



Leadership Development Program (LDP)

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

SHORT-TERM TECHNICAL ASSISTANCE REPORT

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AND

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ACRONYMS

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

ABSTRACT

This is a report on the Short-Term Technical Assistance (STTA) provided by Training Resources Group, Inc. (TRG) from 21 February through 12 March. The objective of this STTA was to launch the Leadership Development Program (LDP) and deliver the first of three courses, *Course 1: Leading Strategically*.

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

SUMMARY OF RECOMMENDATIONS

Within the next month:

- Flagship and MoH Counterparts to select two to four (2-4) Master Trainers (preferable) from among MoH staff to co-deliver the three LDP courses in 2010-2011. Master Trainers should have completed the Training of Trainers (ToT) and Advance ToT or be willing to attend a ToT.
- Select three to six (3-6) Mentors (one or two for each training cohort) from among MoH staff to coach and provide support throughout the LDP. Mentors should attend each course and be willing to spend time in between courses to provide support to their participants on the application of skills and implementation of a Leadership Change Initiative project.
- Finalize the delivery dates for the three LDP courses for all three training cohorts in 2010-2011.
- Continue to advertise the LDP application on the MoH web site and select 15 participants each for cohorts 2 and 3.
- Create a place for LDP documents and articles, to post on the MoH web site and make widely available to MoH staff.

Within the next six months:

- Incorporate the role of MoH Master Trainers and Mentors into their work responsibilities.
- Ensure the MoH Master Trainers and Mentors have the time to fulfill their responsibilities within the LDP. Review the schedule of course deliveries and other duties and carve out time for fulfillment of the responsibilities.
- Maintain the web site and identify and contribute content to the web site (resources and articles on leadership, etc.).
- Identify relevant topics for the stand-alone modules to be developed.
- Collect information on performance management opportunities and challenges and develop realistic scenarios that can be used in *Course 2: Managing Performance*.

Within the next year:

Develop a strategy for institutionalizing the LDP within the MoH.

- Identify a cadre of MoH staff from amongst the participants who can lead a MoH LDP.

SECTION I: INTRODUCTION

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

The Flagship Project Leadership Development Program (LDP) is part of a comprehensive capacity strengthening program for the Ministry of Health (MoH), health education institutions, and NGOs in Palestine. The LDP develops a cadre of leaders within the Palestinian health sector who are committed to improving the leadership and management practices that will allow them to lead the way for health sector reforms needed to improve quality, sustainability, and equity in the Palestinian health sector.

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

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

The LDP develops leaders who are able to:

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

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

Prior to the course, participants complete a self-assessment inventory that helps them to identify individual strengths and limitations and to establish personal learning goals for the

program. They use a leadership journal to reflect on their learning, the application of new knowledge and skills, and progress towards learning goals.

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

The three LDP courses include:



Course 1: Leading Strategically

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

Course 2: Managing Performance

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

Course 3: Leading Effective Teams

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

LDP competencies include the following:



This report contributes to Flagship Project Component I, Objective I.1 of the Flagship Project: Improve good governance and management practices in the Palestinian health sector. This consultancy also contributed to the MoH IDP module number 15, Training and fellowship program in health administration and management program for the public sector.

SECTION II: ACTIVITIES CONDUCTED

I. LDP DELIVERY, COURSE I: LEADING STRATEGICALLY

The consultants and Module 15 Team members from the MoH and Flagship staff launched the LDP with *Course 1: Leading Strategically* for cohort 1. The Minister of Health, Dr. Fathi Abu Moghli, officially opened the course and expressed his support for the program. Deputy Chief of Party Rebecca Sherwood also gave opening remarks from the Flagship project. They recognized that, for health sector reform to succeed in Palestine, the MoH and its partners in health service delivery must have strong and effective leaders. The LDP contributes to that goal and provides opportunities for leaders within the MoH and NGOs to learn and apply new leadership skills, identify opportunities for change and lead effectively through the change process for greater results and efficiency. Specific objectives for Course 1 included:

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

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

The four-day course was held at the Grand Park Hotel in Ramallah from 8-11 March and ran from 9:00 am to 2:00 pm each day.

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

Course Participants

A total of 20 people attended the course; 18 participants from the MoH and two participants from UNRWA. Among the participants were potential MoH Master Trainers, who attended in order to learn the content to be able to co-deliver the course themselves in the coming months. Module 15 Team members Aisha Mansour and Basima Al Amleh-Joudeh also attended part of the training as observers/participants.



