



LEADERSHIP DEVELOPMENT PROGRAM FOR THE MINISTRY OF HEALTH (FINAL)

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

SHORT-TERM TECHNICAL ASSISTANCE REPORT

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SECTION I: INTRODUCTION

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

This is a report on the short-term technical assistance provided by TRG from November 1-14, 2009, during which the Flagship Project:

1. Conducted the third **Leadership to Support Health Sector Reform Workshop** for 20 MoH and non-MoH participants. Participants included staff who had attended the August Training of Trainers (TOT) as well as staff from Juzoor (the local partner responsible for technical training).
2. Conducted an **Advanced Training of Trainers (TOT)** course for 11 MoH and non-MoH participants (from the previous week's leadership workshop) to enable them to conduct future leadership training workshops and support the roll-out and sustainability of the Leadership Development Program.
3. Designed and presented to Flagship staff the proposed **Leadership Development Program (LDP) curriculum** for review and input by MoH officials. The LDP Curriculum is a series of three 4-day courses that will increase the skills and competencies of senior and mid-level MoH officials and staff in the six domains identified by the MoH as exemplifying excellent leadership.
4. Developed a schedule and implementation plan for the delivery of the proposed LDP curriculum in 2010.

For more information about the consultancy, see Annex A: Scope of Work and Annex B: Activities.

This report contributes to Flagship Project Component 1, Objective 1.1 (Improve good governance and management practices in the Palestinian health sector), Task 1.1.1 (Strengthen the capacity of the Ministry of Health to implement reforms needed for improved quality, sustainability, and equity in the Palestinian health sector), and Workplan Deliverable 1.1.1. 3: Health Administration and Management Program for the Public Sector.

This consultancy also contributes to the following MoH IDP modules:

- Improve performance management (Number 7)
- Training and fellowship program in health administration and management program for the public sector (Number 15)

SECTION II: ACTIVITIES CONDUCTED DURING TDY

A. CONDUCT THE THIRD “LEADERSHIP TO SUPPORT HEALTH SECTOR REFORM” WORKSHOP

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

During the workshop, the Flagship Project worked with participants to accomplish the following objectives:

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

Workshop materials are included in Annex D, Attachment 1.

A1. Workshop Participants

The 20 course participants were from the MoH and private sector organizations and NGOs working in the health sector. The complete list of participants is included in Annex C.

A2. Workshop Outcomes

During the workshop, the Flagship Project discussed with MoH staff:

- Health Sector Reform* – Participants increased their understanding of-and their role in-the Health Sector Reform. They appreciated the opportunity to share opportunities and challenges and explore some of their own change initiatives, as well as their contributions to the overall reform.
- Review of Leadership Models* – The *Eight Step Model for Leading Transformational Change* (based on the work of former Harvard professor John Kotter) proved to be a valuable resource for framing reform efforts. Participants found the model relevant and useful to the work they are doing on their own change initiatives that support the health sector reform. They found the discussion on Kotter’s distinction between “leadership and management” useful. Participants were able to apply William Bridges’ model for transition and change and explored ways they, as leaders, can support their staff successfully through change.
- Leadership Domains, Competencies and Behaviors* - Participants indicated their priorities for future training from among the leadership domains that will be included in the LDP:

●	●	Leadership Domains
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3	12	Strategic Thinking and Planning
4	3	Decision Making
9	4	Communications
5	4	Team Development
5	6	Performance Management
4	2	Leading Change

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

This prioritization combined with the results from the previous courses will help the Flagship staff further define and develop a curriculum that meets the unique needs of MoH leadership at all levels.

- d. Guidance on Content and Training Methods – At the end of the workshop, participants provided valuable feedback and suggestions on the content of the workshop as well as on the specific training methods used. They expressed encouragement and support to make future trainings just as participatory and interactive. They were appreciative of being able to share ideas with one another and learn new tools that will be immediately applicable to their work.

