

Training of Facilitators for the Leadership Development Program

FACILITATOR'S GUIDE

October 2010



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Abbreviations and Acronyms

AAR	After-Action Review
CYP	couple years of protection
LDP	Leadership Development Program
L&M	leading and managing
LMS Program	Leadership, Management and Sustainability Program
M&E	monitoring and evaluation
MCH	maternal and child health
MSH	Management Sciences for Health
TOF	training of facilitators
USAID	US Agency for International Development
WCA	Workgroup Climate Assessment

Acknowledgments

The development of this training manual would not have been possible without our previous experience and the lessons we learned while delivering the Leadership Development Program (LDP) in Kenya. In addition, other facilitators have shared their experiences delivering the LDP around the world. Management Sciences for Health’s Leadership, Management and Sustainability (LMS) Program team in Kenya developed this training of facilitators (TOF) manual with the help of an organizational development consultant, to help respond to the increasing demand for leadership and management skills within the health sector.

In 2008 LMS and Kenya’s ministries of health, with support from the US Agency for International Development (USAID)–Kenya, carried out an assessment to determine gaps in leadership and management skills in the Kenya health sector. The results of the assessment clearly showed an urgent need to develop strategies to help overcome skills gaps. We believe that the LDP is a powerful training tool that can help address this need, and effective training of those who will lead an LDP is of great importance.

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About Training of Facilitators and This Guide

Introduction

Management Sciences for Health's Leadership, Management and Sustainability Program in Kenya, in collaboration with the Ministry of Medical Services and Ministry of Public Health and Sanitation and with support from USAID–Kenya, undertook a national assessment of gaps in leadership and management skills in the health sector in 2008. The results indicated that health managers in Kenya acknowledge the importance of leadership and management skills, but they have limited access to training in these skills. The assessment report recommended the following measures to address these training needs:

- To urgently address the low level of leadership and management training skills among current health managers.
- To provide pre-service leadership and management trainings as a matter of high priority in national health.
- To institutionalize leadership and management skills as core health services competencies to be sustained and continually improved.

The Training of Facilitators (TOF) workshop has been developed to address the low level of leadership and management skills in the health sector and to support the institutionalization of leadership and management skills as core competencies in health service delivery. The workshop uses a systematic approach that will help build a critical mass of facilitators within a country or region that will have the necessary skills to lead the six-month-long LDP process with minimum oversight. By expanding the number of facilitators who can deliver the LDP, more health managers will be able access critical leadership and management training.

Although this Training of Facilitators workshop manual was developed in Kenya for use there, it will be appropriate and useful in any country as a resource for facilitator trainers who will develop the capabilities and improve the performance of future LDP facilitators.

Training of Facilitators Workshop objectives

As participants go through this workshop, it is expected that they will get better at:

- Understanding what the LDP is—its beliefs, practices, and process;
- Explaining and illustrating the Leadership Development Program tools, frameworks, design flow, and methodology;
- Delivering the LDP with confidence;
- Engaging potential program sponsors and stakeholders to support the delivery of an LDP.

At the end of the workshop, participants will also be expected to:

- Practice better leadership in their work and daily lives;
- Demonstrate how leadership is linked to results and health outcomes;

- Distinguish leadership requirements at various levels of an organization;
- Practice and teach the eight practices of managing and leading;
- Enable others to identify leadership practices that are needed to face challenges in their work or personal lives.

What does this manual offer?

A well-developed training strategy and skilled facilitators are crucial for the success of the LDP, and this guide has been developed to assist facilitator trainers in all aspects of developing LDP facilitators. This guide will explain the objectives of the 13 workshop sessions, describe needed preparations, and outline the activities needed to deliver each session.

This guide is written primarily for facilitator trainers working in the context of health sector programs in a country or region where large numbers of teams meet simultaneously across a city, town, or region during their participation in an LDP. The LDP workshops center on small-group, highly participatory discussions and provide settings for deliberation, analysis of health issues and challenges, and enable LDP teams to come up with Action Plans to address them.

The facilitation team

Each of the sessions requires facilitator trainers who have considerable expertise in the subject area and a willingness to use participatory methods. It is also recommended that the facilitator trainer first be an LDP facilitator so as to be thoroughly familiar with the LDP process and content. For the best results, the TOF course requires a team of facilitator trainers of at least two people who have an understanding of participatory training using adult learning techniques.

Teamwork is called for, with all facilitator trainers meeting several times before the TOF and discussing how their respective sessions are linked.

As the ones who prepare others to lead the LDP, facilitator trainers play a critical role in establishing the productive, face-to-face dialogue that is the hallmark of LDP discussions. They ensure that what happens *inside* each team is consistent with the overall goals of the LDP: deliberation, broad and diverse participation, and shared problem solving. The facilitator trainers have a key role in making team dialogue productive by helping the members engage with each other and the issues, and enabling them to work together effectively.

It must be stressed that this course cannot be run solely by resource persons who drop in and out and are familiar only with the few sessions they run. There needs to be an overall course coordinator who will ensure that the links between the modules and between sessions are clarified, and that there is continuity and harmony in the concepts presented and viewpoints expressed by various facilitators.