Course Sessions and Activities

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

- Learn principles to be a more effective leader
- Give me experience to lead the group of my unit to change and achieve some improvements

Some of the expectations for the trainers included:

- Help me to know my weaknesses and strengths related to being a good leader; to help us in health system reform
- Give us continuous support and consultation if required after the course

See Attachment 1 for D. Participant Expectations Cohort 1.

Course 1 included the following session topics:

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

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

- Leadership and Management Framework (John P. Kotter)
- Eight Steps to Leading Change (John P. Kotter)
- Strategic Thinking (Rosabeth Moss Kanter)
- Strategic Influencing (Rosabeth Moss Kanter)
- Managing Change at Work (Scott & Jaffe)

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

participants with opportunities to learn and practice new skills in the context of the training, so that they were able to gain confidence in their ability to use the skills when they return to their jobs.

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

STRATEGIC PRIORITY FOR LEADERSHIP CHANGE INITIATIVE PROJECT	NAME
Create clear and coherent system for following up, monitoring and evaluation of projects and programs of the National Health Strategy 2011-2013	Barraq Jomaa Basima Al Amleh-Joudeh
Establish a biomedical accreditation center for medical equipment at the national level – PACME (Palestinian Accreditation Center M for Medical Equipment)	Ibrahim Elian
Involve the internal control to work with other units in the MOH as one	Khalida Khalid
Develop managerial skills among nursing administrators and supervisors at the MoH	Aida Zawahra
Reform and update the documentary information system in all hospital sections	Tariq Sarahna
Develop an effective high quality leading and supervision at my hospital	Mazin Ashkar
Enhance coordination among health stakeholders	Maria Aqraa
Improve quality of HC services	Ahmad Alhour
Enhance the Quality Assurance system in the medical laboratories of primary health care centers	Mohammed Shahwan
Do an electronic program for easy reference of laboratory medical tests of follow up of patients in government hospitals	Basem Aburob
Create a department for infection control in the Jenin government hospital/decrease the nosocomial infection in the hospital	Fatima Khalaf
Construct a new building (health center) to respond to the needs of the local community	Adnan Qarmash
Distribute x-ray equipment according to standards	Issam lyrot
Make a protocol for dispensing narcotic drugs in the private hospitals in Palestine	Safa' Blaibleh
Improve communication between MoH departments and outside	Ayman Zeid
Introduce e-learning technology as a valid and teaching learning approach	Kholoud Hardan
Qualify and upgrade practical nurses at my hospital (from a two year diploma to a BA degree)	Rami Elayyan

STRATEGIC PRIORITY FOR LEADERSHIP CHANGE INITIATIVE PROJECT	NAME
Develop a preventive program for dental caries for the school students in the West Bank	Khalid Alekel
System for monitoring completed project of the MoH	Shatha Tofaha
Implement an institutionalized Leadership Development Program within the MoH	Ola Aker

Course Evaluation Summary

Participants provided their feedback in an evaluation form at the end of the course. In general the feedback was very positive. Participants also offered constructive comments for improvements for future course deliveries.

See Attachment 1 for E. Course Evaluation Summary Cohort 1.

II. MEETING WITH MODULE 15 TEAM AT THE MOH

The Module 15 Team welcomed us to Nablus for a meeting on 1 March to discuss the launch of the LDP. The consultants joined Nadira Sansour and Mohammad Khalaf for a meeting with team members Aisha Mansour, Barraq Ghazi Jumaa, and Ola Aker. Specific issues discussed at this meeting included the participation of MoH leadership at the opening session of the first LDP course, the MoH recruitment process for LDP course participants, MoH identification of LDP Master Trainers and Mentors from among their staff, the calendar for deliveries of Course 2 and Course 3 of the LDP, the development of additional stand-alone training modules to supplement the three LDP courses, the establishment of an LDP web site within MoH with support from Flagship and the institutionalization of the LDP within the MoH.

See Attachment 2 for the Roles and Responsibilities of the Master Trainers and Mentors.