A3. Workshop Feedback

Participants provided the following verbal feedback at the end of the workshop:

What Worked	What We Might Do Differently Next Time
<ul style="list-style-type: none"> • Participation • Training approach • Sharing experiences • Enough time for discussions • Opportunity to clarify key concepts • Good trainers with rich experiences • Energizing-we are ready to implement change • Opportunity to share work challenges and get feedback • It's the start of a new era for Palestine • Facilitators and participants know more about strategic change • Networking with colleagues • Having the same participant cohort as the previous TOT 	<ul style="list-style-type: none"> • More articles, handouts • Give reading materials before the course • Give a copy of the PowerPoints at the end of the course (on an read only CD-ROM) • Provide a list that includes participant's email addresses so we can stay in touch • Give more advance notice of the course dates • Change the training location

Participants offered the following written comments from the workshop evaluation forms:

Learning that was most important to me:

- How to be a good listener
- The stages of leading change
- New concepts in management and leadership
- Difference between management and leadership
- Skills and qualities of leaders

Suggestions for improvement:

- Adding more case studies from real life situations
- More specialized training
- Providing participants with pre-course assignment
- Having trainers be Arabic language speakers
- Reducing the duration of training hours per day

B. CONDUCT AN ADVANCED TRAINING OF TRAINERS (TOT) FOR MOH AND NON-MOH STAFF

The Advanced TOT was designed to provide MoH and non-MoH trainers with additional skills so they can deliver and assist in the roll-out of the LDP to the multiple levels of staff in the MoH. This course was a follow on to the previously held TOT and included the participants from that course. The course objectives included the following:

- Describe adult learning theory and the characteristics of effective training for adult learners;
- Work effectively with co-trainers to design and deliver an experiential training program;
- Establish realistic learning objectives and select appropriate training methods relevant to session content;
- Design and deliver a case study or role-play that supports learning objectives;
- Create PowerPoint slides and other training materials to support the learning process;
- Use a set of advanced facilitation skills to guide learners through a training session and to generate interaction among participants.

Workshop materials are included in Annex D, Attachment 2.

B1. Workshop Participants

Participants included 11 MoH and non-MoH leaders. The complete list is included in Annex C.

B2. Workshop Outcomes

- a. Adult Learning Theory and the Experiential Learning Cycle (ELC) - Participants reviewed the principles of adult learning and the *Experiential Learning Cycle (ELC)*; a learner-centered approach that allows participants to manage and share responsibility for their own learning.
- b. Training Methods – Participants discussed the learning domains of knowledge, skills and attitudes; practiced writing learner-centered objectives; compared and contrasted various training methods to accomplish objectives; and practiced using case studies and role-plays.
- c. Advanced Facilitation Skills - Participants honed their facilitation skills through exercises and practice discussions.

- d. *Practice Training* – Participants applied their learning in the Leadership workshop to the design and delivery of a 45-minute practice session. They worked in teams of two to plan and co-deliver the training session to their peers, using facilitation skills and appropriate PowerPoint slides and other training aids. Peers provided constructive feedback and suggestions for improvement.

B3. Workshop Feedback

Participants provided the following verbal feedback at the end of the workshop:

- The practice training session was valuable experience because participants were able to receive valuable feedback from peers on ways to improve facilitation skills.
- All of the expectations stated at the beginning of the course were met.
- Participants felt the trainers were excellent models for how to deliver effective training.
- They expressed a desire to continue to have opportunities to get together to practice their facilitation skills.
- Participants felt they had improved their facilitation skills and were now better able to engage colleagues in discussions and meetings.
- One participant expressed gratitude and the sense of responsibility she felt for sharing her new knowledge within colleagues and staff. She felt more confident in being able to lead change within her work unit.
- A participant suggested shortening the course to three days due to the additional work demands he had to juggle.

Course materials are included in Annex D, Attachment 2.

C. PRESENTATION OF PROPOSED LEADERSHIP DEVELOPMENT PROGRAM CURRICULUM

The consultants submitted a proposed Leadership Development Program (LDP) curriculum to Flagship staff for review and input by the MoH officials. The LDP curriculum includes the program overview as well as the course objectives for each of the three courses: 1) Leading Strategically, 2) Leading Effective Teams, and 3) Managing Performance. The course objectives are based on the leadership domains and competencies identified by the MoH as exemplifying excellent leadership.

