Management and Organizational Sustainability Tool

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MANAGEMENT AND

ORGANIZATIONAL

SUSTAINABILITY

TOOL

A GUIDE FOR

USERS AND FACILITATORS

3rd edition

msh
Management Sciences *for* Health

CONTENTS

ACKNOWLEDGMENTS

PREFACE

The Management and Organizational Sustainability Tool (MOST) is a participatory, rapid-assessment process for identifying an organization's management needs and making concrete plans for improvement. Management Sciences for Health (MSH) developed MOST as a practical application of its expertise in organizational development and change management. MOST conforms to the principles of participation and self-determination that guide all MSH's training and technical assistance.

Since the first edition of MOST was published in 1999 there has been new research in the field of organizational development, and MOST has been used more extensively. The new findings, and input from experienced facilitators and organizations implementing the MOST process around the world, have led MSH to revise and expand both the instrument that shapes the assessment process and the contents of this guide. The following changes are found in the new version of the MOST guide.

- This edition of the MOST guide highlights the key role played by an organization's leaders, and by managers who lead at all levels of the organization in implementing improvement plans and fostering change within their organizations.

- The assessment instrument incorporates one new management component (Governance: Board of Directors).

- The new guide incorporates best practices for facilitating the MOST process.

- The guide also includes revisions that will support more effective time management.

HOW TO USE THIS GUIDE

This guide provides complete information about the MOST concept, process, and instrument. It includes all necessary materials, both in print and on CD-ROM, for conducting a three-day MOST workshop. As such, the guide can be used by those who want to learn about MOST for the first time, as well as by those who are preparing to carry out a MOST assessment.

- Organizational directors who are considering undertaking the MOST process should read "Making the MOST of Management" on page 52. They may also wish to view the PowerPoint presentation, available on the MOST CD-ROM.

- Organizational directors who have decided to implement MOST should read the first three sections of this guide.

- Facilitators who will be conducting the MOST process should read the entire guide to become familiar with the foundations and process of MOST, its participatory philosophy, and the steps involved. They should also use the workshop materials, beginning on page 56, to assemble a binder for participants in the MOST workshop. These materials may be copied directly or printed (along with other supporting resources) from the MOST CD-ROM.

INTRODUCTION TO **MOST**

The Management and Organizational Sustainability Tool (MOST) is a process for improving an organization's management, with the end result of contributing to improved services. This section of the MOST guide explains what MOST is, how it differs from other management assessment processes, how organizations can benefit from using MOST, how the assessment instrument is organized, and how the MOST process works.

WHAT IS **MOST?**

MOST is a structured, participatory process that allows organizations to assess their own management performance, develop a concrete action plan for improvement, and carry out their plan. Management Sciences for Health developed MOST after years of experience helping public- and private-sector organizations strengthen their management systems and goverance practices to provide high-quality services under complex and changing conditions.

Good management is the glue that holds all the internal parts of an organization together, contributes to a positive work climate, and supports high-quality services, thus helping bring an organization's vision to life. MOST helps organizations focus on their management practices to improve services and make the organization institutionally, financially, and programmatically sustainable.

- A well-managed organization has a strong yet flexible structure and accountable, transparent governance practices (institutional sustainability). Its structure and good governance allows it to respond to the shifting priorities of its supporters and to new responsibilities toward its clients, while creating a positive work environment for its staff. To this end, MOST helps an organization to assess its values and structure, as well as those systems traditionally identified as relating to management.

- A well-managed organization draws on various sources of revenue, allowing it to support its ongoing efforts and to undertake new initiatives (financial sustainability). MOST helps an organization determine its stage of development in terms of financial management and revenue generation.

- A well-managed organization delivers products and services that respond to its clients' needs and anticipates new areas of need (programmatic sustainability). Its success enables it to expand its client base. Using MOST, an organization can assess its mission; its strategies for reaching existing and new clients; its planning, monitoring and evaluation, and quality assurance activities; and its systems for delivering products and services.

Even well-managed, successful organizations must constantly reassess and adapt their management practices as new demands arise and environments change. An organization's leaders play a critical role in fostering a climate of continuous assessment and improvement. MOST allows an organization's leadership—the director and senior managers—to put in motion a change process that involves staff from all the major divisions of the organization, as well as other key stakeholders who could contribute to an assessment. Working together they will:

- assess the current status of 19 essential components of management;
- identify feasible changes that can make the organization more effective;
- develop specific plans to implement these changes;
- generate the staff buy-in needed to support the management improvements;
- monitor the results over time.

The cornerstone of the MOST process is a three-day workshop. During the workshop, the organizational leadership and selected staff come together to build consensus about the stages of development of their organization's management practices, the improvements needed, and an action plan for making those improvements. This workshop is not an end in itself, but, rather, one step in a significant change process. For MOST to yield its greatest benefits, all staff must play a part that continues long after the workshop. They must recognize the need for change, commit to the process, and help implement the improvements in their day-to-day work.

THE MOST DIFFERENCE

Many traditional assessments rely on external evaluators, intensive data collection, and checklists. They result in findings and recommendations but often fall short of producing a plan for improvement. MOST is different. It is all about making change happen through a structured, participatory process in which staff members use an instrument to collect data from their own experience, immediately analyze the data, and use their analysis to make concrete, practical plans for improvements. And finally, the MOST process recognizes that meaningful changes in management rarely occur through a single event; it includes a six-month or one-year follow-up MOST exercise to review progress and make any needed changes in the action plans.

The very structure of the MOST process builds in the key factors that will support organizational change.

- The MOST assessment is carried out by the organization itself, not by an external team.

- MOST is participatory, harnessing the insights and creativity of staff from all parts of the organization.

- MOST uses consensus-building rather than votes or top-down rulings to make decisions about management improvements. This approach makes certain that those who will be asked to implement decisions have been fully involved in making those decisions.

- MOST draws on the contributions of strong, committed leaders at every level of the organization. The director and senior managers must identify the need for change, commit to the MOST process, and motivate their staff to actively participate. Staff members lead in various ways: by contributing their ideas, by serving as change agents, and by sharing with the others their personal commitment to making the changes happen.

Participants in the MOST workshop produce a realistic action plan for improving the identified areas of need.

- During the MOST workshop, participants prioritize the management components to be improved, identify objectives for those components, and put together a concrete plan designed for immediate action. The plan identifies short-term, feasible actions to be taken toward each identified objective, the person(s) responsible, timing, and resources needed.

- The MOST action plan is integrated into the organization's other operational plans. It should be seen as a way of helping to implement those plans through effective management, rather than as a stand-alone, unrelated set of activities.

- During the workshop, the organization sets a date for a follow-up MOST review and planning session aimed at assessing progress toward the objectives, revisiting the management components that were viewed as lower priority, and identifying any new needs.

The MOST data-collection instrument is a means of eliciting information from staff, helping them analyze the information, and building agreement about their assessments.

- It validates each participant's experience with and perceptions of the organization's management practices. By sharing their knowledge with their colleagues, groups can analyze different management components rapidly, without a lengthy data-collection process.

- Staff assess their organization's stages of development vis-à-vis 19 management components, rather than simply checking off the presence or absence of a component.

How Organizations Can Benefit from MOST

Since its inception, MOST has been used by private non-profit organizations, government agencies, health facilities, and even departments or programs within broader institutions. MSH's experience shows that any such organization can use MOST, provided that the organization's director and senior managers meet two criteria:

- They are committed to open self-assessment and to decision-making by consensus.

- They believe that the organization can take action to improve its management, even though there may be some constraints beyond its control.

The first criterion requires that the decision-makers read this guide carefully, feel comfortable with the process it describes, and express their full commitment to the staff and other key stakeholders who will engage in the process. To make the MOST experience effective, the organization's director must demonstrate that he or she is genuinely enthusiastic about staff ideas, open to the airing of issues, and willing to hear all input, including criticisms. Once the process is underway, the director must act as a participant equal to all others. This commitment to democratic participation will help ease participants' fears about voicing their opinions or making unconventional suggestions. When staff and other stakeholders see their leader's commitment to change, they in turn will be motivated to help make changes to improve management.

The second criterion requires that participants in the MOST process use their imagination and determination to find creative ways to improve their organization's management systems and practices. Clearly, not all the solutions will be within the organization's control. Most organizations work within legal and operational contexts that limit their ability to modify some management practices. For example, government or NGO health facilities may find that many aspects of their management are determined by government authorities, national boards, or international agencies with which they are affiliated. But apart from these policy and regulatory constraints, an organization's managers and staff do have the ability to make significant management improvements. MOST helps these decision-makers to assess the organization's current management performance, agree upon ways to improve that performance, and plan activities toward that end.

What Kinds of Organizations Can Use MOST?

MOST can be used by an organization or institution, a network of organizations, or an internal unit—such as a department, service delivery facility, or program—that manages its own day-to-day operations. This guide uses the word "organization" in reference to any entity that chooses to implement the MOST process.

ORIENTATION TO THE ASSESSMENT INSTRUMENT

The MOST assessment instrument defines five critical areas of management: mission, values, strategy, structure, and systems. These management areas are explained below.

Mission. An organization's mission is its purpose, the reason it exists. The mission provides guidance, consistency, and meaning to decisions and activities at all levels. It is the central point around which staff members define strategies, establish goals, move in a common direction, and focus on what they know and do best. It also motivates them to stretch their capacity and take on new challenges. It answers the question, *Why do we do what we do?* MOST can help an organization assess its mission statement, if one exists, and then plan any changes needed to make the mission more relevant, widely known, and used.

Values. An organization's values are the beliefs and ethical principles that underlie its mission. These values give meaning to the organization's work and form the basis for staff commitment. They act as a beacon to guide strategies and to shape the ways in which the managers and staff work together toward achieving the mission. Values answer the question, *What are the core beliefs and principles that we all share and that give direction to our work?* Through MOST, an organization can assess its core values, then make a plan for clarifying the values, if necessary, and for holding staff accountable for adhering to them.

Strategy. An organization's strategies are the broad approaches used to define the programs and activities that will fulfill the organization's mission and goals. The strategies answer the question, *How will we get to where we want to go?* After assessing its current strategies through MOST, an organization can plan any changes needed to make its strategies consistent with its mission, responsive to the needs of the clients and communities it serves, and prepared to meet the demands of the potential clients it should serve.

Structure. Structure refers to the programs, projects, and offices that make up an organization. The structure encompasses the formal lines of authority, distribution of responsibilities, and ways in which significant decisions are made and people held accountable for carrying out those decisions. Structure answers the question, *Are we organized in a way that facilitates what we want to do and where we want to go?* An organization can use MOST to assess its structure and to plan ways to make the structure strong enough to fulfill the mission and carry out strategies, yet flexible enough to foster decision-making and accountability at all levels.

Systems. Systems are the interdependent functions that allow an organization to do its work. MOST addresses the systems that are the key elements of management: planning, human resource management, monitoring and evaluation, information management, quality assurance, financial management, revenue generation, and supply management. Organizational systems answer the question, *What systems help us to carry out our activities and how can they be improved?* The MOST process can help an organization assess these systems and plan to carry out the high-priority changes needed for increased efficiency and more effective activities.

The MOST assessment instrument divides each of these five management areas into the 19 separate, measurable components listed below.

Management Components Assessed by the MOST Instrument

Mission
　Existence and knowledge

Values
　Existence and application

Strategy
　Links to mission and values
　Links to clients and community
　Links to potential clients

Structure
　Lines of authority and accountability
　Governance: Board of Directors
　Roles and responsibilities
　Decision-making

Systems
　Planning
　Communication
　Human resource management
　Monitoring and evaluation
　Information management: Data collection
　Information management: Use of information
　Quality assurance
　Financial management
　Revenue generation
　Supply management

When an organization's staff use the MOST instrument, they assess each management component, identifying its stage of development on a scale of one to four. The "Sample Completed MOST Assessment Instrument," beginning on page 21, shows an instrument on which hypothetical staff members have filled in their assessment of the stage of development for each management component, along with an example of the type of evidence that could support that view.

The MOST Process

The central component of the MOST process is a facilitated workshop lasting three days. The workshop brings together a range of people who hold management responsibilities in all parts of the organization—the director, senior managers, and managers of organizational units or key functions—including service delivery units. It may also include other stakeholders whose work is affected by, or has an effect on, day-to-day management. This group creates a collective perspective based on their individual experiences. Their perspective guides the development of a plan to improve priority aspects of the organization's management.

During the workshop, participants reflect on their individual perceptions of current management performance, share these perceptions, and reach consensus on changes that will improve performance. They establish priorities and develop an action plan that specifies objectives and activities for making these changes. And, to make sure that the plan is carried out, they choose the people—the change leader and change team—who will be responsible for implementing the plan.

Facilitating a MOST workshop is very complex and demanding, requiring that facilitators carefully observe and synthesize discussions that sometimes can become intense. They must also serve as resources to individuals and small groups throughout the workshop, and provide rapid, accurate documentation for participants to use as they move from module to module. Past experience with MOST has clearly shown the advantages of using two facilitators who are accustomed to working together as a team; they complement each other's skills, confirm each other's observations, and share the multiple simultaneous requirements of a

successful workshop. Even a co-facilitator who is somewhat less experienced can provide another set of eyes and ears, help individuals and small groups complete their assignments, and help with synthesis and documentation.

Although the workshop is the main activity, the MOST process begins before it and extends beyond it, through four phases: engagement, preparation, the MOST workshop, and follow-up. The table below summarizes the activities that take place in each phase.

PHASES OF THE MOST PROCESS

PHASES	KEY ACTIVITIES
Engagement	**The organization's director:** • reviews the MOST process to determine if MOST is appropriate for the organization at this time; • negotiates an agreement with the facilitators for all phases of the process; • identifies a change leader: a staff member who will champion the changes that emerge from the workshop. **The facilitators:** • become familiar with the organizational and cultural environment to determine if MOST is appropriate.
Preparation	**To prepare for the workshop:** • The director identifies the workshop participants. • The facilitators conduct interviews and/or written surveys of workshop participants. • The facilitators adapt the MOST assessment instrument as needed to account for local policy or regulations.
Workshop	**The three-day MOST workshop serves to:** • assess management status: *Where are we now?* • set objectives: *Where are we headed?* • initiate change: *How will we manage the needed changes?* • develop an action plan: *How will we reach our objectives?*
Follow-Up	**To follow up after the workshop:** • The facilitators submit a written report of the workshop. • The director and facilitators negotiate an agreement for any additional follow-up activities. • The director and the change team inform the entire staff and engage them in the MOST plan for change. • The director and staff integrate the MOST action plan into annual operational plans. • The change leader and the change team guide the implementation of the action plan. • The change leader and change team monitor the implementation of the plan and revise it as needed. • The organization holds a follow-up MOST review and planning session at an identified time (usually six months or one year later).

MOST AND THE CHANGE PROCESS

A successful MOST process results in change. Any significant change presents major challenges to an organization's leadership and to the entire staff. Before committing to MOST, the director and other decision-makers need to be aware that:

- MOST is one step in an ongoing change process.

- To improve performance, an organization must make changes that may cause some discomfort among staff and other stakeholders.

- Strong leadership will be needed to initiate and sustain these changes.

- An organization will have to draw on management practices that are working well if it is to improve the management practices that are not so effective.

- It will take time for an organization to see the effects of MOST on the organization's work, and, ultimately, on its services and sustainability.

This section of the guide explains the principles of change underlying the MOST process and details the role of the change leader and change team in implementing MOST. It also describes how MOST fits an existing model that shows how strong leadership and effective management contribute to an organization's outcomes.