III. SITE VISIT TO AUGUSTA VICTORIA HOSPITAL (AVH)

Consultants and Flagship staff conducted a site visit to AVH in Jerusalem on 4 March and met with Dr. Tawfiq A. Nasser, Chief Executive Officer and Atif Al Rimawi, Director of Administration and Human Resources. The visit provided an opportunity to discuss the objectives and launch of the LDP as well as to gather information on leadership opportunities and challenges from the perspective of NGO partners. Dr. Nasser provided valuable insight and pledged his support for such leadership training opportunities, along with assurance that Mr. Al Rimawi and other AVH staff would be able to take part in the program.

During this meeting, Dr. Nasser and Mr. Al Rimawi shared some of the history of AVH and the current management structure. Since 1977, AVH has operated with a Board of Directors with Dr. Nasser serving as Chief Executive Officer. Dr. Nasser emphasized the

importance of having a strong management team, strong mentorship programs, good channels of communication and top-down commitment for program and culture change initiatives. He also spoke about ongoing change management initiatives at AVH. The group discussed the relative advantages of having training programs specifically for senior level managers and having separate training programs for MoH and NGO staff.

IV. MEETINGS WITH FLAGSHIP STAFF

Consultants participated in several meetings with Flagship staff during the site visit in order to conduct short-term planning for the launch of the LDP and other site visit and to conduct longer-term planning for LDP initiatives including institutionalization of the LDP within MoH.

SECTION III: FINDINGS, RECOMMENDATIONS, AND NEXT STEPS

A. Findings

- The MoH has instituted a transparent process to advertise and select participants for training courses, workshops and fellowships, including the LDP. All leaders and managers with the ministry are given the chance to apply for the program. This has helped to create a diverse, enthusiastic and committed pool of participants.
- Short training days (9:00-2:00) challenge the trainer team's ability to meet the needs of the participants and cover course content in the limited time available.
- The MoH is supportive, active and committed to the LDP. Their administrative and management support of the program is much appreciated and will help ensure the long-term success of the program.

B. Recommendations

- Ensure participants who are selected for the second and third cohorts are in a supervisory role so they benefit the most from course content.
- Select participants well in advance of the start of the course so they have time to complete pre-coursework.

C. Next Steps

- Revise and refine *Course 1* materials for the next delivery.
- Continue to gather data to design and develop *Course 2: Managing Performance*, incorporating the information provided by the Module 7 Team on performance management/performance improvement.
- Finalize LDP schedule of courses for 2010-2011.
- Develop content and send for the MoH web site (summary articles on leadership topics).
- Develop stand-alone modules on key topics/sessions from course content that can be tailored for different audiences and delivered by MoH Master Trainers.

ANNEX A: SCOPE OF WORK

SOW Title: Leadership Development Program (LDP)

SOW Date: February 22-March 12

SOW Status: Draft

Consultant Name: Maura Fulton and Paul Purnell

Job Classification: Short-Term (US expatriate) Consultant

Reporting to: Nadira Sansour, Program Officer

I. Flagship Project Objective

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

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

II. Specific Challenges to Be Addressed by this Consultancy

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

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

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

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

III. Objective of this Consultancy

The objective is to continue the implementation of the Leadership Development Program (LDP) and deliver *Course 1: Leading Strategically* for cohort 1 (20 participants).

IV. Specific Tasks of the Consultant

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

- A. **Background Reading Related to Understanding the Work and Its Context.** The Consultant shall read, but is not limited to, the following materials related to fully understanding the work specified under this consultancy:
- Palestinian Reform and Development Plan (2008-2010)
 - Ministry of Health Institutional Development Plan (2009)
 - Flagship Project Year 1 Annual Report (2009)
 - Trip Reports from TRG STTA trips in June, August, and November 2009.
- B. **Background Interviews Related to Understanding the Work and Its Context.** The Consultant shall interview, but is not limited to, the following individuals or groups of individuals in order to fully understand the work specified under this consultancy:
- Consultants would benefit by having discussions with Linda Spink and Maura Fulton, TRG, to understand the background and context of the project as well as with Ziad Abdallah, Component Director, and Nadira Sansour, Flagship Program Officer.
- C. **Tasks Related to Accomplishing the Consultancy's Objectives.** The Consultant shall use his/her education, considerable experience and additional understanding gleaned from the tasks specified in A. and B. above to:
- Conduct a meeting/workshop for MoH and Flagship staff to officially launch the Leadership Development Program (LDP);
 - Deliver *Course 1: Leading Strategically* for cohort 1 (20 participants);
 - Coordinate and conduct planning meetings with local training partner Juzoor to create linkages and determine areas of collaboration for support of each cohort's learning and application of skills between courses;
 - In the event that new priority tasks are introduced during the consultancy, the consultant will work with the Flagship project staff to revise the tasks and expected products to accommodate for the new priorities.
 - In addition to the above-listed tasks, the Flagship Project welcomes additional contributions and creative ideas in support of the Flagship objectives.
 - The consultant is encouraged to support the identification of additional STTA and scopes of work to help accomplish Flagship goals and objective where possible.