The complete LDP curriculum is included in Annex D. The LDP Schedule is included Annex D, Attachment 3.)

D. ADDITIONAL ACTIVITIES

During this trip, the consultants provided assistance to Abdallah Abdallah, H.I.S. project manager, on implementing the change process for introducing the Health Information System within MoH hospitals and clinics. Using the same framework for leading change that had been introduced into the MoH, the consultants helped Abdallah identify the steps necessary to gain support and build ownership at the central and facilities level.

To assist in the development of the Flagship Project work plan and budget, the consultants drafted TRG's STTA plan for 2010 including tasks to be included in SOWs for the design and delivery of the LDP Curriculum.

SECTION III: NEXT STEPS/ACTION PLAN

This section presents the recommended next steps for the leadership development program.

A. OBTAIN MOH APPROVAL FOR THE LEADERSHIP DEVELOPMENT PROGRAM

The Flagship Project leadership will present the proposed curriculum to the MoH senior officials who originally scoped out the Leadership Domains and Competencies. This meeting will formally unveil the LDP curriculum and seek the MoH approval to proceed with the development and delivery of the Leadership Development Program.

TRG provided the LDP curriculum strategy document and summary charts to help the Flagship Project present this information to the MoH. The LDP schedule is included in Annex D, Attachment 3.

B. DESIGN THE LEADERSHIP DEVELOPMENT PROGRAM (LDP) CURRICULUM OVERVIEW AND COURSE #1

Upon receiving final approval on the submitted LDP curriculum, TRG will develop the following for LDP Course 1: Leading Strategically.

1. Detailed course design, including a trainer's guide with step by step instructions for delivering the course;
2. Participant materials;
3. A self-assessment inventory; and
4. Participants' learning journal.

In addition, TRG will develop a mock version of the Leadership Development Course web site. The Flagship Project will take this mock version, translate it into Arabic and link it to the Flagship Project web site. This web site will be the platform for posting reading assignments between courses and pre-course work that participants will complete and bring with them to the course.

ANNEX A: SCOPE OF WORK

Leadership Program Development for the Ministry of Health Staff

Partner: Training Resources Group (TRG)

General Project Overview:

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

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

Background of the SOW:

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

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

Objectives of the SOW:

The Flagship Project intends to provide senior MoH staff with a multi-session Leadership Development Program that aims at enabling the officials to envision and lead change and be champions of reform. This process started in partnership with TRG and two workshops were conducted in Ramallah for senior MoH officials to begin defining, developing, and introducing the Leadership Development Program. Following on the previous workshops and

dialogue, The Flagship Project will continue the process by collaborating with its technical partner TRG to a) continue rolling out the two-day course “Leadership to Support Health Sector Reform” by offering it to MoH officials in the Nablus and Hebron Districts b) designing and implementing Training of Trainers (TOT) workshops for MoH and non-MoH trainers in order to build a cadre of local trainers who can continue to roll-out the program in other districts and to the multiple levels of staff in the MoH c) meet with MoH and project staff to better understand the performance management system in order to continue the development of the leadership program materials related to this topic.

In order to support the sustainability of the program and to encourage participation, The Flagship Project will provide translation services during the TOT and subsequent training workshops; and will translate all relevant training materials into Arabic.