PRINCIPLES OF CHANGE

Change can, of course, be imposed from the top of an organization, with little or no staff input. But when introduced in this way, any significant change is likely to lead to some combination of reluctant acceptance and resistance among valuable employees.

The MOST change process comes from within the organization, as the result of an open exchange of views and a successful struggle to reach consensus. MOST embodies four principles of managing organizational change, collected from literature on the subject:

The change process must meet a real organizational challenge. Change for its own sake is likely to be strongly resisted. Staff will generally support change when they perceive it as essential for resolving issues that affect their organization's ability to live up to its mission. The MOST process applies this principle by using the organization's own staff, rather than outsiders, to identify the areas for change. MOST also requires the organization's director, along with a change leader and change team, to clarify the priority management issues, the rationale for changes, and the details of implementation that result from the MOST process.

The change process must be "owned" and guided by key stakeholders. Stakeholders include those who are responsible for making decisions about changes and those who will carry out those decisions. To become supporters and effective implementers of the change process, stakeholders must accept the proposed changes fully and see themselves as integral to the success of the process. In the MOST process, this group is likely to begin with staff who have management responsibilities and take part in the workshop. These staff members "own" the change process fully, as it is they who conduct the management assessment, identify the changes to be made, and develop the plans, with the full support of the director. After the workshop, they will help mobilize their colleagues at all levels of the organization to understand, support, and implement the changes.

Short-term results can be milestones on the way to broader, more substantive changes. Sometimes organizations set goals or objectives for change that are so ambitious that the staff think they are unreachable. It is useful to break large goals or objectives into smaller segments and measure progress step by step along the way. MOST is designed to foster smaller, feasible changes that will move an organization toward a higher stage of development.

The change process must be supported by staff with clear roles and accountability. An organization cannot make and sustain significant changes with casual, ad-hoc oversight. To keep the change process on track and monitor progress, it must be the long-term responsibility of one or more people who have been assigned this new role and whose performance will be judged, in part, by how successfully they carry out the assignment. The MOST action plan is overseen and monitored by a change leader and change team, whose authority comes from the director.

Principles of change underlie the entire MOST process. A successful MOST experience will bring about changes that begin during the workshop itself and continue long afterward.

Change Leader and Change Team

All too often, participants leave workshops agreeing on important management changes, but the changes do not actually take place. The spirit generated by a one-time event can evaporate as participants return to their "real" work, and the proposed changes become a distant memory.

In accordance with the principles of change, MOST emphasizes the importance of follow-up. During the final phase of the MOST process, individuals are assigned responsibilities and made accountable for implementing the MOST action plan.

Staff members who have participated in the workshop and fully understand the issues and plans take direct responsibility for leading the implementation of the action plan. Although every workshop participant is expected to help implement the changes resulting from the MOST process, the ultimate responsibility rests with a smaller group: the director, change leader, and change team. The change leader has the authority to make decisions regarding the action plan, and he or she will be held accountable for the plan's implementation. The change leader may or may not be the director of the organization. An effective change leader and team will contribute significantly to visible improvements in the organization.

The change leader may be selected in one of several ways. In most instances, the organization's director identifies this person before the workshop. Occasionally, the director prefers to delay this decision—to have the facilitators clarify the qualifications for the job during the workshop and let the participants choose the leader. The members of the change team are most often chosen by participants during Module 3 of the workshop when action plans are developed. However the leader and team are selected, it is imperative that the director and senior managers wholeheartedly approve the choice and offer full moral and material support. This support may include shifting some of the change team's duties to other staff, so that members will have time to carry out their new responsibilities.

Qualities of the Change Leader

The change leader is an individual who has:

- the confidence of the director, senior managers, and most staff members;

- proven ability to lead a team toward shared goals;

- a belief in the need for changes in management practices;

- a demonstrated commitment to the participatory nature of the MOST process;

- enthusiasm about taking on the task, with full awareness of its challenges.

LEADING AND MANAGING FOR ORGANIZATIONAL CHANGE

Making organizational change requires committed leaders and managers. Experience shows that organizations that have effective leaders and managers are able to improve management practices, create a positive work climate, and respond to changing environments. These organizational changes contribute to improving the service the organization provides and increasing the ultimate impact of its work. The model below shows this sequence in the context of a health organization. It illustrates that leadership and management are equally important if an organization is to achieve its desired results.

LEADING AND MANAGING FOR RESULTS MODEL

How do management and leadership contribute to improved service delivery?
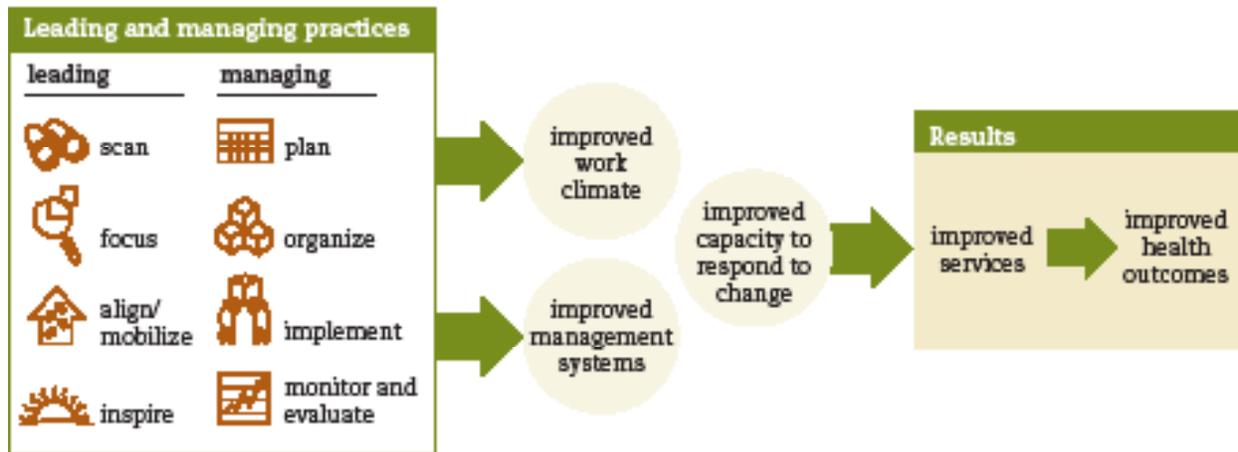
When applied consistently, good leading and managing practices strengthen organizational capacity and result in higher-quality services and sustained improvements in health.

The environment in which health organizations work today has become increasingly complex. For example, decentralization in many countries has placed a greater responsibility on local programs to set challenging objectives and achieve measurable results. To meet these challenges, managers at all levels must recognize how good leadership and management practices can make a difference and be able to carry out these practices. As a result, the organization will be better able meet the needs of its clients, and, ultimately, will improve its sustainability. These practices are outlined below and put in the context of the MOST process. A complete description of leading and managing practices is provided in the "Leading and Managing Framework" on page 74 and on the MOST CD-ROM.

Leadership Practices

Scanning. Continually examining the environment, their organization, their organization's stakeholders, and themselves to identify values, strengths, and weaknesses.

In the MOST process, the director begins by scanning the organization to identify the need for change. The workshop participants then scan the organization in relation to its mission, values, and the outside world to identify issues and challenges. Afterward, they will continually scan for evidence of the effects of the management changes that have been implemented.

Focusing. Keeping themselves and their colleagues focused on the organization's mission, strategies, priorities, and challenges.

The MOST process requires the director and workshop participants to identify the management components that are most critical to their organization's performance and achievements. During the workshop, they set priorities and develop objectives that will have to be met and reviewed before lower-priority areas can be addressed. Afterward, they will help to maintain the focus on the management priorities as they return to their day-to-day responsibilities.

Aligning and mobilizing. Making sure that all staff work together to carry out activities that are in line with the organization's mission, values, strategy, and resources.

The director gains support from staff for the MOST process and mobilizes staff to participate fully and creatively in the MOST workshop. During the workshop, staff members align and mobilize themselves around an action plan, specifying the resources needed to bring about the desired changes. Afterward, they will take the lead in aligning and mobilizing the rest of the organization to carry out the MOST activities, incorporating the MOST action plan into the organization's annual plan, and moving the plan forward.

Inspiring. Motivating, challenging, and supporting staff creativity, innovation, and learning.

The success of the MOST workshop depends on the participants' demonstration of the integrity, trust, and creativity that can inspire them, as a group and individually, to commit themselves to the agreed-upon changes. When they return to their day-to-day responsibilities, they will join the director in inspiring their colleagues throughout the organization, conveying their enthusiasm and building an organization-wide commitment to change.

Management Practices

Planning. Defining long- and short-term results and allocating resources accordingly.

During the MOST workshop, participants engage in an intensive exercise to plan for the desired improvements. Afterward, they will use their planning skills to integrate their action plan into the organization's annual and long-term plans.

Organizing. Establishing structures, systems, and work processes to support efficient operations and ensure accountability.

During the MOST workshop, participants have to organize for change, selecting the change leaders who will oversee the action plan and specifying the time, money, and other material resources needed. After the workshop, the change leaders will organize the functions needed to implement the plan.

Implementing. Integrating systems, coordinating work flow, and adjusting plans as circumstances change.

After the MOST workshop, the participants, change leader, and change team will oversee the implementation of the management changes throughout the organization.

Monitoring and evaluating. Checking for and reflecting on progress and results, and using findings to provide feedback and make needed changes.

During the MOST workshop, participants build into the action plan the activities needed to monitor and evaluate the progress and results of implementing the plan. After the workshop, the change leaders and designated staff will monitor these activities and share the results with the organization's decision-makers.

As the model shows, managers who lead contribute to an organization's management practices, its work climate, and its sustainability—its capacity to respond to changing environments. The MOST process provides an opportunity for an organization's staff to identify and plan management improvements while building their teamwork and leadership skills. In the case of a health organization, these improvements will help the organization contribute significantly to the improved health outcomes of the population it serves.

Roles of Stakeholders

The MOST process depends on the active participation of the identified stakeholders. These stakeholders include the organization's leadership—the director and senior managers—as well as staff with management responsibilities from all areas of the organization. Additional stakeholders may represent other entities with which the organization is affiliated. For example, a nongovernmental organization might invite members of its board of directors to take part in some aspects of the process. A government agency or department might involve representatives from the next higher level of government or, perhaps, from other governmental units with which the agency works closely.

This section of the MOST guide describes the responsibilities of three types of stakeholders in the process: the organization's leadership, the workshop participants, and the facilitators. For each type of stakeholder, the guide summarizes the role before, during, and after the workshop.

Role of the Organization's Leaders

At the heart of the MOST process is the full commitment of the organization's director and senior managers. No matter how productive the workshop, or how much thought the participants put into the action plan, meaningful changes will not happen without the genuine, ongoing support of the organization's leaders.

Before the workshop, the director and senior managers should:

Understand MOST. In order to decide whether or not their organization will benefit from MOST at this time, the director and senior managers should familiarize themselves with the elements of the MOST process. In this way, they will grasp what MOST can and cannot do for their organization, what has to happen if MOST is to succeed, what resources will be required, and what roles they will play in a highly participatory series of events.

They can acquire this information by reading "Making the MOST of Management" on page 52 and by viewing the PowerPoint presentation available on the MOST CD-ROM. They may also want to talk with leaders of organizations that have undertaken MOST and consultants who have facilitated the MOST process. MSH can put them in touch with these resources and also answer their questions about MOST.

Make the decision. Once they are convinced that they understand MOST, the director and senior managers will be better equipped to make a sound decision about whether their organization should undertake the MOST process. They should carefully consider whether management changes could significantly improve their organization's performance and have a positive effect on its services and potential sustainability.

Choose the facilitators and identify a staff counterpart. After deciding to embark on the MOST process, the organization's leadership should look for facilitators who combine MOST experience with a style and approach that best fit the organization. Most directors prefer to use external facilitators, rather than staff members, to guide the process, recognizing that observant, sensitive outsiders are better able to maintain objectivity and gain the trust of all participants. In addition to the facilitation team, the director should assign a counterpart from within the organization to serve as a resource to the facilitators for logistics before and during the workshop.

Work with the facilitators. After negotiating and signing an agreement, the director and senior managers should collaborate with the facilitators in selecting 12 to 25 staff members to participate in the MOST workshop. They may choose a change leader at this time, or they may prefer to wait and let the change leader emerge from the workshop. Finally, they should set the stage for a successful MOST experience by freely sharing their perspectives and concerns in at least one interview, responding to questions from the facilitators and offering any additional information that might help the facilitators understand the organization.

Inform the staff. The director should inform the entire staff of what is about to take place and how it will benefit the organization. Those staff who have been selected to participate in the MOST workshop will need additional details about their responsibilities during and after the workshop. The facilitators can provide explanatory handouts for workshop participants and nonparticipants alike.

During the workshop, the leaders should:

Participate fully and openly. The director and senior managers should be present and involved throughout the workshop. They should view themselves as colleagues rather than bosses, learners rather than teachers. They must express their full commitment to openness and demonstrate this commitment by listening carefully and responding without defensiveness, no matter what opinions the other participants express. By showing their responsiveness, the leaders will help ease participants' fears about admitting their own failings or voicing critical opinions.

After the workshop, the leaders should:

Provide ongoing support. The director and senior managers will need to provide moral and material support to the change leader and change team. During all phases of the MOST process, it is the organization's leaders who can best encourage the staff to use their imagination and determination to identify creative improvements and to find ways to overcome obstacles. Organizational results will only be achieved when action plans are implemented; therefore, it is critical that the change team be supported during the implementation phase.

Provide follow-up. In the follow-up phase, the director will need to support the change leader in a six-month or one-year MOST activity to review progress and plan for further management improvements. In the interim, the director should stay abreast of progress and be available to assist the change leader whenever necessary.

Role of the Participants

Although the contributions of the facilitators are invaluable, it is the participants (including the director) who do the greatest part of the work during the workshop and who oversee the change process afterwards. This is one of the features that distinguish MOST from other kinds of assessment and planning processes—even those in which the opinions of staff and other stakeholders are solicited by skillful external evaluators.

Before the workshop, the participants should:

Understand the MOST process. For the participants to be fully invested in MOST, they should understand the purpose and anticipated results of the workshop, the desired outcomes for each module, and the activities they will undertake to achieve those outcomes. They should peruse this information ahead of time, asking questions and expressing any concerns to the organization's leadership and the facilitators.

Provide information to the facilitators. Whenever possible, the MOST facilitators should interview each proposed workshop participant, either individually or in small groups. When interviews are not feasible, or when the facilitators wish to acquire supplementary information, participants may be asked to complete a written questionnaire. Whatever the format, participants can make powerful contributions by providing honest, thoughtful responses to the questions.

During the workshop, the participants should:

Participate fully and openly. The MOST workshop draws on the individual insights of the participants. It compels them to record their assessments carefully, listen closely to one another, consider the merits of differing viewpoints, and reach common ground on the basis of evidence that they can all accept. It may require them to take risks: to speak openly in front of superiors, to acknowledge weaknesses in past performance, and to accept new responsibilities for managing some aspects of future change. The foundation of the workshop—indeed of the entire MOST process—is the energy, creativity, openness, courage, and mutual respect of the workshop participants.

After the workshop, the participants should:

Be leaders in implementing the changes. When the workshop is over, the participants will play various roles in implementing the action plan. Some of them will be members of the change team, but even those who are not on the team will need to serve as change agents. They will be expected to take on the functions of leadership by:

- scanning for progress resulting from the planned changes, as well as scanning the reactions of their colleagues at all levels as changes are introduced;

- focusing the organization on the agreed-upon changes;

- aligning and mobilizing their colleagues around the changes;

- inspiring their colleagues through their own enthusiastic commitment and hard work.