V. Expected Products.

Within three days of the consultant's arrival (unless otherwise specified), the consultant should provide the methodology for successfully completing the work (using Annex I: STTA Methodology). The substance of, findings on, and recommendations with respect to the above-mentioned tasks shall be delivered by the Consultant in a written report, policy statement, strategy, action plan, etc.

for submission to USAID (using Annex II: the Flagship-provided STTA report template). A draft of this report is due no later than 3 business days prior to the consultant's departure (unless otherwise specified) and final no later than 10 business days after the consultant's departure.

VI. Timeframe for the Consultancy.

The timeframe for this consultancy is on or about February 22 and will conclude on or about March 12.

VII. LOE for the Consultancy.

The days of level of effort are estimated to be two (2) days for travel; eighteen (18) days for work in West Bank; and four (4) days for work outside of West Bank and Gaza. Unless otherwise specified, up to two (2) days may be allocated for preparation of the work and up to two (2) days upon conclusion of work in West Bank to complete the assignment.

VIII. Consultant Qualifications.

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

Educational Qualifications

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

Work Experience Qualifications

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

ANNEX B: ASSIGNMENT ACTIVITIES

Week One

Sunday

21 February Arrived in Ramallah

Monday-Tuesday

22-23 February	Participated in meetings and working sessions with our Flagship counterpart Nadira Sansour, Program Officer, and other Flagship staff to focus the trip, finalize activities and prepare for the launch of the LDP. Also began to identify additional contributions TRG could make to the Flagship project and to IDP Module 15 activities.
Wednesday 24 February	Met with Nadira Sansour and Ziad Abdullah to discuss the STTA methodology and activities and the progress of the LDP. Consulted on additional ways in which TRG can contribute to the project's objectives in the areas of education and curriculum development, training, and organizational development.
Thursday 25 February	Prepared for the delivery of <i>Course 1: Leading Strategically</i> . Communicated with Flagship staff on the production of course materials.
Friday 26 February	<i>Holiday</i> Developed the role/responsibilities of the Master Trainers and the plan for supporting participants between courses.
Saturday 27 February	Prepared for March 1 meeting with the MoH Module 15 Team as well as continued preparation for the delivery of <i>Course 1</i> .
Sunday 28 February	Rest Day
Monday 1 March	Met with Module 15 Team members of the MoH; Aisha Mansour, Barraq Ghazi Jumaa and Ola Aker in Nablus to discuss the launch of the LDP and selection of MoH participants. Discussed and clarified the role of Master Trainers in the implementation of the LDP and arrived at an agreement with MoH to establish an additional support role of Mentors. Further explored ways in which TRG can help MoH leadership use and adapt the LDP for a similar program to be institutionalized within the Ministry. Explored the establishment of a leadership website at MoH to which TRG can contribute articles and other resources on leadership topics.
Tuesday 2 March	Met with Rebecca Sherwood, Deputy Chief of Operations of Operations, and Nadira Sansour, to discuss additional ways that TRG can contribute to the project's objectives. Agreed that TRG would conduct a two-hour session for project staff on March 5 based on the concept of the <i>World Café</i> . Began preparation for the <i>World Café</i> .

Wednesday 3 March	Prepared for 4 March site visit to Augusta Victoria Hospital (AVH). Continued to work on preparations for the <i>World Café</i> .
Thursday 4 March	Conducted a site visit to AVH in Jerusalem. Met with Dr. Tawfiq A. Nasser, Chief Executive Officer and Atif Al Rimawi, Director of Administration and Human Resources. Updated Dr. Tawfiq and Atif on the objectives and progress of the LDP. Discussed strategies for implementation of the LDP and the continued participation of AVH staff and other representatives of the NGO community. Completed preparation for the <i>World Café</i> . Conducted a site visit to the Grand Park hotel, the venue for the March 8-11 delivery of <i>Course 1</i> .
Friday 5 March	Conducted the <i>World Café</i> for approximately 52 Flagship staff.
Saturday 6 March	Finalized preparations for the delivery of <i>Course 1: Leading Strategically</i> .
Sunday 7 March	Rest Day
Monday-Thursday 8-11 March	Deliver <i>Course 1: Leading Strategically</i> .
Friday 12 March	Depart Ramallah