Specific Tasks/Deliverables:

NOVEMBER 1-15, 2009

The purpose of the trip in November will be: a) Continue rolling out the two-day course “Leadership to Support Health Sector Reform” by offering it to MoH officials in the Hebron District, b) Offer an advanced level Training of Trainers (TOT) workshop for 20 MoH and non-MoH trainers focusing on the development of case studies, and in order to continue to build a cadre of local trainers who can continue to roll-out the program in other districts and to the multiple levels of staff in the MoH, and c) meet with MoH and project staff to review the Leadership Development Proposed Curriculum and Courses

Participating TRG staff: Linda Spink and Maura Fulton

Deliverables:

- A two-day workshop for MoH staff on “Leadership to Support Health Sector Reform”.
- An advanced three-day TOT workshop to develop a cadre of local trainers to support the rollout and sustainability of the Leadership Development Program.
- An outline of the Leadership Development Program curriculum and courses
- A final report, including findings, lessons-learned, recommendations, participant feedback, and follow-up steps. This report will cover the two workshops, as well as other relevant meetings with the Ministry and the Flagship Project. It is required that the final report be completed in the field and submitted to USAID within 21 working days from the date of the departure of the consultant from the field.

Reporting:

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

Timing: November 1-15, 2009

TOTAL LOE Days (including travel (2 days) and preparation time in the US (3 days):

Maura Fulton: 16 days of LOE during November

Linda Spink: 16 days of LOE during November

ANNEX B: Activities

November 1:	Arrive in Ramallah
November 2-3:	Work with project team to finalize workshop materials and preparations; discuss progress and plan next steps.
November 4-5:	Conduct “Leadership to Support Health Sector Reform” Workshop for 20 MoH and non-MoH staff.
November 6:	Work with project team to capture lessons learned from the workshop, prepare for the TOT, and discuss leadership program module content.
November 7:	Do final preparations for the TOT
November 9-12:	Conduct an advanced level TOT for 11 MoH and non-MoH trainers to enable them to conduct future leadership related training workshops in order to support the roll-out and sustainability of the Leadership Development Program.
November 13:	Debrief with USAID; report writing and discussion with project staff on the LDP curriculum.
November 14:	Departure from Ramallah

ANNEX C: PARTICIPANT LISTS

Leadership to Support Health Sector Reform workshop
November 4-5, 2009
Ankars Suites Hotel, Ramallah

#	PARTICIPANT NAME	POSITION TITLE	ORGANIZATION	LOCATION	PHONE #	EMAIL
1	Abed Alra'oof Saleem	Quality Assurance Officer	Public Health Laboratory	Ramallah	0598-917599	Abedsaleem@yahoo.com
2	Rima Qanawati	Director of Programs Development	Bethlehem Arab Society for Rehabilitation	Bethlehem	0599-258760	rima@basr.org
3	Elie Shehadeh	Projects Manager	Bethlehem Arab Society for Rehabilitation	Bethlehem	0599-040159	eshehadeh@palnet.com
4	Atef Al Rimawi	Director of Administration & Human Resources	Augusta Victoria Hospital	Jerusalem	0547-951918	atif_rimawi@yahoo.com
5	Stephanie Hansel	Director of Continuing Education	Juzoor	Ramallah	054-655-1370	shansel@juzoor.org
6	Moysar Mansour	General Manager of Qalqilia Hospital	Qalqilia Hospital	Qalqilia	0598-816662	mmansoor@MoH.ps
7	Maria AlAqra'	International Relations Director	MoH	Nablus	0598-949104	alagra@yahoo.com
8	Maha Al Khatib	Training Coordinator	Juzoor	Ramallah	02-241-4488	mkhatib@juzoor.org
9	Dr. Ali Khalil Al Ramahi	General Manager of Beit Jala Hospital	Bethlehem	Bethlehem	0598-818904	alrimawiali@yahoo.com
10	Abdullah Hussein Bani Odeh	Nursing Services Manager	MoH	Nablus	0599-762970	samibaniodeh@yahoo.com
11	Samir Hussein Shalabi	Hospitality Services Manager	MoH	Nablus	0597-910198	samirshalabi71@yahoo.com
12	Barraq Ghazi Jumaa	Director of Projects Department - HPPGD	MoH	Nablus	0598-949105	barraqjumaa@hotmail.com
13	Basima Al Amleh - Joudeh	Projects Coordinator	MoH	Nablus	0599-241136	basimaMoH@yahoo.com

