to mobilize resources because of the training you have received in the PLP?**

Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, please give a concrete example of what you mean: .....

.....  
 .....  
 .....  
 If No, please comment on what type training you believe necessary to help you achieve the necessary level of skill: .....

.....  
 .....  
 .....

**6. COURSE WORK**

**Curriculum topics include the following. Please rate each topic's relevancy to your work situation and training needs:**

	Not Relevant		Relevant			Strongly Relevant			Not Taken
	1	2	3	4	5	6	7	8	_____
a. Leadership theory and style	1	2	3	4	5	6	7	8	_____
b. Study of the future	1	2	3	4	5	6	7	8	_____
c. Visioning	1	2	3	4	5	6	7	8	_____
d. Systems thinking	1	2	3	4	5	6	7	8	_____
e. Peer leadership/team development	1	2	3	4	5	6	7	8	_____
f. Problem solving	1	2	3	4	5	6	7	8	_____
g. Creativity enhancement	1	2	3	4	5	6	7	8	_____
h. Quality improvement	1	2	3	4	5	6	7	8	_____
i. Personal communication styles	1	2	3	4	5	6	7	8	_____
j. Multicultural competency	1	2	3	4	5	6	7	8	_____
k. Communications technology impact	1	2	3	4	5	6	7	8	_____
l. Myers-Briggs seminar	1	2	3	4	5	6	7	8	_____
m. Effective presentation skills	1	2	3	4	5	6	7	8	_____
n. Advanced technical/admin writing	1	2	3	4	5	6	7	8	_____
o. Time management	1	2	3	4	5	6	7	8	_____
p. Meeting and facilitation skills	1	2	3	4	5	6	7	8	_____
q. Open dialogue sessions	1	2	3	4	5	6	7	8	_____
r. Week on campus program	1	2	3	4	5	6	7	8	_____

**Choose one of the courses above you have rated as least relevant and indicate a change that would improve its relevancy? .....**



.....  
.....

**9. PLP COHORT IN THE FIELD**

The PLP Leadership Component applies to persons on field assignment. Please rate the effectiveness of the extension of the PLP training course in your case as a field advisor.

**a. Do you feel a need to more actively participate in the PLP training courses?** Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, please suggest a way that would meet your specific needs: .....

.....

.....

.....

**b. In what ways could the Leadership component be made more relevant and useful to persons on field assignment?** .....

.....

.....

.....

**c. What connectivity do you as a field person have with the PLP?** .....

.....

.....

.....

**d. To what extent do you as a field advisor feel a true part of the program?** .....

.....

.....

.....

**10. PLP MODIFICATIONS**

a. Based on your experience with the program, what modifications should be made in the purpose and objectives of the PLP? .....

.....

.....

.....

b. In your view, would it be logical and cost beneficial to begin a Leadership "Cohort" every other year rather than every year as it is now? Yes \_\_\_\_\_ No \_\_\_\_\_

**11. GENERAL COMMENTS**

Thinking about PLP's goals, design, strengths and weaknesses as you have experienced them, please comment generally on the program and improvements you would like to see made.

# APPENDIX C.3

## Interview For Staff And Management

This interview supports an evaluation of the Western Consortium’s Population Leadership Program (WCPH/PLP). You have under your area of responsibility persons in the program. Your answers to this interview are of keen importance to providing an understanding of the value of the program to USAID as decisions are made about the program’s future.

Please answer the following questions frankly and candidly and with as much comment as you believe necessary to explain your point of view.

- Your answers will be held in confidence.
- Answers reported will be in aggregate form.
- Quotes reported will not be attributed to persons by name.

### I. INTERVIEWEE PROFILE

Name: .....

Title/Position: .....

Telephone: .....

Location: .....

Email address: .....

1. What is your GS or FS grade level? \_\_\_\_\_
2. Length of time working with PLP Fellows: \_\_\_\_\_
3. Who are the PLP Fellows in your area of authority? .....  
.....  
.....
4. What is your understanding of the PLP’s goals? .....  
.....  
.....

### II. LEADERSHIP COMPONENT OF PLP

One purpose of the Population Leadership Program is to enhance the effectiveness of USAID-sponsored P/FP/RH programs by providing technical and management consultation and by improving leadership capacity among mid- and senior-level advisors, USAID host agencies and other technical staff.