ANNEX C: CONSULTANT CV

MAURA J. FULTON

Maura J. Fulton is a skilled international development practitioner, facilitator and trainer with over 17 years of experience in organizational strengthening, leadership development, participatory community development, and program implementation for education, health and civil society. She has worked across the Commonwealth of Independent States, the Middle East, Asia, and Africa implementing programs and workshops with the U.S. government and nongovernmental organizations (NGOs). Ms. Fulton has extensive experience designing and delivering organizational

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capacity-building activities such as retreats, workshops, and trainings for national and international organizations tailored to meet their unique needs. She specializes in participatory and strength-based approaches to strategic planning, staff development, program development, project design and evaluation, and cross-cultural communication and integration. Ms. Fulton has been engaged in a number of start-up activities, helping to establish programmatic procedures, build teams and create training strategies, including the first Peace Corps program in the Republic of Georgia.

PROFESSIONAL EXPERIENCE:

Consultant/Trainer/Facilitator

Training Resources Group, Inc. /Arlington, VA

2007 – present

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

- Currently the technical lead for the Palestine Health Sector Reform Project (the “Flagship Project”), a five-year capacity-building project in the West Bank/Gaza. Designed and implements a comprehensive and dynamic Leadership Development Program (LDP) for 60+ senior leaders from across the health sector. The LDP is comprised of a series of three courses, reading assignments and a change initiative project and is based on leadership competencies agreed upon with Ministry of Health leadership.
- Led a strategic planning session for senior leadership of Amideast, a private nonprofit organization, helping to identify and select programmatic priorities.
- Co-facilitated a start-up workshop for a USAID-funded project in Iraq, the *Iraq Rapid Assistance Program*. The workshop engaged senior USAID, Department of State, and Baghdad-based staff in team building and planning sessions that launched the program and established operating procedures for implementation.
- Facilitated a week-long workshop for 70+ participants from ten African nations under the USAID-funded project Health Systems 20/20. The workshop was a practical, action-oriented event that helped countries move forward to establish or scale up a nationwide health insurance scheme.
- Designs and facilitates the annual retreat for the USAID Water Team. The focus of the retreats are to enhancing the team’s understanding of the role that water plays in (and is impacted by) the US administration’s priority issues (in 2010 this included both climate change and food security strategies).
- Facilitated a retreat for the World Bank’s Independent Evaluation Group - Corporate Global and Methods Group (IEG-CG) to strengthen teamwork and improve work practices.
- Co-facilitated a leadership forum for Action Aid International, a southern-based NGO, bringing together women leaders from over 40 countries. The forum was experiential and participatory and served to establish an action plan for women’s leadership strategies for the organization as a whole.
- Partnered with subject matter experts to design and deliver intensive training programs for veterinarians under the USAID-funded project, *Stamping Out Pandemic and Avian Influenza (STOP AI)*. Work included training of US-based technical experts for deployment to overseas missions and conducting an assessment trip to devise a training strategy and plan for the Mission in Ghana, and co-facilitating multiple training events in Ghana, Georgia, and the Ukraine.

- Delivered a series of comprehensive five-day leadership and management skills training throughout the year to State Department employees at the Foreign Service Institute (FSI). Also facilitated sessions in customer-focused management for FSI.
- Designs and delivers a series of Leadership Development fora for one of the largest PEPFAR-funding recipients, the Reproductive Health & HIV Research Unit (RHRU) based at Witwatersrand University in Johannesburg, South Africa. Provides ongoing organizational development support such as retreat facilitation and leadership and management coaching.
- Re-designed the cross-cultural session for the Pfizer Global Health Fellows (GHF) Program Training and Orientation, aimed at helping Fellows prepare for their cross-cultural experience. Reviewed the existing design and content for the training, and revised it by restructuring the training day and updating materials. Delivers the session twice a year to groups of 20-25 Fellows.
- Provided capacity-building technical assistance and training on a USAID-funded project in Pakistan, *Districts That Work (DTW)*. Work included the design and facilitation of workshops aimed at building and institutionalizing the capacities of Local Government Training Institutions (LGTI) so that they can provide specialized services such as training and consulting services to local governments. Also led a project review and staff retreat for DTW leadership and a workshop on case study research and writing for LGTI staff in four local provinces.