It is critical that all participants understand the importance of their role in implementing the desired changes. Organizational results will only be achieved through good implementation and the participants play a key role in implementation.

Role of the Facilitators

At first glance, the MOST process seems simple. The instrument is easy to use, and the implementation modules and forms follow a logical sequence. Nonetheless, a skillful and perceptive facilitation team can make all the difference between a superficial MOST experience and one that motivates the organization to achieve higher levels of performance and improved services.

The facilitators should carry out the following activities to set the process in motion and see it through to a successful conclusion. They may do these some of these tasks together and divide others between them.

Before the workshop, the facilitators should:

Get to know MOST. The first task of the facilitators is to be thoroughly familiar with every aspect of MOST. They should carefully read the guide and the materials on the MOST CD-

ROM thoroughly to be sure that they understand and are comfortable with the MOST principles and process, as well as with their own roles and the roles of the organizational leadership, workshop participants, change leader, and change team. Only in this way will they be able to orient the organization's director and senior managers and answer the many questions that can arise.

Get to know the organization. The facilitators also need to find out everything possible about the organization: its purpose, history, culture, achievements, and concerns. This preliminary exploration can be made by reading such documents as programmatic and financial reports, evaluations, studies, and publications. The facilitators will use this information not only to provide a context for their work but also to help the workshop participants identify underlying issues, address the contributing causes, and build on organizational strengths.

Orient and learn from the organization's leadership. A director who is uncertain about committing an organization to the MOST process may seek help in making the decision. The facilitators should make sure that the director reads "Making the MOST of Management," handout (page 52), and sees the PowerPoint presentation (available on the MOST CD-ROM). The facilitators should then arrange one or more meetings with the director and selected senior managers to further clarify the MOST process and differentiate it from other assessments the organization may have undergone in the past. These meetings should help to answer questions and shed light on any areas of confusion. At the same time, the meetings should also generate critical information for the facilitators. By asking perceptive questions, listening carefully, and observing attentively, the facilitators can judge whether the organization is ready to undertake MOST.

If the director and senior managers decide to embark on the MOST process, they should read the first three sections of this guide to confirm their understanding. At this point, the facilitators can negotiate and sign the agreement with the organization.

Adapt the instrument. Understanding the policies, legal context, and regulations that affect the organization will enable the facilitators to adapt the MOST assessment instrument. Some of the characteristics listed under the four stages of development describing each management component may need to be slightly modified to be responsive to the organization's environmental context. For example, many NGOs or government organizations need to abide by the human resource policies of the Ministry of Health and may not have control over HR policies. "Governance" and "Roles and Responsibilities" management components would need to be revised for public sector organizations as they do not have boards of directors.

Orient workshop participants. Even when the organization's leadership understands MOST and is committed to undertaking it, the potential participants in the workshop may not be quite so certain. They may have a skeptical view of MOST as one more event in a series of assessments and plans that have added to their work and made little difference to the organization. The facilitators, supported by the director, can differentiate the MOST process from these prior efforts. The facilitators should provide the proposed participants with the "Making the MOST of Management" handout (page 52). They might also wish to show the PowerPoint slideshow to the entire group and respond to questions and concerns.

Learn from workshop participants. The facilitators should make every effort to interview each proposed participant. Face-to-face interviews will allow the participants to air their doubts and concerns while giving the facilitators important insights into the organization's culture and work climate. As with the organization's leadership, it is critical that the facilita-

tors be nonjudgmental, encourage frankness, and assure participants of confidentiality. Such discussions will yield important information and establish an atmosphere of trust. If interviews are not feasible, the facilitators can develop a written questionnaire to glean the same types of information. In some instances, the facilitators may choose to administer the written questionnaire ahead of time and supplement it later by the interviews. Suggested questions are found in the Facilitators' Plan in this guide, beginning on page 28.

Make the arrangements. The facilitators should work with a designated staff counterpart to be sure that all preparations are made in advance of the workshop, including arranging for the meeting rooms, supplies (flip chart easels and paper, markers, overhead projector, computer, printer, photocopier, etc.), and possibly, meals and transportation. The facilitators and staff counterpart can prepare workshop binders for the participants by copying the workshop materials beginning on page 56 and adding any supplementary documents they think the participants will find useful—perhaps selected reprints from the MOST CD-ROM or from the facilitators' own store of materials. This is a good time to prepare ahead, producing flip charts, overhead transparencies, or slides to support the different workshop modules, as suggested in the Facilitators' Plan in this guide.

During the workshop, the facilitators should:

Explain the assessment process. The facilitators should explain clearly how to complete the MOST instrument and what constitutes convincing evidence for a specific assessment. This task is of critical importance, because the quality of the assessments completed by the individual participants will affect subsequent discussions and planning. To be able to fulfill this task, the facilitators should be completely familiar and comfortable with the example of the completed MOST Assessment Instrument, beginning on page 21.

Encourage full participation. Perhaps the most important task of the facilitators is to make sure that all voices are heard, without giving undue weight to participants who hold a higher position in the organization or who are inclined to be more assertive. The workshop structure itself fosters universal participation by requiring everyone to form an opinion independently and to share that opinion with a small group. To reinforce this emphasis on participation, the facilitators should point out at the start of the workshop that everyone's viewpoint is equally valid and that all perspectives must be heard to achieve genuine consensus. The facilitators can help small groups monitor themselves, encouraging the quieter members and reminding more talkative members of their responsibility to listen attentively to their colleagues. The facilitators may need to periodically remind the group of these guidelines, or even step in directly if some voices begin to dominate as the discussion intensifies.

Manage time, balancing flow and flexibility. Because different groups work at different speeds, the facilitators should be sensitive to how each small group and individual participant is functioning, and lend support to move a group along when necessary. The facilitators will need to recognize and deal with the stumbling blocks that can distract the participants and divert their energy into unproductive discussions. It is very useful to check in with the participants at the end of each day, or more often if needed, to hear how they are feeling about the pace and to make minor adjustments in the schedule if needed.

Each activity in the MOST workshop builds on the output of the previous activities. Thus, the action plan is the cumulative result of all the work that has gone before it. It is the responsibility of the facilitators to maintain the logical flow of the process, so that participants can use the results of each activity as the context for the next, building momentum toward

the final action plan. This is why it is so important to document the results of each module as soon as possible and give the printed documents back to the participants to use as they move forward.

However, the facilitators must balance this forward momentum against the occasional need to address issues that arise unexpectedly in the course of small-group or plenary discussions. Participants may have underlying concerns that, if ignored, could severely impede the implementation of the action plan. Sometimes these concerns can be written on a flip chart page or "parking lot," which remains posted throughout the workshop and used to list important issues that will need to be addressed in the future. But sometimes the workshop agenda must be diverted for a short time to untie the knots, cutting short some other activity or extending an already long day. A skilled facilitator can define the dilemma for the group, clarify the consequences of ignoring or addressing the issue, and guide the group in making the most appropriate judgment within the time available.

Synthesize. At several points in the workshop, the facilitators will need to help the participants pull together the different threads of a discussion into a set of shared perceptions. This ability to synthesize will help the group retain its focus and move forward.

Resolve conflicts. The MOST process often releases strong emotions and brings to light longstanding areas of disagreement that cannot be ignored. This airing of hidden grievances is valuable as a means of removing obstacles that stand in the way of management improvement. At the same time, these discussions cannot be allowed to derail the MOST process. It is critical, therefore, that facilitators maintain the stance of objective outsiders and intervene when necessary, helping the participants to either resolve or postpone the resolution of some issues.

Identify or confirm the change leader and change team. No MOST workshop should end without the clear assignment of responsibility to a change leader and change team. These people should be enthusiastic supporters of the change process. They must have the full support of the director and other decision-makers, including the time and resources needed to carry out the activities in the action plan. The director may have already appointed the change leader before the workshop; in that case, the facilitators can make time for the director to announce this decision. If the change leader has not already been appointed, the facilitators should guide the group in choosing someone who fits the qualifications noted in the box on page 9. That person should be willing—even eager—to take on the assignment.

The facilitators should also help participants identify the members of the change team. The core of the team will be the individuals who have agreed to be responsible for key activities on the action plan. The team may be supplemented by other staff members with specific skills that will be important in carrying out the action plan.

Empower the participants. One of the biggest challenges for the facilitators may be to dispel the sense of futility that some MOST groups feel when they are a small part of a large, powerful organization. The facilitators will need to acknowledge that some changes will require higher-level interventions, but this reality should not dilute the considerable power that the group possesses to make some important changes. The facilitators should be prepared to cite examples of groups that have made realistic and substantive management improvements despite the constraints imposed by the laws, policies, and regulations of their larger organizational structure.

Document the decisions made. It is the responsibility of the facilitators to be sure that all points that are agreed upon are recorded. In most instances, the decisions will be documented by the workshop participants themselves, on flip chart pages hung around the room. However, it is crucial that all decisions be entered on a computer and given to the participants to verify the content and use as they move forward. During the final module, as the action plan is being developed, small groups will be working on previous group outputs, revising them, receiving feedback, and finalizing them on the same day. It will be important at the end of the day for one of the facilitators to enter the changes, print the final documents, and distribute copies to all the participants.

After the workshop, the facilitators should:

Conduct follow-up activities. Even the most highly motivated change leaders can get overwhelmed with day-to-day pressures and lose the momentum for change. The facilitators can help them maintain that momentum and move the organization toward achieving its objectives to improve management practices by providing support at critical junctures. Responsibilities after the workshop might include:

- writing and submitting a workshop report that is complete, clear, and specific enough for the director, change leader, and change team to present the results of the MOST workshop to the rest of the organization and to guide their next steps;

- maintaining regular contact (by phone or e-mail) and/or scheduling occasional meetings with the change team to track the progress and results of the changes being implemented;

- providing facilitation for in-depth assessments of management components the organization has selected for more intensive work;

- providing other kinds of technical assistance as requested, or suggesting other sources of technical assistance;

- conducting a follow-up MOST workshop to review progress and take on new management challenges.

USING THE MOST ASSESSMENT INSTRUMENT

This section provides an example of the MOST assessment instrument, which serves as the basis for the MOST workshop. The instrument is a matrix used to assess 19 management components related to an organization's mission, values, strategy, structure, and systems. For each component, the instrument presents four possible stages of development, each of which is defined by a set of characteristics.

STAGES OF MANAGEMENT DEVELOPMENT

As organizations grow, strengthen, and mature, they evolve through a continuum of stages of development. The MOST instrument describes the characteristics of management components at each of the four stages of development. By comparing their organization's management performance to the characteristics that mark the stages, workshop participants can decide for themselves what stage their organization has reached for each management component.

Using the Management Characteristics to Assess Stages of Development

Participants in the MOST workshop do not attempt to characterize their organization's overall stage of development. Rather, they identify the stage of development for each management component. To be rated at a particular stage of development for a management component, the organization must match all the characteristics of that stage—it cannot be rated at an in-between stage, such as 2.5.

Each stage of development includes and builds on the characteristics of the previous stage. At the first stage, the characteristics describe an organization that has done very little to develop that component. At the other end of the spectrum, the fourth stage, the characteristics portray an organization that is operating extremely effectively with regard to that component. In such a case, the organization might consider directing its energies to components that are at lower stages of development.

It is important to note that different organizations pass through these stages at different rates, even if the organizations were founded at the same time. Even within one organization, different management components may be at different stages of development at the same time. Discrepancies between and within organizations—for example, a "3" on the links of the strategy to the mission and a "1" on the links of the strategy to potential clients—might be the result of a combination of factors: the focus of the organization's leaders, the mandates of funding agencies, the comparative strengths of staff members, and the demands of the external environment.

PROVIDING EVIDENCE

Because workshop participants come from many parts of the organization, they often differ in their perceptions of whether a component fits all the characteristics of a particular stage. To help resolve these different views, the instrument provides a space for the participants to individually record evidence: a brief description of an event or situation that they have seen, heard, or experienced, which supports them in rating the component at the stage they have selected. Later, in heterogeneous small groups, participants will share their evidence and take into account their different perspectives as they seek to reach consensus on the stage of development of each component.

What Constitutes Evidence?

Many types of evidence—not simply quantitative data—may support participants' assessments. MOST defines evidence as a fact or concrete observation that supports the identified stage of development. Convincing evidence answers the question, *What can we see or hear, or what do we know, that tells us that something is true?*

A sample of a completed MOST assessment instrument is found on the following pages. It provides examples of the types of evidence participants might provide to justify their choices. The instrument itself appears on pages 57–62, as well as on the MOST CD-ROM, and should be included in every participant's workshop binder.

Sample Completed MOST Assessment Instrument

Management Component	Stages of Development and Their Characteristics				Current Stage	Evidence
	1	2	3	4		
Mission						
Existence and Knowledge	No formal mission statement exists, or the existing mission statement is inconsistent with the current organizational purpose and the needs of intended clients.	The mission statement exists, is consistent with the organizational purpose, and is sometimes cited by senior staff.	The mission statement is frequently cited by key stakeholders: staff, board, partner agencies, and clients.	The mission statement is widely known and regularly reviewed to assure that it reflects the current organizational purpose and the needs of intended clients.	3	Example: *We often refer to the mission statement in staff meetings when trying to decide among several new initiatives. We have just begun to post the mission in our clinics, and I've already heard a few clients comment on it.*
Values						
Existence and Application	Organizational values and ethical principles have not been defined.	Organizational values and ethical principles have been defined and are sometimes cited by senior staff.	Organizational values and ethical principles are frequently cited by staff at all levels.	Organizational values and ethical principles are widely known, and staff are held accountable for adhering to them.	4	Example: *Our performance review form includes a section for evaluating how well we live up to our organization's stated values in our day-to-day actions.*
Strategy						
Links to Mission and Values	Strategies are developed in response to funders' requirements or the preferences of a few decision-makers, without reference to the mission and values.	Strategies are sometimes developed with reference to the mission and values, but more often in response to other requirements, preferences, and mandates.	Strategies are almost always developed within the general context of the mission and values.	Because strategies are developed to conform to the mission and values, strategic planning is viewed as an opportunity to reaffirm or revise the mission.	1	Example: *This year we adopted a strategy requested by one of our funders, even though it is not consistent with our recently revised mission statement.*

Management Component	Stages of Development and Their Characteristics				Current Stage	Evidence
	1	2	3	4		
Strategy (continued)						
Links to Clients and Community	Strategies are developed without reference to the needs of clients or their communities.	Strategies are developed based on assumptions about the needs of clients and their communities.	Strategies are developed based on accurate information about the needs of clients and their communities.	Strategies are developed with the participation of clients and community groups.	3	*Example: In our last strategic planning exercise, we drew on the findings of the community survey conducted two years ago.*
Links to Potential Clients	Strategies are developed without knowledge of the current or potential demand for the organization's services.	Strategies are developed on the basis of anecdotal knowledge of the demand for the organization's services.	Strategies are developed on the basis of occasional assessments of the demand for services, as well as analysis of the services already provided by other organizations.	A mechanism is in place for regularly scanning current and potential demand, evaluating other organizations' services, and using these findings to develop strategies.	2	*Example: We introduced a youth program because some parents complained that their teenaged children had no place to go after school.*
Structure						
Lines of Authority and Accountability	There are no formal documents that define current lines of authority and accountability.	An organizational chart or similar document defines lines of authority and accountability. It is included in the organization's manual of policies and procedures.	The organizational chart or similar document is sometimes used when issues arise pertaining to lines of authority and accountability.	The organizational chart or similar document is regularly updated and consistently used to resolve issues pertaining to lines of authority and accountability.	1	*Example: We used to have an organizational chart that showed everyone's position and supervisory relationships, but since we reorganized a couple of years ago, it hasn't been updated to show the new structure.*