14	Dr. Nadim Barghouti	Training Advisor	Juzoor	Ramallah	02-241-4488	nbarghuti@juzoor.org
15	Mirabo Shammass	Lecturer at Birzeit University	Birzeit University	Ramallah	0599-844678	mshammass@birzeit.edu
16	Ammar Sbouh	Hospitals Quality Improvement Director	MoH	Nablus	0598-816718	ammal_sbouh@yahoo.com
17	Dr. Naim Abu Ghosh	Medical Officer	Unrwa	Ramallah	0599-726644	drabugosh@yahoo.com
18	Faten Tannous	Training assistant	Juzoor	Ramallah	02-241-4488	ftannour@juzoor.org
19	Dr. Abdallah Abdallah	HIS Advisor	Consultant	Ramallah	02-269-0522	aabdallah@flagshipproject.org
20	Dr. Kholud Hardan	Acting Director	MoH	Nablus	0599-224-224	ibnsina.college@yahoo.com

Advanced Training of Trainers (TOT) course
November 9-12, 2009
Ankars Suites Hotel, Ramallah

#	PARTICIPANT NAME	POSITION TITLE	ORGANIZATION	LOCATION	PHONE #	EMAIL
1	Abed Alra'oof Saleem	Quality Assurance Officer	Public Health Laboratory	Ramallah	0598-917599	Abedsaleem@yahoo.com
2	Elie Shehadeh	Projects Manager	Bethlehem Arab Society for Rehabilitation	Bethlehem	0599-040159	eshehadeh@palnet.com
3	Atef Al Rimawi	Director of Administration & Human Resources	Augusta Victoria Hospital	Jerusalem	0547-951918	atif_rimawi@yahoo.com
4	Moysar Mansour	General Manager of Qalqilia Hospital	Qalqilia Hospital	Qalqilia	0598-816662	mmansoor@MoH.ps
5	Maria AlAqra'	International Relations Director	MoH	Nablus	0598-949104	alaqra@yahoo.com
6	Abdullah Hussein Bani Odeh	Nursing Services Manager	MoH	Nablus	0599-762970	samibaniodesh@yahoo.com
7	Barraq Ghazi Jumaa	Director of Projects Department - HPPGD	MoH	Nablus	0598-949105	barraqjumaa@hotmail.com
8	Basima Al Amleh - Joudeh	Projects Coordinator	MoH	Nablus	0599-241136	basimaMoH@yahoo.com
9	Mirabo Shammas	Lecturer at Birzeit University	Birzeit University	Ramallah	0599-844678	mshammas@birzeit.edu
10	Ammar Sbouh	Hospitals Quality Improvement Director	MoH	Nablus	0598-816718	ammal_sbouh@yahoo.com
11	Dr. Naim Abu Ghosh	Medical Officer	Unrwa	Ramallah	0599-726644	drabugosh@yahoo.com

ANNEX D: MATERIALS DEVELOPED DURING CONSULTANCY

Leadership Development Program Curriculum USAID Palestinian Health Sector Reform Project (The Flagship Project)

Overview

The Leadership Development Program (LDP) Curriculum is comprised of an integrated series of three (3) four-day courses designed and delivered over an 18 month period (December 2009-June 2011). The three courses included in the LDP Curriculum are:



Combined, these three courses will increase the skills and competency of senior and mid-level Ministry of Health (MoH) and NGO staff in the following six domains. The Minister of Health, Deputy Minister of Health and other senior MoH leaders have determined this set of leadership domains to exemplify excellent leadership.

1. Strategic Thinking and Planning
2. Decision Making
3. Communications
4. Team Development
5. Performance Management
6. Leading Change

Successful completion of all three courses within the LDP curriculum will result in a certificate from the MoH recognizing the accomplishment of the participants and distinguishing them as Exemplars of Leadership.

Participation in the LDP

The LDP is designed for senior and mid-level staff from the MoH and NGOs working in the Palestinian health care sector. The inclusion of NGO staff is intended to ensure consistency and high quality of care across all sectors providing health care services in Palestine.