Executive Director

Peace Corps Encore!/Washington, DC

2005 – 2007

Set the organization's strategic direction and managed program initiatives responsive to partner needs, while overseeing daily operations and administration. Established a strategic alliance with United Way International (UWI) and their donors and local partners to support long-term tsunami recovery efforts in India and Indonesia. Designed, developed and delivered comprehensive orientation programs for expert consultants as well as implemented volunteer management workshops for partner organizations.

National Program Director

City Year, Inc./Boston, MA

2005

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

Associate Peace Corps Director/Programming and Training

United States Peace Corps/Thailand and Republic of Georgia

2000 – 2004

Managed the design and implementation of all Peace Corps programs, pre-service and in-service training events, content workshops and staff retreats. Led a strategic planning process and the revision of education sector programs and established a new organizational development program. Implemented project plans, developed training sessions, manuals and handbooks. Collaborated with government ministries at the national, district, and local levels to assess community priorities, develop and evaluate projects, and select suitable placements for volunteers. Established the first Peace Corps program in Georgia, set programmatic policies, and established formal cooperative partnerships with Georgian ministries as well as informal partnerships with organizations such as IREX, Project Harmony, Civic Education Project, and the English Teachers Association of Georgia.

Community Development Program Manager

**International Rescue Committee/ Zugdidi, Republic of Georgia
2000**

Trained, coordinated, and supervised a team of 30 Georgian staff across four field offices working in participatory development methodology, grants management, and project leadership. Introduced to staff team the organization's revised logic model to improve project planning and evaluation. Managed all aspects of community development program design, implementation, and evaluation under multiple donor grants (USAID, ECHO, BPRM, Stichting Vluchteling). Mobilized resources to implement multi-sectoral interventions that leveraged Georgian communities' strengths and addressed development priorities.

**Participatory Development Consultant
AED/Washington, DC** **1997 – 2000**

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

**Technical Trainer/Teacher/Community Development Worker
United States Peace Corps/Federated States of Micronesia** **1995 – 1997**

Developed, conducted, and evaluated technical component of two pre-service trainings for diverse group of education volunteers. Designed and delivered communicative language learning activities to over 100 primary school students; led monthly teacher training workshops for school staff of 15. Built effective partnerships with chiefs and villagers in remote outer island atoll of 400.

**Language and Cross-Cultural Trainer
Interactive Learning Systems /Atlanta, Georgia - Overseas Training Center/Osaka,
Japan** **1992 – 1995**

Designed, conducted, and evaluated individualized English language training for over 800 Vietnamese refugees and corporate Japanese clients. Supervised English business writing courses for Japanese professionals

EDUCATION

M.A. International Development, Ohio University; Athens, Ohio
B.S. Mass Communications, Towson State University; Towson, Maryland
Certification: Women's Studies, Ohio University; Athens, Ohio
Appreciative Inquiry: University of Calgary, Calgary, Canada
Myers-Briggs Type Indicator (MBTI); Fairfax, Virginia

PAUL C. PURNELL

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

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

PROFESSIONAL EXPERIENCE

Training Resources Group, Inc.

Senior Consultant

(2005 – Present)

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

- Served on a TRG team that designed and facilitated a stakeholder conference for the Iraq Community Action Program (ICAP). The conference, held in Amman, Jordan, brought together field staff from NGO recipients of cooperative agreements, USAID staff, and implementers of related projects and programs who were working on infrastructure projects and democracy and governance issues.
- Currently providing strategic planning and team strengthening support to the USAID/West Africa Regional Mission, the USAID/Ghana bilateral Mission, and the Management Section of the US Embassy. This work addresses strategic planning, management, change leadership or teambuilding issues that are unique to each entity as well as those that arise through the interactions between the three organizations.
- Leads the TRG team that provides training support to the State Department Office of the Coordinator for Reconstruction and Stabilization (S/CRS). Assists S/CRS staff with the design and delivery of training programs to develop USG civilian capacity to prevent and mitigate conflict. Supported the development of the following training courses: Coordination for Conflict and Instability, Interagency Planning for Conflict Transformation, Interagency Reconstruction and Stabilization Response Operations, Leading Integrated Planning for Conflict Transformation and Leading and Managing Interagency Reconstruction and Stabilization Programs. Supports and assists S/CRS and consultant presenters prepare presentations utilizing adult learning principles. Assists with the ongoing update of S/CRS training programs through incorporation of lessons learned from USG stabilization and reconstruction interventions, military exercises and research and supports development of case study scenarios.
- Serves on the TRG team providing coaching and organizational strengthening support for the Office of International Programs at the USDA Forest Service. Facilitated a team building the Disaster Mitigation Program Retreat for the International Programs of the USDA Forest Service. This team planning and team building retreat was geared towards reviewing the mission and roles of the DMP, identifying staffing strategies for work, exploring communication styles and preferences and strengthening the level of teamwork within DMP. Provided coaching for mid-