Management Component	Stages of Development and Their Characteristics				Current Stage	Evidence
	1	2	3	4		
			Structure (continued)			
Governance: Board of Directors (Note: Governance in relation to board of directors is not applicable to public sector organizations. However, governance in accountability and transparency remains an important structure in public sector organizations.)	There is no board or the board consists of the founder and/or persons chosen by the founder. Board meetings are rarely held.	The board is comprised of persons who have not been selected based on the characteristics (i.e. gender) and skills needed on the board. The board meets occasionally and focuses exclusively on operational issues as opposed to strategic ones. No policies have been developed by the board.	The board is chosen from persons in the community based on the characteristics and skills needed on the board. The board meets frequently, focusing on operational and strategic issues. Some policies have been developed by the board. The board approves the annual budget but is not involved in periodic monitoring of revenue and expenses.	The board is chosen from persons in the community based on characteristics and skills needed on the board. The board meets frequently, focuses on strategic issues and evaluates its performance annually. The board periodically reviews the organization's mission and approves its strategic plan. The board ensures sufficient financial resources for the organization; approves the annual budget; tracks revenues and expenses against budget at least quarterly, and monitors the effectiveness of programs and services.	2	Example: *Our board has ten members from the community who have different types of skills, but not necessarily the skills that the board really needs. They meet semi-annually. I have never seen a new policy introduced by the board.*
Role and Responsibilities (Note: For NGOs, this component pertains to both staff and board of directors. For public-sector institutions, it pertains only to staff.)	Roles and responsibilities are not clearly defined. Work is assigned on an ad-hoc basis, according to the perceived needs of the moment.	Roles and responsibilities are in the process of being defined. Most work is still assigned on an ad-hoc basis.	Roles and responsibilities are defined in the policy and procedures manual. They are beginning to be used as the basis for assigning work.	Roles and responsibilities are defined in the policy and procedures manual. They are beginning to be used as the basis for assigning work.	4	Example: *This year we held a series of meetings with key staff members to refefine our roles in light of several new initiatives. As a result, some people have shifted to different work areas and taken on new assignments.*

Component	1	2	3	4	Stage	
Structure (continued)						
Decision-Making	The director and senior managers make all significant decisions without discussing them with staff.	The director and senior managers make all significant decisions after listening to the views of selected staff members.	Mid-level staff members are encouraged to make and carry out significant decisions regarding their own work and the work of their teams.	All staff are expected to make significant decisions regarding their own work and the work of their teams, and to carry out those decisions.	1	Example: *I'm supposed to oversee community participation in our annual meeting. But last month, my supervisor changed the agenda and informed community members of the new agenda without even letting me know.*
Systems						
Planning	Most organizational activities are unplanned and decided on an ad-hoc basis.	Operational plans are developed for some projects and programs, usually to meet funders' requirements.	An operational plan is developed annually, independent of the organization's broader strategies.	The annual operational plan is designed to support the organization's strategies articulated in the strategic plan.	3	Example: *After talking about it for years, we finally put together a strategic plan this year, but we had already made our annual plan. Some of the short-term activities I'm responsible for don't seem to be related to our organizational strategies.*
Communication	There is no formal communication mechanism. Important information is communicated mainly by word of mouth.	Communication mechanisms are used only to convey necessary information from senior management to the rest of the staff.	Communication mechanisms are beginning to be used to share information across organizational units and among staff at different levels.	Communication mechanisms are used consistently to share information across organizational units and among staff at different levels.	2	Example: *When there is a change in procedures or regulations, it is announced either in a staff meeting or in a memo from the management committee. But the only way we share information with our colleagues in different units is in informal conversations.*

Management Component	Stages of Development and Their Characteristics				Current Stage	Evidence
	1	2	3	4		
	Systems (continued)					
Human Resource Management	There are no policies on job classification, salaries, hiring, promotion, grievances, or work hours. There are no procedures for performance evaluation, staff development, or maintenance of employee data.	The organization has recognized the need for a formal human resource system. It is working to clarify human resource policies and procedures.	Human resource policies and procedures are in place, and managers are beginning to use them to hire and retain talented and committed staff.	Human resource policies and procedures are in place, and managers use them consistently to hire and retain talented and committed staff.	2	Example: *The biggest promotions and raises used to be given to people who were friendly with senior management. There were no guidelines, and it was all very secretive. Now our new human resource director has circulated a draft of personnel policies and procedures. A couple of people used this draft to appeal when they thought they hadn't been treated fairly.*
Monitoring and Evaluation	The organization's work is monitored and its results are evaluated by external evaluators only when funders demand it.	The organization monitors its own work to determine adherence to planned activities. Results are evaluated by external teams when funders demand it.	The organization regularly monitors its own work to determine progress toward achieving goals and objectives. It evaluates results at the end of each project and program.	The organization regularly monitors its progress, evaluates results, and uses the findings to improve services and plan the next phase of work.	2	Example: *We have to write quarterly reports that show how well we're carrying out various projects. But when a project evaluation team made a site visit last summer, we had no evidence to convince them that we had achieved significant results.*
Information Management: Data Collection	Routine service and financial data are often inaccurate, and reports are rarely submitted on schedule.	The organization has introduced systems that are beginning to improve the accuracy and timeliness of routine service and financial reports.	Organizational systems yield routine service and financial data that are generally considered accurate, and most reports are submitted on schedule.	Organizational systems provide cross-checking to guarantee the accuracy of routine service and financial data. There are clear, enforced consequences for late reports.	3	Example: *We can count on most of our facilities to get their monthly reports in on time, and our cross-checking shows that their accuracy is quite good. But there are five or six facilities that are always late, and three of them routinely submit data that don't match our observations.*

Management Component	Stages of Development and Their Characteristics				Current Stage	Evidence
	1	2	3	4		
	Systems (continued)					
Information Management: Use of Information	Those who submit required reports receive no feedback from their managers. The information in the reports is filed away and not used for management or programmatic decisions.	Those who submit required reports receive sporadic feedback from their managers. Some managers use the information in the reports to make decisions.	All managers are expected to give regular feedback to staff who submit required reports, and to use the information in the reports as a basis for decisions.	Staff members who submit reports consistently get prompt feedback. With their managers, they analyze the information and use their findings to analyze trends, improve management and performance, and achieve outcomes.	1	Example: *We send our reports to headquarters every quarter. Their only response is to acknowledge that they have received the reports on such-and-such a date.*
Quality Assurance	The organization emphasizes the number of activities undertaken, rather than the quality of services.	The organization acknowledges the importance of high-quality services. It is considering activities that will help staff regularly assess and improve quality.	Some parts of the organization have undertaken activities to assess and improve the quality of services. A few interested staff members have taken responsibility for conducting these activities.	There is an established, ongoing system for assessing and improving the quality of services. Trained staff are regularly using this system.	3	Example: *We had a workshop on quality last year, and our unit made some exciting changes. Then the person who ran our quality sessions got too busy to keep it up. I don't know what has happened in other units.*

Management Component	Stages of Development and Their Characteristics				Current Stage	Evidence
	1	2	3	4		
Systems (continued)						
Financial Management	Budgets are developed without input from program managers. The finance system does not accurately track expenditures, revenues, and cash flow.	Budgets are usually developed with input from program managers. The finance system tracks expenditures, revenues, and cash flow by line item (e.g., salaries, utilities, materials), without links to program outputs or services.	Financial staff develop budgets in conjunction with program managers. The finance system tracks expenditures, revenues, and cash flow by line item, with some links to program outputs and services.	Managers work with financial staff to develop budgets. The finance system presents an accurate, complete picture of expenditures, revenue, and cash flow in relation to program outputs and services. Decisions are based on actual cost of operations.	4	Example: *When we plan, our financial officer helps us develop budgets that cover every activity. She uses the revenue and cash flow reports to track expenditures against the budget, and she alerts us if we start overspending. We then adjust our activities based on changes in costs.*
Revenue Generation	The organization operates with a single source of revenue, usually one large funder, whose mandate shapes strategies and programs.	The organization acknowledges the need for diversified funding. It has devised, but not yet implemented, a strategy for obtaining revenue from diverse sources.	The organization has begun to implement its diversification strategy and has already obtained significant revenue from diverse sources to cover current needs.	The organization follows a long-term revenue-generating strategy, balancing diverse sources of revenue to meet current and future needs.	1	Example: *We get 97% of our funds from one source. There are some exciting programs we'd like to try, but our donor won't support untested initiatives. We've talked about diversifying our funding, but we don't know where to start.*
Supply Management	There is no system in place to procure, track, or regulate supplies (clinical, pharmaceutical, or office). Supplies are simply received, stocked, and distributed upon demand.	A supply system has been designed to allow the organization to track the flow and use of supplies. Staff have not yet been trained to use the system.	The supply system allows the organization to forecast and procure supplies in relation to their demand and use. Some staff have been trained to use the system.	Trained staff consistently use the supply system to forecast future requirements, reduce gaps, and prevent stockouts.	2	Example: *For every delivery of drugs to the clinics, we fill out a form. We also keep a daily record of the medicines we dispense. However, since the forms are kept in different places, we don't usually compare them, so we can't predict when we'll run out.*

Facilitators' Plan

This section of the guide provides a suggested plan for implementing the entire MOST process. This plan is a synthesis of the experience of previous MOST facilitators. As such, it is meant to be a guide rather than a rigid prescription.

This plan is very detailed. You should read the previous sections of the MOST guide first, to obtain an overview of the process and of your responsibilities. When you have a solid understanding of the purpose and process of MOST, you can turn to this facilitators' plan to fill in the details. You can decide with your co-facilitator how to divide responsibilities throughout the process.

The facilitators' plan is organized according to the four phases of the MOST process:

Phase 1: Engagement of the Organization's Leaders. During this phase, you will get to know the organization, be sure that the director fully understands MOST and is prepared to undertake the process, and negotiate an agreement on the scope of work.

Phase 2: Preparation for the Workshop. This phase involves interviewing potential workshop participants and making all arrangements for the workshop. During this phase, you will adopt the MOST assessment instrument to the local context as needed.

Phase 3: Workshop Plan. The workshop lasts three days. The first day includes the opening session and Module 1: Where Are We Now? The second day covers Module 2: Where Are We Headed? The third day is devoted to Module 3: How Will We Reach Our Objectives? The proposed times are found in the Workshop Agenda on page 56.

Phase 4: Follow-Up Activities. Follow-up should be provided over a six-month to one-year period. Follow-up includes regular contact by telephone or e-mail, and possibly another MOST workshop toward the end of the period to review progress and plan for future management improvements.

For each phase, the plan identifies the objectives, describes the activities in detail, explains your role in each activity, and lists the resources you will need to prepare. (Some of the resources appear in this guide, but you will need to obtain or produce others yourself.) In addition, based on the experiences of past MOST facilitators, the plan also includes points to bear in mind that can enhance an activity.

PHASE 1: ENGAGEMENT OF THE ORGANIZATION'S LEADERS

OBJECTIVES

- to become familiar with the organization by reviewing documents and meeting with the organization's leadership;
- to confirm with the organization's leadership that MOST is appropriate for the organization at this time;
- if MOST is appropriate, to finalize negotiations and reach agreement on the scope of work.

Activity	Facilitators' Role	Resources Required	Keep In Mind…
Preparation for the first meeting with the organization's leadership	Become familiar with the details of the MOST process. Become familiar with the organization's mandate, history, culture, achievements, challenges, and concerns.	First three sections of the MOST guide Documents about the organization, such as its mission statement, strategic plan, annual reports, reports to donors, service flyers, and Web site information	

Meeting with the organization's director	Introduce the MOST process, relating it (when possible) to what you have learned about the organization. Highlight the following:
	• The purpose of the MOST process is to help an organization change and develop its management and leadership.
	  - Management improvements can lead to improved services and contribute to sustainability.
	  - Strong leadership will be needed to initiate and sustain the changes made.
	• The MOST process is part of an ongoing commitment to change.
	  - Change begins at the top, as an organization's leaders demonstrate openness to the issues and ideas of staff. The leaders are on an equal footing with all other participants in the MOST workshop.
	  - The three-day workshop is the focal event, but not the final event. The workshop builds a collective perspective among staff, generates ideas, and creates buy-in for the actions suggested.
		"Making the MOST of Management" on page 52 and PowerPoint presentation on MOST CD-ROM	Provide MOST materials several days ahead of time and encourage the director to review them before the meeting.
			
			If the director questions the need for more than one facilitator, you may want to draw on the explanation found on page 5 in "The MOST Process."
			
			Note: Some directors may choose to involve a small number of senior staff in this meeting. If so, you should provide them with the same MOST materials.

Activity	Facilitators' Role	Resources Required	Keep In Mind...
Meeting with the organization's director (continued)	- Improving management practices will require important follow-up actions led by a change leader and change team and supported with the organization's resources. - It will take time to see the effects of MOST on the organization's work and, ultimately, on services and sustainability. Review the criteria for undertaking MOST, acknowledging that MOST is not appropriate for every organization. Determine with the director whether the organization meets these criteria and is ready for MOST at this time. Answer all questions fully and honestly.	"How Organizations Can Benefit from MOST," page 3	
Negotiation of the agreement with the director or an assigned staff counterpart	With the director, determine the scope of work, including: • your level of effort before, during, and after the workshop; • a designated staff counterpart from the organization to handle logistics before and during the workshop; • the responsibilities of all parties to the agreement; • the anticipated results of your interventions; • if possible, identifying the staff member who will be the change leader and oversee the implementation of the action plan.		In considering what will happen after the workshop, it is useful to plan for a six-month or one-year follow-up MOST exercise, to evaluate progress and achievements to date, and to plan for future management improvements.

PHASE 2: PREPARATION FOR THE WORKSHOP

OBJECTIVES

- to arrange the details of the workshop;
- to gain information from the identified workshop participants through interviews and/or questionnaires;
- to use the participant information in planning the workshop.

Activity	Facilitators' Role	Resources Required	Keep In Mind…
Further meeting(s) with the director	Confirm the expectations and responsibilities of the director, facilitators, staff counterpart, and participants, before, during, and after the workshop. With the director, clarify how MOST will fit into the organization's overall planning process and any other current improvement initiatives.	"Roles of Stakeholders," beginning on page 12	
Making arrangements for the workshop	With the director, review the following criteria to identify the workshop participants. • Ideally there will be 12–25 participants. • There should be a mix of key senior staff and other staff who have management responsibilities. • The participants may include other stakeholders the director considers appropriate for management discussions (e.g., public-sector central and regional staff, staff of closely related ministries, NGO board members, service providers). • All participants must make a commitment to be present and involved throughout the workshop. Meet with the organization's staff counterpart to go over the arrangements and logistics he or she is handling. Arrangements include scheduling the pre-workshop participant interviews, setting the workshop dates and location, gathering the workshop supplies, and producing the participants' workshop binders. Confirm the workshop's location (off-site, if possible). It should have breakout space for several small groups to meet simultaneously and wall space for posting flip chart pages.	"Role of the Participants," page 13 Workshop materials, beginning on page 56 Additional resources, page 75	

Activity	Facilitators' Role	Resources Required	Keep In Mind...

Pre-workshop interviews with participants	Meet with all workshop participants, individually or in small groups, several days before the workshop.
	