The LDP will be designed for three cohorts of 20 participants each (15 participants from the MoH and 5 from NGOs) for a total of 60 participants.

To enhance the benefit and experiences of participants, there will be three cohorts of participants. The first will be for senior level MoH and NGO staff. The second and third cohorts will include mid-level MoH and NGO staff. By having intact cohorts, participants will share common experiences and leadership frameworks and develop collegial support systems for implementing change initiatives. The LDP curriculum content builds from course to course, so it is important that participants complete all courses in sequence.

Given the limited number of slots in the LDP program, the visibility and importance of the first LDP, and the significant investment of time and resources, it is important to have a transparent selection process lead by the MoH. As a national leadership program, participants should be drawn from all districts and the key departments of the ministry (management, primary, secondary, and emergency services).

To maximize the benefits and opportunities of the LDP, participants in the LDP need to:

1. Be directly responsible for supervising staff and services within central offices, hospitals, clinics, or other health facilities.
2. Complete a letter of interest in which they outline why they want to attend and identify learning goals for themselves.
3. Commit to attend all courses, complete assignments between courses, and implement a leadership change project within the 18 months of the LDP.
4. Obtain permission from their supervisor to attend all three courses.
5. Be willing to engage in self-reflection and participatory exercises and be open to feedback from their peers and trainers.

Sustaining Continuity Throughout the Leadership Development Program Curriculum

The LDP curriculum will be designed as an integrated series of courses that builds from one course to the last and reinforces application of the course content to the real work situations of participants. The following will be included in the LDP curriculum to sustain continuity throughout the 18-month program:

- a. **Self-assessment as a basis for personal learning goals.** During the first course, participants will complete a self-assessment inventory based on the LDP competencies that will be used to identify their individual strengths and limitations. Participants will use the results of the inventory to establish personal learning goals and areas for improvement over the course of the 18 months. These will be reviewed and referred to at the end of course one and then again in courses two and three. The self-assessment inventory will be taken again at the end of course three to see what improvements have been made and identify areas for continued work.
- b. **Content reinforced throughout the courses** – Core content and skills introduced in the first course, such as communication skills, will be referred to and used repeatedly in subsequent courses. Every opportunity will be taken during the three courses to weave the core skills and content into exercises and activities.
- c. **Learning journal** - Participants will be expected to complete assignments during the courses as well as in between the courses. These assignments will be recorded in a learning journal that participants will review with the LDP trainers.
- d. **Virtual learning activities** – Pre-course readings and assignments will be posted on the Flagship website in English and Arabic. Participants will be expected to retrieve the assignments and bring them with them to the next course.
- e. **Community of Practice (COP)** – Each cohort will become a community of practice – a forum of peers who are available and committed to helping each other with real life work situations and continuous learning. One month following the course, participants will be invited to a 1-day COP meeting which will serve to review the content from the previous course and encourage participants to share their successes and challenges. Participants will be encouraged to communicate informally with their cohort members in addition to attend the formal meetings.
- f. **Leadership Initiative Project** – Participants will identify a change initiative project they will lead within their work unit or team over the course of the LDP (12 months). Participants will be asked to show how their change initiative project contributes to the overall health sector reform of the MoH.

Monitoring learning & application –

Level 1- Reaction: At the end of each course, participants will be asked to complete a **course evaluation** form that rates how effective the course was in meeting their learning needs.

Level 2 - Learning: In the **course evaluation**, they will also be asked to rate their ability to apply the knowledge and skills taught in the course to their work situations, i.e., On a 1-5 scale where 1= strongly disagree and 5 = strongly agree participants rate the following: “I can explain the difference between leadership and management functions and when it is more appropriate to use each set of functions.” At the end of the third course, participants will complete a **program evaluation** form that will rate their ability to apply the core content and skills covered in all three courses.

Level 3 - Application: Between courses participants will complete a **course application questionnaire** indicating when and how they’ve used the previous course content. During the third course participants will be required to prepare a short presentation on the status of their **leadership initiative project**, including the initiative, desired results, progress to date, and results achieved.