#### 1. Please rate the Population Leadership Program in meeting this purpose.

Excellent 1 2 3 4 5 6 7 8 Poor

What key positive or negative factors earned the PLP this rating? .....  
.....  
.....  
.....

**2. Prepare Cadre**

A goal of the PLP is to identify and prepare a cadre of mid- and senior-level population specialists to direct, inspire and mobilize resources for population assistance and effectively communicate P/FP/RH priorities and policy.

**Please rate the Population Leadership Program in meeting this goal.**

Excellent 1 2 3 4 5 6 7 8 Poor

What key positive or negative factors earned the PLP this rating? .....  
.....  
.....

**3. Network Development**

A broad goal of the PLP is to develop a network of population/family planning/reproductive health (P/FP/RH) specialists capable of providing on-going leadership to the field.

**Please rate the PLP in meeting this goal?**

Excellent 1 2 3 4 5 6 7 8 Poor

What key positive or negative factors earned the PLP this rating? .....

**4. Organization Assistance**

A broad goal of the PLP is to assist selected organizations worldwide in the development of effective policies and the implementation of successful P/FP/RH programs.

**Please rate the PLP in meeting this goal.**

Excellent 1 2 3 4 5 6 7 8 Poor

What key positive or negative factors earned the PLP this rating? .....  
.....  
.....  
.....

**III. RECRUITMENT, SELECTION, AND PLACEMENT OF FELLOWS**

**1. Western Consortium is responsible for identifying, recruiting, reviewing, and selecting PLP Fellows. Based on your observation of the PLP advisors, how would you rate the Western Consortium staff in meeting the needs of USAID during the recruitment and selection process.**

Excellent 1 2 3 4 5 6 7 8 Poor

What key positive or negative factors earned the PLP this rating? .....  
.....  
.....

2. **Has Western Consortium's method of recruitment provided you with advisors with the required skills?** Yes \_\_\_\_\_ No \_\_\_\_\_

Please comment on the responsive of Western Consortium in offering candidates for review?  
.....  
.....  
.....

3. **Have placements been timely?** Yes \_\_\_\_\_ No \_\_\_\_\_

If No, please comment: .....  
.....  
.....  
.....

**IV. SUPPORT OF ADVISORS**

1. **Has there been sufficient guidance provided by USAID/W or Western Consortium on the operation of the program?**  
Yes \_\_\_\_\_ No \_\_\_\_\_

1a **What is your view of the quality of the technical and programmatic backstopping by Western Consortium?** .....  
.....  
.....  
.....

2. **What is your view of the quality of administrative and logistical support by Western Consortium?**  
.....  
.....  
.....  
.....

3. **Have you participated in a process for evaluating Fellows administered by Western Consortium?**  
Yes \_\_\_\_\_ No \_\_\_\_\_

4. **If you deemed a Fellow's performance to be substandard, do you believe that Western Consortium would take action to rectify the situation or terminate the advisor?** Yes \_\_\_\_\_ No \_\_\_\_\_  
  
If No, please comment: .....  
.....  
.....  
.....

**V. TRAINING APPLICATION**

PLP participants under your area of authority have attended training in the program. Based on your observation of their behaviors before and after training, please answer the following questions.

1. **Do you believe PLP participants under your area of authority are better able to lead and inspire because of the training they have received in the PLP?** Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, give an example; if No, please comment why that is the case: .....  
.....  
.....

.....  
2. **Do you believe the PLP participants you have observed are better able to direct resources because of the training they received?**

Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, give an example; if No, please comment why that is the case: .....

.....  
.....  
.....

3. **Do you believe PLP participants are better able to mobilize resource because of the training they have received?**

Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, give an example; if No, please comment why that is the case: .....

.....  
.....  
.....

4. **Have you encouraged PLP participants in your area to implement new behaviors learned in the program?**

Yes \_\_\_\_\_ No \_\_\_\_\_

What effect, if any, have you observed from these new behaviors? .....

.....  
.....  
.....

5. **What affect do you believe the organizational climate has on implementing new behaviors on the part of persons receiving management and leadership training?** .....

.....  
.....  
.....

6. **As one who provides technical oversight of the work of PLP trainees, what do you believe your obligation is toward the program?** .....

.....  
.....  
.....

7. **In your experience with PLP Fellows, have specific PLP training activities interfered with work assignments?**

Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, please comment? .....