	• Begin to know the key players and their areas of interest and concern.
	• Orient them to the MOST process by going over "Making the MOST of Management" with them and answering their questions.
	• Interview the participants to gather information that will help you plan the workshop. Suggested questions include:
	  – What is your position? What are your main responsibilities?
	  – What is it about this organization that motivates you to come to work every day?
	  – What do you think makes this organization unique?
	  – What are your main concerns about the management of the organization?
	  – What are your expectations for this workshop? What do you hope will be different when you return to your day-to-day responsibilities at the end of the workshop?
	  – What do you hope to contribute to the MOST process, both during and after the workshop?
	• Identify recurring issues and concerns that might arise during the workshop.
	• Use this information to shape the workshop.
		"Making the MOST of Management," page 52	You may wish to consider orienting the workshop participants ahead of time using the PowerPoint slide show found on the MOST CD-ROM. After this group orientation, you could then proceed with the individual interviews.
			
			Although face-to-face interviews are the best way to get to know participants and begin to establish trust, these meetings may not always be possible. If not, you can substitute a written questionnaire that will be informative without placing too much of a burden on the respondents, using or adapting the questions suggested for the interview. Distribute "Making the MOST of Management" and the questionnaire to the participants, with a message from you explaining the purpose of the questionnaire and a deadline for returning it. Be sure to allow enough time for the participants to return it so you can take their responses into account as you plan the workshop.

Activity	Facilitators' Role	Resources Required	Keep In Mind…
Adapt the MOST Assessment Instrument	• Review the MOST Assessment Instrument with the director to note any areas needing refinement or adaptation. • Remove any characteristics that may not apply to the specific organization. • Adapt the management components as needed. • Print new copies of the Assessment Instrument for participants and review with the director before the workshop.	• MOST Assessment Instrument page 57–63 • Legal documents, policies, or information on regulations affecting the organization	The policies, legal context, and regulations that effect an organization will have an impact on the characteristics that are listed for each stage of development for each management component. It is important to understand the environment in which the organization operates (e.g., Is it a public-sector organization that does not require a board of directors?). When you meet with the director of the organization, review the MOST assessment instrument together and discuss which components apply to the organization.
Planning the workshop	Review the session plans for the workshop, found in this guide. Use these plans as a guideline for planning the workshop. Consider what you have learned from your meetings and interviews when structuring working groups and allocating time for workshop activities.	"Phase 3: Workshop Plan," beginning on page 34	

PHASE 3: WORKSHOP PLAN

The focal point of the MOST process is a structured workshop in which, over the course of three days, you will help the participants pool their individual and collective experience of the organization. The result will be a better picture of the current management practices of their organization and a plan for making management improvements.

Participants. Ideally, the workshop should include 12 to 25 participants. Fewer than 12 participants limits the richness of discussions; more than 25 requires more time to integrate small-group products into consensus and may strain the three-day format. The participants should include the director, senior managers, and a mix of staff with management responsibilities. It may also include other stakeholders whose involvement in management issues the director considers appropriate (e.g., central and regional staff, service providers, and board members).

Purpose. MOST provides a framework for an ongoing organization-wide discussion about crucial management practices. The MOST workshop is often the first opportunity for staff and stakeholders from different levels to share their perceptions of the organization's management and the issues that affect their daily work. The goal of the workshop is to help participants use these perceptions to identify concrete actions they can take in the immediate future to improve management.

Approach. The workshop process is designed to validate the contributions of each participant. Within a highly structured environment, all participants are encouraged to express their views and listen carefully to the views of their colleagues. This process allows participants to come to consensus on the organization's current management performance and make a practical plan for improving its performance.

Reaching Consensus

Consensus is strongly emphasized in the MOST workshop. This emphasis is based on two assumptions:

- No single participant in the workshop possesses the complete truth about the organization and its management; instead, every person possesses some part of the truth. An accurate picture is best obtained by pooling these individual perceptions.

- Each participant's observations about his or her experiences vis-à-vis the management components can broaden the perspective of the other participants. The evidence the participants offer to support their opinions helps the group come to agreement on what may initially seem to be incompatible viewpoints.

The workshop participants reach consensus not by voting but by patiently sorting through all opinions until they arrive at a decision that each participant can accept and work with—even if this decision does not completely match his or her initial opinion.

Workshop Agenda. The workshop consists of an opening session and three modules with defined objectives for each session and module.

	Session/Module Title	Objectives	Approximate Timing
DAY 1		• Introductions. • Review the workshop agenda and anticipated outcomes. • Clarify expectations. • Introduce the MOST process. • Establish ground rules for an open, honest, respectful exchange of ideas	1 ½ hours
	Principles of leadership, management, and change	• Explore the links between leadership, improved management, work climate, sustainability, and organizational results. • Explore the principles of change.	1 hour
	Module 1: Where Are We Now?	• Explore the meaning of the five management areas and the 19 management components. • Work in groups that cut across organizational divisions and draw on the contributions of each member.	4 hours
DAY 2	Module 1: Continued: Where Are We Now? Conclusion	• In plenary, generate consensus on the organization's current status in terms of each component.	1 hour
	Module 2: Where Are We Headed?	• Agree on one or two objectives for improving each management component. • Provide evidence that will indicate progress toward these objectives. • Select the highest-priority management components to improve during the coming period.	5 ½ hours
DAY 3	Module 3: How Will We Reach Our Objectives?	• Prepare an action plan for these improvements. • Decide on follow-up activities that will need to be completed, and assign responsibility for the activities. • Name the change leader and change team who will oversee the implementation of the plan.	1 day

Specific plans for the workshop appear in the following pages. A one-page duplicate of the workshop agenda and anticipated outcomes that can be distributed to workshop participants appears on page 56.

Anticipated outcomes of the workshop. By the end of the workshop, participants will have come to agreement on how well the organization is functioning and will have planned activities for making improvements. The specific outcomes include:

- a collective assessment of the current stage of development of the 19 management components;

- a prioritized list of the management components to be improved within a specified time period;

- an agreed-upon set of objectives for improving each management component;

- an action plan for reaching the objectives, identifying the broad activities, timing, resources, and people responsible for completing the activities, as well as data that provide evidence of success;

- identification of a change leader and change team who will lead the implementation of the actionplan and monitor progress;

- a list of short-term activities for following up on the MOST workshop: those the staff can do themselves with existing resources, those for which they need to seek additional resources, and those for which they will need technical assistance from outside the organization;

- agreement on post-workshop assistance from the facilitators (by phone or e-mail) and a follow-up MOST exercise, usually six months to one year after the workshop.

Helping to Develop the MOST Action Plan

A critical outcome of the MOST workshop is a concrete plan for making the changes needed to strengthen management performance. This action plan usually covers one year, broken down by quarters or months. For the action plan to be carried out successfully, you can help the participants to:

- link the action plan to the organization's operational and work plans;

- secure the commitment and active involvement of the organization's leaders, especially with regard to difficult decisions about resources;

- assign responsibility for activities only to someone who agrees to do them, preferably someone who participated in the workshop. It is unrealistic and unfair to hold people accountable for activities they have not agreed to carry out;

- plan realistically, allowing more time than seems necessary to complete each activity;

- plan for incremental improvements. Small steps are often more feasible than giant leaps and may be more effective in moving the organization toward its objectives;

- introduce the action plan to the rest of the staff and include them in the activities;

- carefully consider the organizational factors that will foster or impede change, and seek ways to address these factors, perhaps with outside assistance.

Setting. Much of the discussion during the workshop will happen in small groups, with frequent plenary meetings to synthesize the findings and make decisions. Thus, the workshop should take place in a setting in which four or five small groups can work without interfering with each other. Because much of the discussion will best be captured on flip charts, you will need to hold the workshop in a room with plenty of wall space, for posting as many as 20 flip chart pages at one time.

Materials. The materials needed are few:

- flip chart pads, flip chart easels (two for the facilitators and one for each small group), and markers in sufficient quantity for several small groups to work simultaneously;

- a projector for transparencies, slides, or a computerized slide show, if you choose to present basic information by any of these methods;

- data entry, printing, and copying facilities, so that the decisions made by small groups can be distributed as the action planning takes place;

- a binder for each participant, containing all the workshop materials beginning on page 56, as well as any additional materials you choose.

During the workshop, one important responsibility will be to document the discussions and decisions of the sessions. You may therefore find it useful to have a computer and printer for one facilitator to use to quickly record the information and distribute the group's decisions to the participants.

OPENING SESSION (MORNING OF DAY 1)

OBJECTIVES

By the end of the opening session, participants will have:

- reviewed the workshop agenda and anticipated outcomes;
- clarified expectations for the workshop;
- been introduced to the MOST process;
- established the ground rules for an open, honest, respectful exchange of ideas throughout the workshop;
- explored the links between improved management, organizational sustainability, and leadership;
- explored the principles of change.

Workshop Activity	Facilitators' Role	Resources Required	Keep In Mind…
Introduction of participants and facilitator; presentation of the agenda and anticipated outcomes of the workshop	Introduce yourself and have the workshop participants introduce themselves, if they do not all know one another.		Although it is possible to present this information in slides or transparencies, many facilitators prefer to use flip charts, which establish an atmosphere of informality and involvement. The pages can be posted on the wall for reference throughout the workshop. Facilitators can easily return to the flip charts at key points for review and discussion (e.g., at the end of each module, when participants can comment on the extent to which the objectives have been achieved). This can be an informal but powerful evaluation tool.
	Present agenda and anticipated outcomes. Review the participant binders, encouraging discussion and questions.	Participant binders containing the material beginning on page 56	
		Prepared flip charts or transparencies with the agenda, objectives, anticipated outcomes, other up-front material, as desired	
	Review the findings—key themes, concerns, expectations, etc.—from the pre-workshop interviews and/or questionnaires. Clarify how this workshop will and will not respond to these findings.	Flip chart or transparency summarizing the interview findings, including expectations for the workshop	
	Set the tone for the workshop by emphasizing the need for open, honest exchanges and respectful attention to other people's views.		
	With participants, establish ground rules that will foster the desired environment.	Flip chart and markers	

Workshop Activity	Facilitators' Role	Resources Required	Keep In Mind...
Director's endorsement of MOST	Ask the director to explain why he or she has chosen to use MOST at this time and how MOST will benefit the organization.		Be sure to remind the director well ahead of time and make sure that he or she is comfortable taking on this task.
Introduction to MOST	Explain the purpose of MOST: • to improve the organization's management, since management is an essential feature of sustainability and contributes to the organization's outcomes; • to build consensus among staff on the issues and plans identified; • to provide a tool for simple, effective monitoring of management in the future. Clarify how MOST is different from other planning processes and improvement initiatives the organization has undertaken or is currently involved in: • It is an organizational self-assessment, completed on site. • All participants' opinions are valid and must be taken into account in reaching synthesis. • There is no outside assessor—the only outsiders are there to facilitate rather than to judge. Discuss how MOST can fit into and enhance other planning activities.	Optional: PowerPoint slideshow about MOST, found on the MOST CD-ROM (requires a computer and LCD projector) Optional: Transparency drawn from "The MOST Difference," page 2	

Workshop Activity	Facilitators' Role	Resources Required	Keep In Mind...
Clarification of procedures and methods to be used during the workshop	Return to the agenda to review the different modules of the workshop.	Workshop Agenda, page 56	
	Explain the ways in which individuals will form their own opinions and then share and discuss them in small, heterogeneous groups.		
	Explain the process for reaching consensus in small groups and plenary sessions.	Optional: Flip chart or transparency of the "Reaching Consensus" box, page 34	Emphasize that consensus is achieved by listening, discussing, sharing evidence, and, finally, reaching agreement. Consensus is not a vote: every member of the group must be able to live with and support the group's assessment.
	Introduce the "parking lot" concept and post a large sheet of paper on the wall on which participants and facilitators will record ideas, concerns, and topics that cannot be fully explored during the workshop. These items will need to be addressed at the end of the workshop.	Flip chart page(s) on the wall identified as the "parking lot"	

Workshop Activity	Facilitators' Role	Resources Required	Keep In Mind…
Plenary discussion: "Leading and Managing for Results Model"	Use the "Managing and Leading for Results Model" to introduce participants' role as managers and leaders within the organization. Discuss how their work during and after this workshop will begin to influence services. Highlight the model's relationship to MOST and to the organization: MOST fosters changes that improve management, work climate, and capacity to respond to a changing environment (sustainability). These changes lead to improved services and, ultimately, improved health for organization's clients. Present and lead a discussion of the functions of leaders and managers. Relate these functions to the participants' roles: they are drawing on leadership and management practices throughout the MOST workshop and will continue to use these practices as change agents to implement the action plan.	Transparency or slide of the "Leading and Managing for Results Model," page 73 "Leadership Practices" and "Management Practices," pages 10–11 Optional: Transparency or slide of "Leading and Managing Framework," page 74	You may wish to spend time going over the details of leadership and management as defined in the "Leading and Managing Framework." Or you may prefer to summarize the contents of the framework, using pages 10–11 as the basis for discussion, and simply pointing out the framework, which is included in participants' binders.
Plenary discussion: Principles of change	Briefly present and discuss principles of change and how implementing the MOST action plan will require them to initiate and lead a change process.	Flip chart of the four principles of change, based on pages 7–8	

MODULE 1: WHERE ARE WE NOW? (AFTERNOON OF DAY 1 AND MORNING OF DAY 2)

OBJECTIVES

By the end of this module, individual participants will have:

- explored the meanings of the five management areas and 19 management components;
- formed working groups that cut across organizational divisions and draw on the contributions of each member;
- generated consensus on the organization's current status in terms of each management component.

Workshop Activity	Facilitators' Role	Resources Required	Keep In Mind…
Review of objectives for Module 1	Present on flip chart and post on wall to remain throughout the module.	Flipchart of objectives Agenda in participant binder	
Presentation of the structure of the MOST assessment instrument: • five management areas and 19 management components; • four stages of development and characteristics; • how we determine the current stage of development and monitor improvements; • what constitutes convincing evidence.	Walk the group through the MOST instrument. Discuss definitions and descriptions of each management component, ensuring that all participants understand the terms used in the instrument. Define "evidence," using examples from the MOST guide. Conduct a short exercise, drawing examples from the group, first from unrelated areas (e.g., evidence of wealth, education, or power) and then related to the MOST characteristics. Post some of their examples on a flip chart and display for the duration of the workshop, to reinforce their understanding. Review the examples provided in the sample instrument in the MOST guide.	Transparencies of the MOST Assessment Instrument, beginning on page 57 Optional: Transparencies or copies based on "Orientation to the Assessment Instrument," on page 4 "What Constitutes Evidence" box on page 20 Transparencies of the "Sample Completed MOST Assessment Instrument," beginning on page 21	Terminology can be confusing, especially if participants have varying levels of management experience or speak English as a second language. It is useful to acknowledge that some management terms can have several meanings. To avoid long discussions of definitions, you should have the participants use the terms as presented in the MOST instrument.