Level 4 - Impact/Results: Six months after the completion of the program Flagship will conduct **impact assessment interviews** with participants, their peers, subordinates, and supervisors for the purpose of documenting the impact of the leadership development program on their work unit/team.

Throughout the courses, trainers will capture lessons learned from the delivery of the courses and develop recommendations for how to revise and institutionalize the curriculum.

Level	Source	Method	Timing	Result
Level 1	Participants	Course evaluation form	At end of each course	Summary of effectiveness of course content and methodology to meet learning needs
Level 2	Participants	1. Course evaluation form 2. Program evaluation form	1. At end of each course 2. At end of the third course	Summary of skill improvement (self assessed)
Level 3	Participants	1. Course application questionnaire 2. Leadership Initiative Project	1. Between courses 2. During the third course.	1. Qualitative data on application. 2. Lessons learned about leading change initiatives
Level 4	Participants, supervisors, peers, and subordinates	Impact assessment interviews	6 months after completion of the program	1. Case examples 2. Lessons learned about the impact and sustainability of LDP

Leadership Development Program Curriculum: Overview

Course 1: Leading Strategically	Course 2: Leading Effective Teams	Course 3: Managing Performance
<p>Objectives:</p> <p><i>By the end of the course, participants will be able to:</i></p> <ol style="list-style-type: none"> 1. Identify their strengths as leaders and develop a plan for improving their skills; 2. Successfully use Kotter's eight step framework to lead a change initiative in their work unit; 3. Engage in strategic thinking and involve staff in creating a vision and implementing change; 4. Strengthen essential leadership communication skills. 	<p>Objectives:</p> <p><i>By the end of the course, participants will be able to:</i></p> <ol style="list-style-type: none"> 1. Understand personal work preferences and the implications for working in teams; 2. Foster teamwork within their work unit; 3. Build skills in participatory decision-making; 4. Give and receive feedback as a way of strengthening teams. 	<p>Objectives:</p> <p><i>By the end of the course, participants will be able to:</i></p> <ol style="list-style-type: none"> 1. Discern when to use different leadership styles based on staff competency and commitment; 2. Create a motivating work environment that maximizes performance of individuals and teams; 3. Utilize the performance management cycle as a tool for supportive supervision.
<p>Competencies:</p> <ol style="list-style-type: none"> 1. Leading Change 2. Strategic Thinking & Planning 3. Communication 	<p>Competencies:</p> <ol style="list-style-type: none"> 1. Decision Making 2. Team Development 3. Communication 	<p>Competencies</p> <ol style="list-style-type: none"> 1. Performance Management 2. Decision Making

Leadership Development Program Curriculum: Course Details

Course 1: Leading Strategically

This course will help participants understand their work situation, key stakeholders, and opportunities for change and prepare them to collaboratively set a direction for implementing the desired change.

The key skills introduced in this course are communication and strategic thinking.

Objectives:

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

1. Identify their strengths as leaders and develop a plan for improving their skills;
2. Successfully use Kotter's eight step framework to lead a change initiative in their work unit;
3. Engage in strategic thinking and involve staff in creating a vision and implementing change;
4. Strengthen essential leadership communication skills.

Competencies:

1. Leading Change
 - a. Communicates a direction that inspires others to follow.
 - b. Directly and openly addresses the concerns and issues caused by change.
 - c. Shows sensitivity to the impact of change on staff, and helps them deal with the impact.
 - d. Involves staff and other key stakeholders in planning for organizational changes.
 - e. Maintains a positive and calm attitude during periods of stress and change.
 - f. Helps staff to reflect and identify lessons learned from both successes and mistakes in order to move forward.
2. Strategic Thinking & Planning
 - a. Able to forecast evidence-based trends and respond with innovative actions.
 - b. Involves the work team to develop a shared a vision.
 - c. Communicates the vision in a way consistent with the MoH vision and values.
 - d. Solicits feedback from staff, consumers, and stakeholders as basis for program and service design and adjustment.
 - e. Identifies issues and weaknesses before they become bigger problems.
 - f. Engages in collective thinking with others that elicits new possibilities and new solutions, to emerge.
 - g. Strategically builds open and supportive relationships with other departments and key stakeholders within the MoH and across the health sector.
3. Communication
 - a. Able to deliver clear messages to staff and clients.
 - b. Listens attentively, and asks questions to understand other perspectives.