.....  
.....  
.....

8. **Does the goal of leader training in the PLP coincide with your need to get work accomplished?**

Yes \_\_\_\_\_ No \_\_\_\_\_

If No, please comment? .....

.....

.....  
 .....  
**VI. COURSE WORK**

**The following curriculum topics in the PLP. Please rate each topic's relevancy to your work situation and training needs:**

	Not		Relevant		Strongly		Not		
	Relevant		Relevant		Relevant		Taken		
a. Leadership theory and style	1	2	3	4	5	6	7	8	_____
b. Study of the future	1	2	3	4	5	6	7	8	_____
c. Visioning	1	2	3	4	5	6	7	8	_____
d. Systems thinking	1	2	3	4	5	6	7	8	_____
e. Peer leadership/team development	1	2	3	4	5	6	7	8	_____
f. Problem solving	1	2	3	4	5	6	7	8	_____
g. Creativity enhancement	1	2	3	4	5	6	7	8	_____
h. Quality improvement	1	2	3	4	5	6	7	8	_____
i. Personal communication styles	1	2	3	4	5	6	7	8	_____
j. Multicultural competency	1	2	3	4	5	6	7	8	_____
k. Communications technology impact	1	2	3	4	5	6	7	8	_____
l. Myers-Briggs seminar	1	2	3	4	5	6	7	8	_____
m. Effective presentation skills	1	2	3	4	5	6	7	8	_____
n. Advanced technical/admin writing	1	2	3	4	5	6	7	8	_____
o. Time management	1	2	3	4	5	6	7	8	_____
p. Meeting and facilitation skills	1	2	3	4	5	6	7	8	_____
q. Open dialogue sessions	1	2	3	4	5	6	7	8	_____
r. Week on campus program	1	2	3	4	5	6	7	8	_____

If you could add some specific training to the program, what would it be?

If you could delete a portion of the training from the program, what would it be?

**VII. ADVISORS ASSIGNED TO THE FIELD**

**(For persons with technical oversight of field advisors.)**

**1. Please rate the effectiveness of the extension of the PLP to those in a field advisor role.**

Excellent 1 2 3 4 5 6 7 8 Poor

What key positive or negative factors earned the PLP this rating? .....  
 .....  
 .....

**2. Should field advisor participation in PLP training be expanded?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**3. In what ways could the Leadership training component be made more relevant and useful to field advisors and their supervisors? .....**

.....  
 .....  
 .....

4. **Western Consortium PLP Fellows enjoy a two-year contract with extension only by exception. In your view, is that sufficient for overseas assignments?** Yes \_\_\_\_ No \_\_\_\_

If No, what should be a minimum overseas assignment period? \_\_\_\_\_

5. **In terms of organizational and logistical support, have you experienced problems in the following areas?**

Clarity of role	Yes ____ No ____
In-country clearances	Yes ____ No ____
Personnel ceilings	Yes ____ No ____
Timely arrival	Yes ____ No ____
Access to funds to provide local support	Yes ____ No ____

Please comment on those areas marked Yes: .....

.....

.....

.....

### VIII. PROGRAM FUNDING

1. **How would you rate the cost of obtaining an advisor under this program?** .....
- .....
- .....
- .....

2. **Have you experienced problems in getting program funding for the advisors assigned in your area?** Yes \_\_\_\_ No \_\_\_\_

If Yes, please comment: .....

.....

.....

.....

3. **Has the advent of the Field Support system helped or hindered getting an advisor assigned? (For field assigned personnel only)** .....
- .....
- .....
- .....

4. **Has the reporting of field support expenditures been sufficient to your needs? (For field assigned personnel only)** Yes \_\_\_\_ No \_\_\_\_

If No, please comment: .....

.....

.....

.....

5. **Does the fact that Fellows now count against global ceilings only, make a difference in your ability to utilize fellows?** Yes \_\_\_\_ No \_\_\_\_

Please comment: .....

.....

.....

.....

**IX. PLP MODIFICATIONS**

1. **Based on your experience with the program, what, if any, modifications should be made in the purpose and objectives of the PLP:** .....

.....

.....

.....

2. **In your view, would it be logical and cost beneficial to begin a Leadership "Cohort" every other year rather than every year as it is now?      Yes \_\_\_\_\_ No \_\_\_\_\_**

Please comment on your answer: .....