Workshop Activity	Facilitators' Role	Resources Required	Keep In Mind…
Small-group work: Consensus on current stages of development, with supporting evidence	To expose participants to varied perceptions, form groups of 4–6 people from different parts of the organization, creating a cross-section of experience and perceptions. Explain: In their small groups, participants will review the choices and evidence proposed by each group member. Together they will discuss any differences and seek consensus on the stage of development and supporting evidence for each component. Encourage participants to present their evidence persuasively but succinctly. A few words should be able to convey the observation that their group has found convincing. Circulate among groups, offering guidance and clarification where necessary.	One "Assessment Consensus Form" for each group, beginning on page 64	In forming heterogeneous groups, you can draw on the pre-workshop interviews and on your staff counterpart's advice. Remember that your counterpart should participate in a group. Also emphasize that the numbers that represent stages of development cannot be averaged (e.g., 2.5). The group must agree that the organization fulfills all the characteristics in the stage they have chosen. If they cannot agree, they should select the previous stage. Remind the individual teams to keep their consensus form so that you can be prepared to facilitate the plenary discussion at the beginning of Day 2.
Morning of Day 2			
Plenary discussion: Review and consensus	Explain: The intention of this activity is to arrive at a stage of development that all the groups can agree on. Have small groups report their choice of the stage of development for each component and the evidence they proposed to support their choice. Lead the participants in discussing the reasons for any differences and negotiating these differences to reach consensus, just as they did in their small groups. Remind them that the results of this process will provide the input for the work of Module 2. After this module is completed, you will need to prepare handouts that present the consensus achieved during this discussion (stages and evidence). Participants will need this information for the first activity in Module 2.	One sheet of flip chart paper for each of the 19 management components, with space to enter the stage of development each group has identified and the evidence they have selected (the paper can also be used to jot down notes during the discussion, as an aid to resolving differences and coming to agreement) One "Assessment Consensus Form," beginning on page 64, to be used by one facilitator to capture the decisions made during the plenary discussion Desirable: A computer and printer to quickly record and distribute the results of the plenary discussion	In this session, conflict often arises due to differing perceptions reflecting the participants' varied status and areas of responsibility. You will need to listen patiently and attentively and help the participants to do the same. Be on the alert for issues identified in your pre-workshop interviews that participants may not be able to discuss openly. If you cannot bring the group to consensus on a component, you may want to put it in the "parking lot" and return to it after the other components have been addressed. Getting some distance from a controversial topic and refocusing on less contentious issues often allows participants to return to their discussion with new insights.

MODULE 2: WHERE ARE WE HEADED? (MID-MORNING THROUGH END OF DAY 2)

OBJECTIVES

By the end of this module, participants will have:

- agreed on one or two objectives for improving each management component;
- provided evidence that will indicate progress toward these objectives.

Workshop Activity	Facilitators' Role	Resources Required	Keep In Mind...
Review of objectives for Module 2	Present on flip chart and post on wall to remain throughout the module.	Flipchart of objectives Agenda in participant binder	
Plenary discussion: Review of consensus decisions in Module 1	Lead participants in review process.	Handouts with results of Module 1, and supplementary flip chart and/or transparencies, if desired	
Small-group work: Exploration of contributing causes	Divide the components among groups, so each group is working on a manageable number of components. Help groups look closely at the evidence for each component and ask themselves why the component is at that stage of development. They may need to ask Why? several times to dig beneath the surface and find the most important contributing causes.		It is a good idea to distribute different types of components among the small groups, so that each small group is dealing with a mixture of management areas, stages of development, levels of importance to the organization, etc. At this point, you may wish to reconfigure the small groups so that participants can share their perspectives with new group members. For this module, some facilitators form groups that share the same broad area of expertise, while others prefer to maintain a mixture of perspectives.

Workshop Activity	Facilitators' Role	Resources Required	Keep In Mind…
Small-group work, continued: Setting objectives and proposing evidence of their achievement	Decide in a brief introductory activity, or announce based on the director's decision, what the time frame for the MOST action plan will be. Usually it is six months or one year. For each management component, have the small groups draft between one and three objectives for that time period. The objectives should be achievable in the short term and should reflect the discussions of the contributing causes of the current situation. Help the groups focus on objectives that will help move the management components toward the characteristics of the next stage of development. Have each group propose one or two facts, figures, or observations that will provide convincing evidence that these objectives have been reached at the end of the time period.	Flip charts for each group (the results will need to be posted for presentation and discussion in Module 3)	Before the participants undertake this activity, emphasize that the goal is not to strive for perfection. Attempting too big a leap may result in failure and discourage staff about the potential for change. Incremental improvements provide small successes that encourage the staff to take on new challenges. Such changes build up over time to have a greater impact. It helps to recognize that the short-term objectives at this point may or may not move the organization into the next stage of development, where all characteristics will apply. If the organization is close to that stage, one or two improvements may suffice. However, if the management component needs a lot of work over an extended period of time, the objectives developed now may simply move the organization in the right direction within the current stage of development. If time is limited, you may want to prioritize management components first and develop objectives only for the prioritized components.
Plenary discussion: Presentation of and agreement on objectives	Guide participants in reviewing small group work, choosing the most appropriate objectives and agreeing on evidence that will show that the objectives have been achieved.		

MODULE 3: HOW WILL WE REACH OUR OBJECTIVES? (DAY 3)

OBJECTIVES

By the end of this module, participants will have:

- recognized their roles as leaders and managers of the change process;
- selected the highest-priority management components to improve during the coming period;
- prepared an action plan for these improvements;
- decided what activities will be needed to follow up on the MOST workshop.

Workshop Activity	Facilitators' Role	Resources Required	Keep In Mind…
Review of objectives for Module 3	Present on flip chart and post on wall to remain throughout the module.	Flipchart of objectives Agenda in participant binder	
Director's announcement of the person who has been selected as change leader	Ahead of time: Review with the director the background information with which to frame the announcement, so he or she can announce the choice with confidence and enthusiasm: • reasons for having a change leader and change team; • qualities of an effective change leader; • responsibilities of the change leader in implementing the action plan.	Review "Principles of Change," pages 7–8 "Change Leader and Change Team" and box on "Qualities of the Change Leader," pages 8–9	Be sure the director—with your help, if necessary—has discussed this role with the prospective change leader, fully explained the responsibilities involved, and gotten that person's full agreement and commitment. If the director prefers not to present the background material, you can do so and help pave the way for the director's announcement.

Workshop Activity	Facilitators' Role	Resources Required	Keep In Mind…
Plenary exercise: Selection of priority management components	Emphasize the need to focus on improvements in a few priority components—those that meet the following criteria: • can be quickly accomplished, and/or; • require minimal human and financial resources, and/or; • are needed as a basis for other improvements, and/or; • will make the greatest contribution to the management of the organization. Point out that some improvements that might make great contributions to better management may be too costly and time-consuming to undertake at this time. Provide a way for participants to register the components they consider to be of the highest priority. Two possibilities are: • to have each participant write down her/his top three choices; you tally and announce the results; • to post all components on flip charts; participants check off or stick a colored dot next to their top three choices. The entire group tallies the results. Guide participants in using the tally to select the 4–5 components that they will work on during the coming period.	Flip chart of suggested criteria for prioritizing components, prepared in advance or during the plenary discussion Optional: Colored self-adhesive dots	The hardest thing about setting priorities is that it means temporarily setting aside activities that have real value to the organization. Some participants may be strongly committed to objectives in a component that the group decides is of lower priority. You may need to help the participants through this process. Clarify that components identified as low priority at this time will not be abandoned. They will be documented in the workshop report and revisited in MOST follow-up meetings.

Small-group work: Preparation of action plans (continued)		
Create new small groups, one for each of the management components identified as a priority. Once again, be sure the groups represent a cross-section of divisions and levels. Guide small groups in proposing three or four broad categories of activities that will help reach the objective for their component. Encourage them to think creatively about varied but practical ways to reach the objectives. Guide participants in carefully considering the resources—human, material, and financial—needed to carry out each broad activity, and in classifying them as one of the following: • resources that already exist within the organization; • resources that are not currently available but can be generated relatively easily; • resources that will require considerable effort to generate. The participants will then complete the rest of their action plans, filling in the person responsible and time required to complete the activity.	Flip chart pages of the revised objectives for each selected component, distributed among the small groups so they can identify the types of activities for each objective New flip chart pages on each of which they will write: • management component • objective • 3 or 4 broad activities • general types of resources—human, material, and financial—required for each activity • for each type of resource, "CA" (currently available), "GE" (generated easily), or "RE" (requires effort). Blank action plan forms (found on pages 71–72 and on the MOST CD-ROM) Optional: Handout of the "Sample Completed MOST Action Plan" from the MOST CD-ROM	TYou may rely on your staff counterpart for advice, use your own judgment in forming the groups, or ask the participants to form their own new mixed groups. If there are too few participants in the workshop, some small groups may need to work on two management components. It will help if you give examples of the kinds of broad activities the small groups should propose. For instance, to reach an objective related to human resource management, an activity might be "prepare personnel handbook." This activity could involve a number of smaller activities. The workshop materials include a sample action plan form that has proven useful in former MOST workshops. The participants may choose to use this or another format that corresponds to their own planning process. If they use a different format, they may need to adapt it to include all the planning elements that are identified here. Although each activity in this action plan should be broken down into specific tasks, there is rarely enough time for that level of detail in the MOST workshop. The change team should work on the details at a later time.

Workshop Activity	Facilitators' Role	Resources Required	Keep In Mind…
Distributing action plans	Collect the action plans, enter them on a computer, print them out, arrange for photocopies to be distributed to the participants, and include them in your report.	A computer, printer, and photocopier	The change leader and change team are likely to appreciate it if you offer to enter the action plans on a computer and send them back quickly. The printed version will provide them with a clear and consistent set of plans that will help them to immediately begin to make the needed changes. They can also use it to present the results of the workshop to the rest of the organization, and you will be able to use it as the centerpiece of your report.
Plenary discussion: Decision on activities for immediate follow-up	Have the small groups briefly summarize their progress in completing their action plans and mention any issues that have arisen. Facilitate a wrap-up discussion about the next steps to take, including: • sharing the findings and implications with the rest of the staff and other stakeholders; • holding the first change team meeting to further specify the tasks for each activity, (clarify individual assignments, set deadlines, and develop a plan for monitoring progress on the action plan); • monitoring progress on the action plan and revising the plan, if needed.		This might be an excellent activity for the change leader to facilitate, initiating his/her new role. If the change leader agrees to do this, you should offer any assistance needed. For a list of suggestions of follow-up activities, see "Phase 4: Follow-Up Activities," beginning on page 50.

Workshop Activity	Facilitators' Role	Resources Required	Keep In Mind…
Closing	Return to the "parking lot," crossing off issues that have been dealt with and helping participants decide when and how to take up the issues that remain. Point out that you will include these items in your report, so they will have them on record to consider whenever they find it appropriate.

Provide a few minutes for participants to reflect together on the workshop. In an informal conversation, you can ask questions that will give them a chance to express their thoughts and feelings, and that will provide you with feedback. You might ask such questions as:

- Did the workshop achieve the anticipated outcomes?
- To what extent did it meet or not meet your expectations?
- What was the most useful part of this workshop for you?
- What was least useful?
- What do you think you personally can contribute to making the identified changes happen?

Remember to thank the participants for what they have contributed to the workshop. Your sincere appreciation will be a well-deserved reward for what has been an intense effort. | | You may wish to distribute a written form for feedback on the process and outcomes of the workshop, and on the quality of facilitation. However, it is still important for participants to share some of their thoughts publicly, to capitalize on the openness that has marked their three days together.

Consider going around the group, asking everyone for one comment, so that you get feedback from each participant, not just from those who readily volunteer. |

Phase 4: Follow-Up Activities

A successful workshop will have set the stage for the last phase of the MOST process. As quickly as possible after the workshop, you should prepare a report for the organization, presenting the assessment findings and the resulting action plans. You should review the report in a meeting with the director, change leader, and change team before it is distributed to the rest of the staff. You can use this debriefing to reach agreement on follow-up activities that will move the change process forward and bring about the desired management improvements.

Suggested follow-up activities for the organization include the following:

- The director, change leader, and change team meet to clarify the responsibilities they and other leaders will take on during the change process.

- The director, change leader, and change team integrate the MOST action plans into the organization's operational plan.

- The change team meets with the change leader to review and fine-tune the action plans, focusing on the tasks for some of the broadly defined activities, the timeline, and the individuals responsible for carrying out specific tasks. In addition to the evidence that has been proposed for achieving the objectives, the action plans specify milestones the team will use to monitor progress along the way.

- The director distributes the workshop report and informs the entire staff and board about the process: the rationale for conducting MOST, the benefits to the organization of improved management, the main events of the workshop, and the coming changes.

- Members of the change team begin to achieve buy-in and engage the rest of the organization in MOST changes. They meet with individuals and work groups to discuss how the proposed management improvements will affect their work, to answer questions, and to allay fears.

Suggested follow-up activities for the facilitators include the following:

- Prepare the workshop report and review it with the director, change leader, and change team.

- Verify that resources are allocated for a six-month or one-year follow-up MOST exercise to review progress and plan for future management improvements.

- Discuss options for periodic follow-up conversations, e-mails, or meetings with the change leader and change team, to check on progress and serve as a resource in implementing the action plan.

- Assist the change team with their follow-up plan and with ways of engaging the rest of the organization.

- Provide technical assistance in implementing the action plan, or help the organization find other sources of technical assistance.

- Facilitate other assessment/planning exercises focusing on management components that may need more thorough consideration than was possible during the MOST workshop. See the list of additional resources on page 75 for guidelines and tools that can help organizations conduct such assessments for several management systems. These tools are available on the MOST CD-ROM.

WORKSHOP MATERIALS

This section contains materials to be distributed to all workshop participants in a workshop binder or folder. The contents may be copied directly from this section or printed from the MOST CD-ROM.

The materials to be included in the participants' binder are:

- Making the MOST of Management
- MOST Workshop Agenda and Anticipated Outcomes
- MOST Assessment Instrument (to be filled out individually by each participant)
- Assessment Consensus Form (on which participants record the assessments and comments of their colleagues, based on the individual MOST instruments)
- MOST Action Plan Form
- Leading and Managing for Results Model
- Leading and Managing Framework

Resources on the MOST CD-ROM

To supplement the resources listed above, the MOST CD-ROM includes additional materials that may be useful to the workshop facilitators and participants. These resources may be used as workshop handouts or as preparatory materials for the workshop. These additional resources are:

- Presenting MOST at a Staff Meeting
- MOST slide presentation (available in two formats, one of which may be customized to the specific organizational context, if needed)
- Sample Completed MOST Action Plan

Health Systems in Action: An eHandbook for Leaders and Managers

Managers Who Lead: A Handbook for Improving Health Services

Issues of The Manager (a quarterly published by MSH):

"Creating a Work Climate That Motivates Staff and Improves Performance." The Manager (Boston) vol. 11, no. 3 (2002).

"Developing Managers Who Lead." The Manager (Boston) vol. 10, no. 1 (2001).

"Developing Plans and Proposals for New Initiatives." The Manager (Boston) vol. 2, no. 4 (1993).

"Good Goverance in Civil Society Organizations." The eManager (Cambridge) no. 2 (2009).

"Human Resources: Managing and Developing Your Most Important Asset." The Manager (Boston) vol. 8, no. 1 (1999).

"Improving Contraceptive Supply Management." The Manager (Boston) vol. 1, no. 4 (1992).

"Learning to Think Strategically." The Manager (Boston) vol. 3, no. 1 (1994).

"Marketing Your Organization's Services." The Manager (Boston) vol. 8, no. 2 (1999).

"Strengthening Human Resources Management to Improve Health Outcomes." The eManager (Cambridge) no. 1 (2009).

"Using Evaluation as a Management Tool." The Manager (Boston) vol. 6, no. 1 (1997).

"Using National and Local Data to Guide Reproductive Health Programs." The Manager (Boston) vol. 6, no. 2 (1997).

Making the **MOST** of Management

What is MOST?

The Management and Organizational Sustainability Tool (MOST) is a structured, participatory process that allows organizations to assess their own management performance and develop a concrete action plan for organization-wide improvement.

Organizations that have undergone traditional management assessments may be surprised by MOST. Traditional assessments rely on external evaluators, intensive data collection, and checklists. They result in findings and recommendations but often fall short of producing a plan for improvement.