level staff at USDA Forest Services to assist with transition into a new role, leveraging technical skills to benefit the regional program. Also co-facilitated the staff retreat for the International Programs unit that focused on partnerships and collaborations, working with communities, forest health and fragmentation.

- Member of the TRG team that assists the Foreign Service Institute in delivering the *Basic Leadership Skills Course* and *Intermediate Leadership Skills Courses*, for mid-level FS and GS employees of the U.S. State Department. Areas covered include: situational leadership, MBTI, listening and communication skills, performance management, time management, team development, valuing diversity, leadership styles and managing conflict.
- Assisted in the refinement of the design and delivered the *Department of Commerce Commercial Service Human Rights Training Program* for Commercial Service Officers and Foreign Service Nationals (FSNs) both domestically and internationally. The course highlighted the roles of Commercial Service officers in educating U.S. businesses about the importance of human rights, rule of law and corporate stewardship.
- Member of the TRG team that conducts training and organizational development services for the World Bank and IMF. Designed and delivered courses on interpersonal and communication skills including improving management skills, giving and receiving feedback, developing and motivating others, solving problems, and helping teams become more effective.

Social Solutions, L.L.C.

President

(2001-2004)

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

AFYA, Inc.

Vice President and Division Director

(1996-2001)

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

Executive Director, E-QUAD Solutions, Inc.

(1994-1996)

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

ES, Incorporated

Executive Vice President

(1988-1994)

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

Polaris Research and Development

Vice President

(1985-1988)

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

Independent Consultant

(1983-1985)

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

A. L. Nellum and Associates

Project Manager

(1979-1983)

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

HCS, Incorporated

Project Manager

(1976-1979)

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

Rehabilitation Counselor, State of Illinois

(1972-1975)

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

EDUCATION:

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

M.S., Rehabilitation Counseling, Southern Illinois University

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

ANNEX D: BIBLIOGRAPHY OF DOCUMENTS COLLECTED AND REVIEWED

1. Flagship Project Year 1 Annual Report (2009)
2. Flagship Year 2 Annual Implementation Plan (2010)
3. Palestinian Reform and Development Plan (2008-2010)
4. Ministry of Health Institutional Development Plan (2009)
5. Trip Reports from TRG STTA trips in June, August, and November 2009
6. Supportive Supervision Presentation
7. Harvard Business Review Article: *What Leaders Really Do* (HBR Classic) by John P. Kotter (2001).
8. Harvard Business Review Article: *Leading Change: Why Transformation Efforts Fail* by John P. Kotter (2007).
9. Harvard Business Review Article: *Leadership for Change: Enduring Skills for Change Masters* by Rosabeth Moss Kanter (2003).
10. Book: *A Force for Change: How Leadership Differs From Management* by John P. Kotter, The Free Press, A Division of Macmillan, Inc. New York (1990).
11. Book: *The Heart of Change: Real-Life Stories of How People Change Their Organizations* by John P. Kotter, Harvard Business Press (2002).
12. Book: *Managing Transitions: Making the Most of Change* by William Bridges, Da Capo Press (2003).
13. EVALULEAD: *A Guide for Shaping and Evaluating Leadership Development Programs* (The Public Health Institute, Oakland, CA, January 2005)

ANNEX E: LIST AND COPY OF MATERIALS UTILIZED DURING ASSIGNMENT

The materials below are included as attachments to this report:

Attachment 1: LDP Course I: *Leading Strategically* Materials

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

Attachment 2: Role and Responsibilities

- A. Flagship LDP Master Trainer
- B. Flagship LDP Mentor

ATTACHMENT I: LDP SCHEDULE