.....

.....

.....

**X. GENERAL COMMENTS**

**Thinking about PLP's goals, design, strengths and weaknesses as you have experienced them, please comment generally on the program and improvements you would like to see made:**

## **APPENDIX D**

### **Survey Analyses**

#### **D.1 Washington Based Fellows**

#### **D.2 Direct Hire Participants**

#### **D.3 Staff and Management**

Graphics from Appendix D available in hard copy

## **APPENDIX E**

### **List Of Western Consortium Fellows**

Available in hard copy

## **APPENDIX F**

### **Illustrative Budgets For Domestic and Overseas Participants**

Available in hard copy

## APPENDIX G

### Individuals Contacted

**USAID MANAGEMENT/STAFF** (Completed questionnaire, participated in focus group, and/or interviewed directly or by telephone)

Maria Busquets, Deputy Chief, Communication, Management and Training Division,  
G/PHN/POP/CMT

Robert Clay, Deputy Director, Office of Health, G/PHN/NH

Gary Cook, Deputy Director, Office of Population, G/PHN/POP

Richard Cornelius, Acting Director, Office of Field and Program Support, G/PHN/OFPS

Dale Gibb, Special Assistant, Office of Health, G/PHN/HN/OD

Marge Horn, Deputy Chief, Research Division, G/PHN/POP/R

Roy Jacobstein, Chief, Communication, Management and Training Division,  
G/PHN/POP/CMT

Ray Kirkland, Director, Office of Population Health and Nutrition, REDSO/WCA

Elizabeth Maguire, Director, Office of Population, G/PHN/POP

Margaret Neuse, Director, Population, Health and Nutrition, USAID/Bangladesh and former  
Deputy Director, Office of Population, G/PHN/POP

Bonnie Pedersen, Deputy Chief, Family Planning Services Delivery Division,  
G/PHN/POP/FPSD

Scott Radloff, Deputy Director, Office of Population, G/PHN/POP

Jeff Spieler, Chief, Research Division, G/PHN/POP/R

Ellen Starbird, Chief, Policy and Evaluation Division, G/PHN/POP/PE

Charlotte Urekroy, Cognizant Technical Officer, Communication, Management and  
Training, Division, G/PHN/POP/CMT

Ken Yamashita, Health Policy and Reform, G/PHN/HN/HPR

**WASHINGTON-BASED NON-DIRECT HIRE PLP PARTICIPANTS** (Completed questionnaire, participated in focus group, and/or interviewed either as fellow or as other non-direct hire PLP participant )

Pamela Allen, Advisor in Policy Research and Communication, G/PHN/POP/PE

Felice Apter, Research Advisor, G/PHN/POP/R,

Naomi Blumberg, Advisor in Contraceptive Logistics Management, G/PHN/POP/CLM

Allen Bornbusch, AAA Fellow, G/PHN/POP/PE

Sandra Buffington, Advisor in Training/Communications, G/PHN/POP/CMT

Deborah Caro, Advisor in Service Delivery, G/PHN/POP/FPSD

Kristen Cooney, Coordinator, for Donor and External Affairs, G/PHN/OFPS  
Anastasia Gage, Advisor in Demography, G/PHN/PE  
Joanne Grossi, Advisor in Training, G/PHN/POP/CMT  
Sarah Harbison, Technical Advisor for AIDS and Child Survival (Research),  
G/PHN/POP/R  
Steve Hawkins, Advisor in Contraceptive Logistics, Management, G/PHN/POP/CLM  
Lenni Kangas, Technical Advisor, Africa Bureau, AFR/TR/SPA  
Mihira Karra, Research Advisor, G/PHN/POP/R  
Monica Kerrington, Advisor in Training and Communications, G/POP/POP/CMT  
Timothy Meinke, Coordinator for the Common Agenda, G/PHN/OFPS  
Maureen Norton, Advisor in Family Planning Service Delivery, G/PHN/POP/FPSD  
Willa Pressman, Regional Program Coordinator for Europe and Newly Independent States,  
G/PHN/OFPS  
Estelle Quain, Advisor for Training, Communications, and Management, G/PHN/POP/CMT  
Karen Ringheim, Research Advisor, G/PHN/POP/R  
Zynia Rionda, Technical Advisor for Asia and Near East Bureau, ANE/SEA  
Diane Sherman, Advisor for Communications and Outreach, G/PHN/POP/OD  
Krista Stewart, Senior Technical Advisor in Residence (STAR), G/PHN/POP/PE  
Wyman Stone, Coordinator for Field Support Systems, G/PHN/OFPS  
Isabel Stout, Advisor in Family Planning Service Delivery, G/PHN/POP/FPSD  
Abdi Wardere, Advisor in Family Planning Service Delivery, G/PHN/POP/FPSD