MOST is different. It is all about making change happen through a structured, participatory process, in which staff members use an instrument to collect data from their own experience, immediately analyze the data, and use their analysis to make concrete, practical plans for improvement. Finally, the MOST process recognizes that meaningful changes in management rarely occur through a single event; it includes a six-month or one-year follow-up MOST exercise to review progress and make any needed changes in the action plans.

Why Emphasize Management?

Management Sciences for Health (MSH) developed MOST after years of experience in helping public- and private-sector organizations provide health services under complex and changing conditions. MOST builds on a consistent finding that there are unbreakable linkages between good management, high-quality services, and organizational sustainability. Good management is the glue that holds all internal parts of an organization together, creates a positive work climate, and supports high-quality services, thus helping to bring the organization's vision to fruition.

A well-managed organization that delivers high-quality services is able to satisfy its clients and increase demand. Its structure and financial base allow it to continue its work in a changing environment—to be sustainable even as funders' priorities shift, traditional sources of revenues shrink, and the organization takes on new responsibilities.

What Is the MOST Process?

The MOST process begins with an engagement phase to determine if MOST is a good fit for the organization, continues with a preparation phase to identify and interview staff who will lead the process, focuses on the key activity—a facilitated assessment and planning workshop—and concludes with follow-up activities to keep the changes moving ahead.

The three-day workshop is the central component of the process. It builds a collective perspective and plan out of individual experiences. It brings together on an equal footing managers from all parts and levels of the organization, from the managers of units or projects to the director and senior managers. During the workshop, participants express their individual views on management performance, share these perceptions, and reach consensus on changes that will improve performance. They establish priorities and develop action plans that specify objectives and activities for making these changes, including identifying the people who will be responsible for implementing the plan.

For MOST to yield its greatest benefits, workshop participants must play a part that continues long after the workshop. They must identify the need for change, commit themselves to the process, motivate their colleagues, and take the lead in implementing the improvements that emerge from the workshop.

How Can Organizations Benefit from MOST?

Through the MOST process, an organization will:

- recognize the importance of good management to its effectiveness and long-term survival;
- assess the current status of 19 essential components of management;
- identify feasible changes that will make the organization more effective;
- develop specific plans to implement these changes;
- generate the staff buy-in needed to support the management improvements;
- monitor the results over time and adapt the plans to changing conditions and new demands.

Any organization can benefit from MOST if its director and senior managers meet two criteria:

- They are committed to open self-assessment and decision-making by consensus.
- They believe that the organization can take action to improve its management, even though there may be some constraints beyond their control.

Principles Underlying MOST

- The most effective way to initiate change in an organization is to involve staff members at all levels in open self-assessment and consensual decision-making.
- Meaningful changes in management rarely occur through a single event. They require an ongoing effort, with frequent re-evaluations and adaptations.
- To bring about management changes, there must be strong, committed leadership at every level of the organization.

What Management Areas Does MOST Address?

Mission. An organization's mission is its purpose, the reason it exists. It provides guidance, consistency, and meaning to decisions and activities at all levels. It answers the question, *Why do we do what we do?*

Values. An organization's values are the beliefs and ethical principles that underlie its mission. They give meaning to the organization's work and form the basis for staff commitment. They answer the question, *What are the core beliefs and principles that we all share and that give direction to our work?*

Strategy. An organization's strategies are the broad approaches used to define the programs and activities that will fulfill the organization's mission and goals. The strategies answer the question, *How will we get to where we want to go?*

Structure. Structure refers to the programs, projects, and offices that make up an organization. Structure answers the question, *Are we organized in a way that facilitates what we want to do and where we want to go?*

Systems. The systems are the interdependent functions that allow an organization to do its work. MOST addresses the ten systems that are the key elements of management: planning, communications, human resource management, monitoring and evaluation, information management (both data collection and use of information), quality assurance, financial management, revenue generation, and supply management. Organizational systems answer the question, *What helps us to carry out our activities?*

What Else Do I Need to Know?

If you are involved with an organization that provides services in the private, NGO, or public sector, and if you sense that some management areas could be strengthened, you may want to explore MOST more fully. You can talk with an experienced MOST facilitator, view a slide presentation, peruse the MOST guide or speak with a representative of an organization that has used MOST.

For more information, please contact:

Management Sciences for Health
784 Memorial Drive
Cambridge, MA 02139 USA
Telephone: 617.250.9500
Fax: 617.250.9090
Website: www.msh.org

MOST Workshop Agenda and Anticipated Outcomes

	Session/Module Title	Objectives	Approximate Timing
DAY 1	Opening session	• Introductions. • Review the workshop agenda and anticipated outcomes. • Clarify expectations. • Introduce the MOST process. • Establish ground rules for an open, honest, respectful exchange of ideas.	1 ½ hours
	Principles of leadership, management, and change	• Explore the links between leadership, improved management, work climate, sustainability, and organizational results. • Explore the principles of change.	1 hour
	Module 1: Where Are We Now?	• Explore the meaning of the five management areas and the 19 management components. • Work in groups that cut across organizational divisions and draw on the contributions of each member.	4 hours
DAY 2	Module 1 Continued: Where Are We Now? Conclusion	• In plenary, generate consensus on the organization's current status in terms of each component.	1 hour
	Module 2: Where Are We Headed?	• Agree on one or two objectives for improving each management component. • Provide evidence that will indicate progress toward these objectives. • Select the highest-priority management components to improve during the coming period.	5 ½ hours
DAY 3	Module 3: How Will We Reach Our Objectives?	• Prepare an action plan for these improvements. • Decide on follow-up activities that will need to be completed, and assign responsibility for the activities. • Name the change leader and change team who will oversee the implementation of the plan.	1 day

Anticipated Outcomes of the Workshop

- a collective assessment of the current stage of development of the 19 management components;

- a prioritized list of the management components to be improved within a specified time period;

- an agreed-upon set of objectives for improving each management component;

- an action plan for reaching the objectives, identifying the broad activities, timing, resources, and people responsible for completing the activities, as well as data that provide evidence of success;

- identification of a change leader and change team who will lead the implementation of the action plan and monitor progress;

- a list of short-term activities for following up on the MOST workshop: those the staff can do themselves with existing resources, those for which they need to seek additional resources, and those for which they will need technical assistance from outside the organization;

- agreement on post-workshop assistance from the facilitators (by phone or e-mail) and a follow-up MOST exercise, usually six months to one year after the workshop.

MOST Assessment Instrument

Management Component	Stages of Development and Their Characteristics				Current Stage	Evidence
	1	2	3	4		
Mission						
Existence and Knowledge	No formal mission statement exists, or the existing mission statement is inconsistent with the current organizational purpose and the needs of intended clients.	The mission statement exists, is consistent with the organizational purpose, and is sometimes cited by senior staff.	The mission statement is frequently cited by key stakeholders: staff, board, partner agencies, and clients.	The mission statement is widely known and regularly reviewed to assure that it reflects the current organizational purpose and the needs of intended clients.		
Values						
Existence and Application	Organizational values and ethical principles have not been defined.	Organizational values and ethical principles have been defined and are sometimes cited by senior staff.	Organizational values and ethical principles are frequently cited by staff at all levels.	Organizational values and ethical principles are widely known, and staff are held accountable for adhering to them.		
Strategy						
Links to Mission and Values	Strategies are developed in response to funders' requirements or the preferences of a few decision-makers, without reference to the mission and values.	Strategies are sometimes developed with reference to the mission and values, but more often in response to other requirements, preferences, and mandates.	Strategies are almost always developed within the general context of the mission and values.	Because strategies are developed to conform to the mission and values, strategic planning is viewed as an opportunity to reaffirm or revise the mission.		

Management Component	Stages of Development and Their Characteristics				Current Stage	Evidence
	1	2	3	4		
Strategy (continued)						
Links to Clients and Community	Strategies are developed without reference to the needs of clients or their communities.	Strategies are developed based on assumptions about the needs of clients and their communities.	Strategies are developed based on accurate information about the needs of clients and their communities.	Strategies are developed with the participation of clients and community groups.		
Links to Potential Clients	Strategies are developed without knowledge of the current or potential demand for the organization's services.	Strategies are developed on the basis of anecdotal knowledge of the demand for the organization's services.	Strategies are developed on the basis of occasional assessments of the demand for services, as well as analysis of the services already provided by other organizations.	A mechanism is in place for regularly scanning current and potential demand, evaluating other organizations' services, and using these findings to develop strategies.		
Structure						
Lines of Authority and Accountability	There are no formal documents that define current lines of authority and accountability.	An organizational chart or similar document defines lines of authority and accountability. It is included in the organization's manual of policies and procedures.	The organizational chart or similar document is sometimes used when issues arise pertaining to lines of authority and accountability.	The organizational chart or similar document is regularly updated and consistently used to resolve issues pertaining to lines of authority and accountability.		

Management Component	Stages of Development and Their Characteristics				Current Stage	Evidence
	1	2	3	4		
	Structure (continued)					
Governance: Board of Directors (Note: Governance in relation to board of directors is not applicable to public sector organizations. However, governance in accountability and transparency remains an important structure in public sector organizations.)	There is no board or the board consists of the founder and/or persons chosen by the founder. Board meetings are rarely held.	The board is comprised of persons who have not been selected based on the characteristics (i.e. gender) and skills needed on the board. The board meets occasionally and focuses exclusively on operational issues as opposed to strategic ones. No policies have been developed by the board.	The board is chosen from persons in the community based on the characteristics and skills needed on the board. The board meets frequently, focusing on operational and strategic issues. Some policies have been developed by the board. The board approves the annual budget but is not involved in periodic monitoring of revenue and expenses.	The board is chosen from persons in the community based on characteristics and skills needed on the board. The board meets frequently, focuses on strategic issues and evaluates its performance annually. The board periodically reviews the organization's mission and approves its strategic plan. The board ensures sufficient financial resources for the organization; approves the annual budget; tracks revenues and expenses against budget at least quarterly, and monitors the effectiveness of programs and services.		
Role and Responsibilities (Note: For NGOs, this component pertains to both staff and board of directors. For public-sector institutions, it pertains only to staff.)	Roles and responsibilities are not clearly defined. Work is assigned on an ad-hoc basis, according to the perceived needs of the moment.	Roles and responsibilities are in the process of being defined. Most work is still assigned on an ad-hoc basis.	Roles and responsibilities are defined in the policy and procedures manual. They are beginning to be used as the basis for assigning work	Roles and responsibilities are defined in the manual and used as the basis for assigning work. They are regularly reviewed to be sure that staff assignments serve organizational strategies.		

Management Component	Stages of Development and Their Characteristics				Current Stage	Evidence
	1	2	3	4		
Structure (continued)						
Decision-Making	The director and senior managers make all significant decisions without discussing them with staff.	The director and senior managers make all significant decisions after listening to the views of selected staff members.	Mid-level staff members are encouraged to make and carry out significant decisions regarding their own work and the work of their teams.	All staff are expected to make significant decisions regarding their own work and the work of their teams, and to carry out those decisions.		
Systems						
Planning	Most organizational activities are unplanned and decided on an ad-hoc basis.	Operational plans are developed for some projects and programs, usually to meet funders' requirements.	An operational plan is developed annually, independent of the organization's broader strategies.	The annual operational plan is designed to support the organization's strategies.		
Communication	There is no formal communication mechanism. Important information is communicated mainly by word of mouth.	Communication mechanisms are used only to convey necessary information from senior management to the rest of the staff.	Communication mechanisms are beginning to be used to share information across organizational units and among staff at different levels.	Communication mechanisms are used consistently to share information across organizational units and among staff at different levels.		
Human Resource Management	There are no policies on job classification, salaries, hiring, promotion, grievances, or work hours. There are no procedures for performance evaluation, staff development, or maintenance of employee data.	The organization has recognized the need for a formal human resource system. It is working to clarify human resource policies and procedures.	Human resource policies and procedures are in place, and managers are beginning to use them to hire and retain talented and committed staff.	Human resource policies and procedures are in place, and managers use them consistently to hire and retain talented and committed staff.		

Management Component	Stages of Development and Their Characteristics				Current Stage	Evidence
	1	2	3	4		
Systems (continued)						
Monitoring and Evaluation	The organization's work is monitored and its results are evaluated by external evaluators when funders demand it.	The organization monitors its own work to determine adherence to planned activities. Results are evaluated by external teams when funders demand it.	The organization regularly monitors its own work to determine progress toward achieving goals and objectives. It evaluates results at the end of each project and program.	The organization regularly monitors its progress, evaluates results, and uses the findings to improve services and plan the next phase of work.		
Information Management: Data Collection	Routine service and financial data are often inaccurate, and reports are rarely submitted on schedule.	The organization has introduced systems that are beginning to improve the accuracy and timeliness of routine service and financial reports.	Organizational systems yield routine service and financial data that are generally considered accurate, and most reports are submitted on schedule.	Organizational systems provide cross-checking to guarantee the accuracy of routine service and financial data. There are clear, enforced consequences for late reports.		
Information Management: Use of Information	Those who submit required reports re-ceive no feedback from their managers. The information in the reports is filed away and not used for management or programmatic deci-sions.	Those who submit re-quired reports receive sporadic feedback from their managers. Some managers use the information in the reports to make decisions.	All managers are ex-pected to give regu-lar feedback to staff who submit required reports, and to use the information in the reports as a basis for decisions.	Staff members who submit reports con-sistently get prompt feedback. With their managers, they ana-lyze the information and use their findings to analyze trends, im-prove management and performance, and achieve out-comes.		

Management Component	Stages of Development and Their Characteristics				Current Stage	Evidence
	1	2	3	4		
Systems (continued)						
Quality Assurance	The organization emphasizes the number of activities undertaken, rather than the quality of services.	The organization acknowledges the importance of high-quality services. It is considering activities that will help staff regularly assess and improve quality.	Some parts of the organization have undertaken activities to assess and improve the quality of services. A few interested staff members have taken responsibility for conducting these activities.	There is an established, ongoing system for assessing and improving the quality of services. Trained staff are regularly using this system.		
Financial Management	Budgets are developed without input from program managers. The finance system does not accurately track expenditures, revenues, and cash flow.	Budgets are usually developed with input from program managers. The finance system tracks expenditures, revenues, and cash flow by line item (e.g., salaries, utilities, materials), without links to program outputs or services.	Financial staff develop budgets in conjunction with program managers. The finance system tracks expenditures, revenues, and cash flow by line item, with some links to program outputs and services.	Program managers work with financial staff to develop budgets that support programmatic decisions. The finance system presents an accurate, complete picture of expenditures, revenue, and cash flow in relation to program outputs and services.		
Revenue Generation	The organization operates with a single source of revenue, usually one large funder, whose mandate shapes strategies and programs.	The organization acknowledges the need for diversified funding. It has devised, but not yet implemented, a strategy for obtaining revenue from diverse sources.	The organization has begun to implement its diversification strategy and has already obtained significant revenue from diverse sources to cover current needs.	The organization follows a long-term revenue-generating strategy, balancing diverse sources of revenue to meet current and future needs.		

Management Component	Stages of Development and Their Characteristics				Current Stage	Evidence
	1	2	3	4		
Systems (continued)						
Supply Management	There is no system in place to procure, track, or regulate supplies (clinical, pharmaceutical, or office) used by the organization. Supplies are simply received and stocked when they arrive and distributed upon demand.	A supply system has been designed to allow the organization to track the flow and use of supplies. Staff have not yet been trained to use the system.	The supply system allows the organization to forecast and procure supplies in relation to their demand and use. Some staff have been trained to use the system.	Trained staff consistently use the supply system to forecast future requirements, reduce gaps, and prevent stockouts.		