- c. Clarifies and paraphrases positions and feelings of others.
- d. Organized in presentations, and able to make forceful proposals if necessary.
- e. Is appropriately assertive on important issues.
- f. Uses appropriate body language and tone to reinforce messages.

Course 1: Strategic Leadership				
	Day One	Day Two	Day Three	Day Four
9:00	Welcome <ul style="list-style-type: none"> • Expectations • Learning Agreements Overview of LDP Program <ul style="list-style-type: none"> • Competencies • Self Assessment Learning Priority What a Leader Really Does Leadership Communication Skills <ul style="list-style-type: none"> • When Leaders Need to Communicate • Inquiry & Advocacy 	Tuning into the environment <ul style="list-style-type: none"> • Who are the key players • What are the pressures and changes Analysis of Gaps and Opportunities <ul style="list-style-type: none"> • What needs are we not meeting • Soliciting Feedback Plan for Leading Change at Work	Create a Vision <ul style="list-style-type: none"> • Prioritization • Elements of a vision 	Empowering Action <ul style="list-style-type: none"> • Aligning Others – • Strategic Influencing
11:30	BREAK	BREAK	BREAK	BREAK
12:00	<ul style="list-style-type: none"> • Communicating Non-defensively What is Strategic Leadership <ul style="list-style-type: none"> • Keeping strategic perspective 	Leading Change: Sense of Urgency Leading Change: The Guiding Team Leadership	Communicating the vision <ul style="list-style-type: none"> • Internal audiences • External audiences 	Putting It All Together <ul style="list-style-type: none"> • Returning to Self-Assessment • Applying Course Content
2:00				

Course 2: Leading Effective Teams

This course clarifies characteristics and behaviors of effective teams and introduces skills relevant to leading teams, i.e: decision-making and feedback.

Objectives:

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

1. Understand personal work preferences and the implications for working in teams;
2. Foster teamwork within their work unit;
3. Build skills in participatory decision-making;
4. Give and receive feedback as a way of strengthening teams.

Competencies:

1. Decision Making
 - a. Moves forward, gets things done, and has a bias for action.
 - b. Makes well timed decisions in a way that appropriately considers alternatives.
 - c. Solicits input from others before making a decision in order to generate ownership and commitment.
 - d. After decisions are made, appropriately delegates authorities and provides sufficient resources for implementation.
2. Team Development
 - a. Works effectively with others to identify shared interests and generate solutions to achieve common goals.
 - b. Creates a sense of harmony and resolves differences within the team or work unit.
 - c. Actively promotes cooperation.
4. Communication
 - a. Creates an environment that supports diverse opinions on issues.
 - b. Actively gives and receives feedback

Course 3: Managing Performance

This course uses case studies that allow participants to practice skills for improving and sustaining performance.

Objectives:

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

1. Discern when to use different leadership styles based on staff competency and commitment;
2. Create a motivating work environment that maximizes performance of individuals and teams;
3. Utilize the performance management cycle as a tool for supportive supervision.

Competencies

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

Course 3: Managing Performance				
	Day One	Day Two	Day Three	Day Four
9:00	Reconnecting <ul style="list-style-type: none"> • Successes • Challenges Situational Leadership	Performance Management Cycle <ul style="list-style-type: none"> • Goal setting • Performance Planning 	Monitoring Performance Performance Feedback	Learning Goal: Self assessment Review of LDP Curriculum
11:30	BREAK	BREAK	BREAK	BREAK
12:00 2:00	Motivation <ul style="list-style-type: none"> • Sources of Motivation • Leader's Role & Opportunity 	Delegating	Performance Feedback Continued	Application planning for going forward.