**FIELD-BASED FELLOWS** (Completed questionnaire and/or interviewed as fellow)

Michelle Folsom, Technical Advisor, REDSO/ESA  
Kirk Lazell, Population, Health and Nutrition Advisor, REDSO/WCA  
Anne Peniston, Reproductive Health Advisor, USAID/Nepal  
Helene Rippey, Technical Advisor, USAID/Morocco  
Melinda Wilson,, Reproductive Health Advisor, REDSO/ESA  
Susan Woolfe, Technical Advisor, USAID/Benin

[Deborah Caro, Technical Advisor, USAID/Bolivia (Currently based in Washington, but having spent time in Bolivia, provided information from field perspective)]

**GRADUATED FELLOWS** (Completed questionnaire and/or interviewed by telephone)

Craig Carlson, American Association of Health Plans, Washington, D.C.  
Richard Cincotta, Population Action International, Washington, D.C.  
Anne Wilson, Program for Appropriate Technology for Health (PATH), Washington, D.C.

**DIRECT HIRE PLP PARTICIPANTS** (Completed questionnaire, participated in focus group, and/or interviewed as PLP participant)

Al Bartlett (CDC), Child Survival Advisor, G/PHN/HN/CS  
Bonita Blackburn, Contraceptive Logistics Management Officer, G/PHN/POP/CLM  
Eunyong Chung, Nutrition and Maternal Health Officer, G/PHN/HN/NMH  
Robert Clay, Deputy Director, Office of Health/Nutrition, G/PHN/HN/OD  
Gary Cook, Deputy Director, Office of Population, G/PHN/POP/OD  
John Crowley, Acting Division Chief, Contraceptive Logistics Management, G/PHN/POP/CLM  
Lynn Gorton, Regional Coordinator for Asia and Near East, G/PHN/OFPS  
Carl Hawkins, (CDC), Contraceptive Logistics Management, G/PHN/POP/CLM  
Joyce Holfeld, Director, Office of Field and Program Support, G/PHN/OFPS  
Marge Horn, Research Officer, G/PHN/POP/R  
Roy Jacobstein, Division Chief, Communications, Management, and Training, G/PHN/POP/CMT  
Mariam Labbok, Division Chief, Nutrition and Maternal Health, G/PHN/HN/NMH  
Mark Rilling, Contraceptive Logistics Management Officer, G/PHN/POP/CLM  
Elizabeth Schonecker, Policy Officer, G/PHN/POP/PE  
Jeff Spieler, Division Chief, Research, G/PHN/POP/R  
Ellen Starbird, Division Chief, Policy and Evaluation, G/PHN/POP/PE  
Ken Yamashita, Division Chief, Health Policy and Reform, G/PHN/HN/HPR

**WESTERN CONSORTIUM FOR PUBLIC HEALTH, POPULATION LEADERSHIP PROGRAM STAFF/CONSULTANTS**

(Visited in California during the week of February 16, 1998.)

**PLP, Santa Cruz, California**

James P. Williams, Project Director  
Nicole Lordi, Project Associate  
Brenda Rutter, Senior Computer Specialist

**PLP, Berkeley, California**

Susan Lavezzoli, Deputy Project Director  
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Charlene Dalrymple, Administrative Secretary  
Deborah Zippel, Administrative Assistant

**Center for Health Leadership, Oakland, California**

Carol Woltring, Director

Barry Kaplan, Program Coordinator  
John Lammers, Curriculum Coordinator (Consultant)

**Public Health Institute, Berkeley, California**

Joseph M. Hafey, President and CEO  
Paula Taubman, Vice President, Administration  
Patricia Spear, Director, Grants and Contracts  
Diana Pascual, Director, Human Resources  
Ralph McKinnon, Controller  
Jim Simpson, General Counsel

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