ASSESSMENT CONSENSUS FORM

Before beginning the consensus step, workshop participants should work alone to identify the stage of development for each management component of their organization. They should also list one or two examples from their experience, as evidence to support their assessment. When they have finished, the facilitator will place them in groups of up to five people.

Instructions

1. Take notes on the Assessment Consensus Form as the members of your small group each state the stage of development they chose for each management component, along with the evidence for that decision. Use the central section of the form to record the name (or initials) of each group member, and under the name, the stage of development that person selected. In the larger white space beneath the names and individual stages, summarize the evidence presented by all group members.

2. Discuss each management component in turn, exploring any differences in your perceptions. Remember that:

   • everyone's viewpoint is equally valid because it represents that person's individual experience;

   • all the characteristics of a given stage of development must be present to place the organization at that stage. If any single characteristic is absent, your organization fits an earlier stage.

3. For each management component, come to consensus on the stage of development that best describes the organization, citing the one or two pieces of evidence that you all agree support your decision. Record these in the far right column of the table.

ASSESSMENT CONSENSUS FORM

Management Component	Participant _____	Participant _____	Participant _____	Participant _____	Participant _____	Group Consensus
MISSION Existence and Knowledge	Individual Stage Selected					Consensus Stage
	Individual Evidence					Consensus Evidence
VALUES Existence and Application	Individual Stage Selected					Consensus Stage
	Individual Evidence					Consensus Evidence
STRATEGY Links to Mission and Values	Individual Stage Selected					Consensus Stage
	Individual Evidence					Consensus Evidence

Management Component	Participant _____	Participant _____	Participant _____	Participant _____	Participant _____	Group Consensus
STRATEGY Links to Clients and Community		Individual Stage Selected				Consensus Stage
		Individual Evidence				Consensus Evidence
STRATEGY Links to Potential Clients		Individual Stage Selected				Consensus Stage
		Individual Evidence				Consensus Evidence
STRUCTURE Lines of Authority and Accountability		Individual Stage Selected				Consensus Stage
		Individual Evidence				Consensus Evidence

Management Component	Participant _____	Participant _____	Participant _____	Participant _____	Participant _____	Group Consensus
STRUCTURE Governance: Board of Directors	Individual Stage Selected					Consensus Stage
	Individual Evidence					Consensus Evidence
STRUCTURE Roles and Responsi-bilities	Individual Stage Selected					Consensus Stage
	Individual Evidence					Consensus Evidence
STRUCTURE Decision-Making	Individual Stage Selected					Consensus Stage
	Individual Evidence					Consensus Evidence

Management Component	Participant _____	Participant _____	Participant _____	Participant _____	Participant _____	Group Consensus
SYSTEMS Planning	**Individual Stage Selected**					**Consensus Stage**
	Individual Evidence					**Consensus Evidence**
SYSTEMS Communications	**Individual Stage Selected**					**Consensus Stage**
	Individual Evidence					**Consensus Evidence**
SYSTEMS Human Resource Management	**Individual Stage Selected**					**Consensus Stage**
	Individual Evidence					**Consensus Evidence**

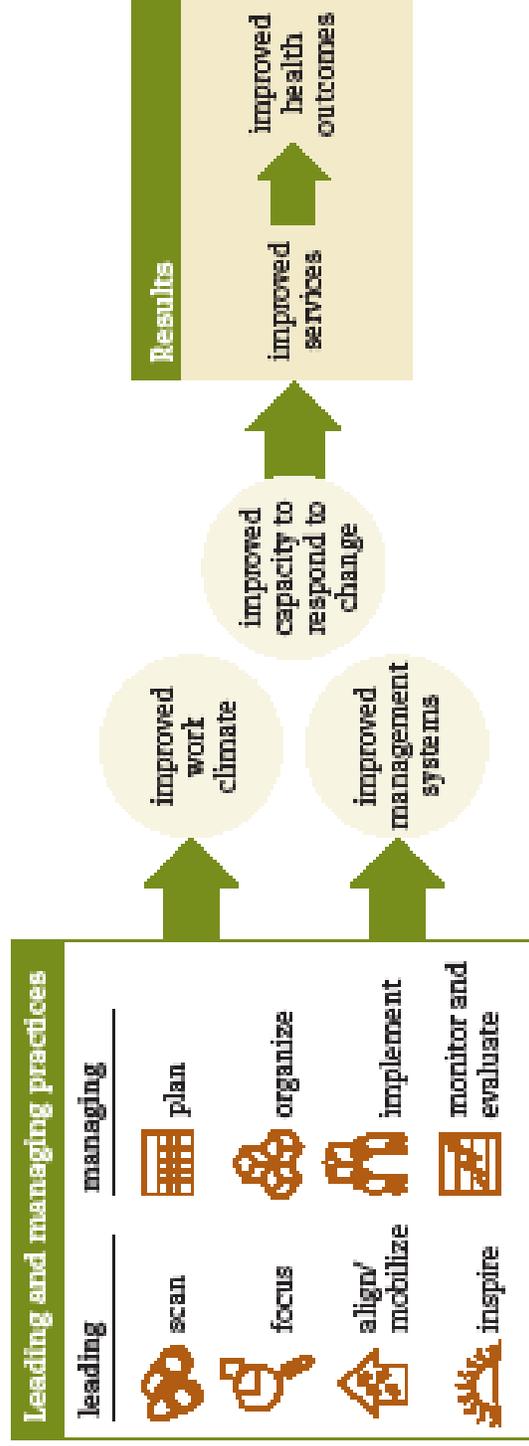| Management Component	Participant _____	Participant _____	Participant _____	Participant _____	Participant _____	Group Consensus
SYSTEMS Monitoring & Evaluation	Individual Stage Selected					Consensus Stage
	Individual Evidence					Consensus Evidence
SYSTEMS Information Management: Data Collection	Individual Stage Selected					Consensus Stage
	Individual Evidence					Consensus Evidence
SYSTEMS Information Management: Use of Information	Individual Stage Selected					Consensus Stage
	Individual Evidence					Consensus Evidence
SYSTEMS Quality Assurance	Individual Stage Selected					Consensus Stage
	Individual Evidence					Consensus Evidence

Management Component	Participant _____	Participant _____	Participant _____	Participant _____	Participant _____	Group Consensus
SYSTEMS Financial Management	Individual Stage Selected					Consensus Stage
	Individual Evidence					Consensus Evidence
SYSTEMS Revenue Generation	Individual Stage Selected					Consensus Stage
	Individual Evidence					Consensus Evidence
SYSTEMS Supply Management	Individual Stage Selected					Consensus Stage
	Individual Evidence					Consensus Evidence

MOST Action Plan Form

Instructions

Make as many copies of this form as are needed to encompass all the objectives in the action plan. (The participants may choose to use this or another format that corresponds to their own planning process. If they use a different format, they may need to adapt it to include all the planning elements that are identified here.)

Management Component _____

Objectives	Evidence of Achievement	Activities	Resources Needed (Human, Financial, Material)	People Responsible	Timeline											
					1st Quarter			2nd Quarter			3rd Quarter			4th Quarter		
					MONTHS											
					1	2	3	4	5	6	7	8	9	10	11	12

Objectives	Evidence of Achievement	Activities	Resources Needed (Human, Financial, Material)	People Responsible	Timeline											
					1st Quarter			2nd Quarter			3rd Quarter			4th Quarter		
					MONTHS											
					1	2	3	4	5	6	7	8	9	10	11	12

LEADING AND MANAGING FOR RESULTS MODEL

How do management and leadership contribute to improved service delivery?

When applied consistently, good leading and managing practices strengthen organizational capacity and result in higher-quality services and sustained improvements in health.

LEADING AND MANAGING FRAMEWORK

Practices that enable work groups and organizations to face challenges and achieve results

Leading	Managing
Scanning • Identify client and stakeholder needs and priorities. • Recognize trends and risks that affect the organization. • Look for best practices. • Identify staff capacities and constraints. • Know yourself, your staff, and your organization—values, strengths, and weaknesses. *Organizational Outcome:* Managers have up-to-date, valid knowledge of the organization and its context; they know how their behavior affects others. **Focusing** • Articulate the organization's mission and strategy. • Identify critical challenges. • Link goals with the overall organizational strategy. • Determine key priorities for action. • Create a common picture of desired results. *Organizational Outcome:* Organization's work is directed by a well-defined mission, strategy, and set of priorities. **Aligning & Mobilizing** • Ensure congruence of values, mission, strategy, structure, systems, and daily actions. • Facilitate teamwork. • Unite key stakeholders around an inspiring vision. • Link goals with rewards and recognition. • Enlist stakeholders to commit resources. *Organizational Outcome:* Internal and external stakeholders support the organization's goals and have mobilized resources to reach these goals. **Inspiring** • Match deeds to words. • Demonstrate honesty in interactions. • Show trust and confidence in staff; acknowledge the contributions of others. • Provide staff with challenges, feedback, and support. • Be a model of creativity, innovation, and learning. *Organizational Outcome:* Organization displays a climate of continuous learning and staff show commitment, even when setbacks occur.	**Planning** • Set short-term organizational goals and performance results. • Develop multiyear and annual plans. • Allocate adequate resources (money, people, and materials). • Anticipate and reduce risks. *Organizational Outcome:* Organization has defined results, assigned resources, and an operational plan. **Organizing** • Ensure a structure that provides accountability and delineates authority. • Ensure that systems for human resource management, finance, logistics, quality assurance, operations, information, and marketing effectively support the plan. • Strengthen work processes to implement the plan. • Align staff capacities with planned activities. *Organizational Outcome:* Organization has functional structures, systems, and processes for efficient operations; staff are organized and aware of job responsibilities and expectations. **Implementing** • Integrate systems and coordinate work flow. • Balance competing demands. • Routinely use data for decision making. • Coordinate activities with other programs and sectors. • Adjust plans and resources as circumstances change. *Organizational Outcome:* Activities are carried out efficiently, effectively, and responsively. **Monitoring & Evaluating** • Monitor and reflect on progress against plans. • Provide feedback. • Identify needed changes. • Improve work processes, procedures, and tools. *Organizational Outcome:* Organization continuously updates information about the status of achievements and results, and applies ongoing learning and knowledge.

Additional Resources

The following publications may be useful for organizations planning to improve the management and sustainability of their organizations.

The Manager is a continuing-education quarterly published by Management Sciences for Health. Each issue focuses on a specific management topic and includes "Working Solutions" from the field, tools and techniques, and a case scenario for staff development and training. All issues of *The Manager* and its successor, *The eManager,* can be downloaded at no cost from MSH's website. Go to **www.msh.org/resource-center** and use the filter to locate the issue you want. MSH also publishes management tools that can be used to improve specific management areas, many of which are available in multiple languages.

Many of the MSH's resources listed below are available on The Manager's Electronic Resource Center (ERC) at http://erc.msh.org. The ERC provides practical answers to management questions, easy-to-use tools, information on effective management practices, and reviews of recent management trends. For more information, please visit the ERC Web site or send an e-mail to erc@msh.org.

Comprehensive Sources of Information

Management Sciences for Health. *Health Systems in Action: An eHandbook for Leaders and Managers*. Cambridge, MA: MSH, 2010. Available for downloading at **http://www.msh.org/resource-center/health-systems-in-action.cfm** and on a CD-ROM.

———. *Managers Who Lead: A Handbook for Improving Health Services*. Cambridge, MA: MSH, 2005. Available as a book and for downloading at **http://www.msh.org/resource-center/managers-who-lead.cfm**

To Prepare for the MOST Process

Management Sciences for Health. "Creating a Work Climate that Motivates Staff and Improves Performance," *The Manager* (Boston), vol. 11, no. 3 (2002). This issue includes a Climate Assessment Tool.

To Focus on Improving Specific Management Components

Planning

Management Sciences for Health. "Developing Plans and Proposals for New Initiatives." *The Manager* (Boston) vol. 2, no. 4 (1993).

———. "Learning to Think Strategically." *The Manager* (Boston) vol. 3, no. 1 (1994).

———. "Marketing Your Organization's Services" *The Manager* (Boston) vol. 8, no. 2 (1999).

———. "Strengthening Human Resource Management to Improve Health Outcomes." *The eManager* (Cambridge) no. 1, 2009.

Human Resource Management

Management Sciences for Health. "Good Governance in Civil Society Organizations." *The eManager* (Cambridge) no. 2, 2009.

—————. *Human Resource Management Rapid Assessment Tool for HIV/AIDS Environments: A Guide for Strengthening HRM Systems.* Boston: MSH, 2003.

—————. "Human Resources: Managing and Developing Your Most Important Asset." *The Manager* (Boston) vol. 8, no. 1 (1999). This issue includes a Human Resource Development Tool.

Monitoring & Evaluation

Management Sciences for Health. "Using Evaluation as a Management Tool." *The Manager* (Boston) vol. 6, no. 1 (1997).

Information Management

Management Sciences for Health. "Using National and Local Data to Guide Reproductive Health Programs." *The Manager* (Boston) vol. 6, no. 2 (1997). This issue includes a guide to reproductive health indicators.

—————. "Using Service Data: Tools for Taking Action" *The Manager* (Boston) vol. 1, no. 2 (1992). This issue includes a guide to graphing data. (Available in print only.)

Financial Management

Management Sciences for Health. "Assessing Your Organization's Capacity to Manage Finances." *The Manager* (Boston) vol. 12, no. 1. (2003). This issue includes the Financial Management Assessment Tool (FIMAT).

—————. *CORE: A Tool for Cost and Revenue Analysis.* Boston: MSH, 1998.

Supply Management

Management Sciences for Health. "Improving Contraceptive Supply Management." *The Manager* (Boston) vol. 1, no. 4 (1992).

Management Sciences for Health and the World Health Organization. *Managing Drug Supply: The Selection, Procurement, Distribution, and Use of Pharmaceuticals,* second edition. W. Hartford, CT: Kumarian Press, 1997.

Management Sciences for Health. *Managing Drug Supply Training Series,* second edition. Boston: MSH, 2000.

—————. *Rapid Pharmaceutical Management Assessment: An Indicator-Based Approach.* Boston: MSH, 2000.

To Manage Change More Effectively

Management Sciences for Health. "Creating a Work Climate that Motivates Staff and Improves Performance." *The Manager* (Boston), vol. 11, no. 3 (2002). This issue includes a Climate Assessment Tool.

———. "Developing Managers Who Lead." *The Manager* (Boston) vol. 10, no. 3 (2001).

———. "Developing Managers Who Lead to Achieve Results: Lessons and Challenges." *The Manager* (Boston) vol. 12, no. 4 (2003).

About Management Sciences for Health

Management Sciences for Health (MSH) is an international nonprofit organization dedicated to closing the gap between what is known about the overwhelming public health challenges facing many nations and what is done to address those challenges.

Since 1971, MSH has worked in more than 100 countries with policymakers, health professionals, and health care consumers to improve the quality, availability, and affordability of health services. We work with governments, donors, nongovernmental organizations, and health agencies to respond to priority health problems such as HIV & AIDS, tuberculosis, malaria, child health, and reproductive health. Our publications and electronic products augment our assistance in these technical areas.

MSH's staff of more than 2,000 from almost 60 nations work in its Cambridge, Massachusetts, headquarters; offices in the Washington, DC, area; and more than 32 country offices. Through technical assistance, research, training, and systems development, MSH is committed to making a lasting difference in global health.

For more information about Management Sciences for Health, please visit our website at www.msh.org.

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