Trainee selection

Although the number of participants in a TOF workshop will vary, to make it possible for everyone to have enough time during the practice sessions, each workshop should be limited to 15 participants.

To assess individual attitudes and knowledge, facilitator trainers are advised to conduct 30-minute screening interviews with each potential participant before the TOF workshop. Responses should demonstrate commitment to becoming an LDP facilitator. The interviews will provide useful feedback about the compatibility—actual or potential—between facilitator trainees and the principles of the LDP.

Start by providing a brief overview of the LDP. Examples of questions to be asked in the interviews include:

- Why do you want to become an LDP facilitator?
- How long have you worked with the health sector locally and/or internationally?
- How do you think the health sector in your country can be improved?
- What experience do you have working in teams, either as a facilitator or as a member of a team working to achieve results?
- What are the benefits of working in a team? What are the challenges?
- How would you describe your facilitation style?
- What are your experiences with coaching and mentoring?
- Are you ready to commit from 30 to 35 days over a six-month period to become an LDP facilitator?

After completing the screening and selection process, contact all interviewees via phone and email and inform them if they have been selected. Send an official invitation to accepted participants (see Appendix 1 for a sample invitation letter). When the selection process is complete, the “Training of Facilitators Attendee List” can be used to record detailed information about each participant (Appendix 2).

Overview of training of facilitators

Training of facilitators takes place in two phases. Phase 1 is an initial five-day workshop, which should be seen as part of a larger training process for the development of facilitators. The Phase 1 workshop is outlined in this manual; it is the basic training program. Participation during ongoing LDPs, which forms Phase 2 of this training approach, gives the participants additional practice at both facilitating and coaching.

This manual assumes that there will be more than one facilitator trainer and that two or more co-trainers who can take responsibility for certain sections of the workshop and provide interest and variety will also be integral to the TOF facilitation team.

During the first day of the TOF workshop, participants should be randomly assigned to a group in which they will work from time to time throughout the five-day workshop. It will be important not to change the membership of the groups because that would interfere with the groups' dynamics. Dividing participants into three groups is recommended, although there are a few activities that work best when participants work in pairs or larger groups. These variations are noted in the manual.

One person in each group should be responsible for filling out the two monitoring and evaluation forms that require attention at various TOF sessions. These forms are “Participant Session Attendance”

(Appendix 3) and “Feedback for LDP Facilitator Trainees” (Appendix 4) for feedback during the team sessions.

Participants who complete the Phase 1 are not recognized as facilitators for LDP until they complete Phase 2, which is described below.

1. The participants are attached to an LDP master facilitator and they run the LDP training together. During this time they are expected to take up sessions and deliver them as per the *LDP Facilitator's Guide*.
2. The master facilitator gives feedback on the facilitation immediately after it occurs.
3. The participants are expected to participate in the coaching sessions in between the workshops.
4. Participants complete the TOF program after they have gone through the four LDP workshops and final one-day workshop.
5. A final one-day workshop to reflect on the process is organized for the new facilitators and master facilitators. The new facilitators also present the personal challenges that they identified in Phase 1 and committed to work on throughout the entire TOF training.
6. Final evaluations are prepared for any confidential feedback to the participants.

Train using the principles of LDP facilitation

By the time the trainees have completed the LDP development process, they should:

- Experience an LDP, both as a participant and a facilitator;
- Understand that the facilitator must be impartial;
- Practice the basic skills they need to facilitate an LDP.

Some important principles that facilitator trainers should keep in mind when planning a TOF workshop are:

- Make the training interactive and experiential;
- Model what you are teaching;
- Emphasize practice and feedback;
- Evaluate the training.

Because LDPs are participatory, interactive, and experiential in nature, training of facilitators should have these qualities, too. The activities described in this guide use the principle of demonstration to make some of the key elements of the LDP evident (participants can observe a skilled facilitator in action), and in the practice session(s) participants have a chance to practice facilitating. Above all, this first phase of the LDP facilitator training emphasizes making sure that participants get a firsthand experience of how an LDP workshop session is run and the role the facilitator plays in making each activity effective.

Trainees will benefit most if they can internalize the process as they go along, which is why some of the sessions (such as the one on how to use the Challenge Model) take them through an issue in their personal lives that they will be expected to report on at the end of their training. This is based on the

premise that knowledge about how to lead discussions gained through experience will be a much more reliable guide than any number of lectures or readings.

Flip charts are used throughout the workshop for either recording participants' contributions or presenting workshop content. The content of the workshop flip charts is presented in the manual, numbered sequentially by session. It will save valuable session time if flip charts are prepared ahead of time, especially the longer ones. Or, as an alternative, the content can be put into PowerPoint slides or overheads and projected. There is value to varying the stimulus/methodology, should this be possible.

Participants' journal-keeping

Journaling is considered an important strategy in developing facilitators for the LDP, and participants are asked to keep a journal. Facilitator trainers should be sure to familiarize themselves with the article on journaling (see Appendix 5) and to practice journaling before, during, and after the TOF workshop. This will provide a sense of the effectiveness of journaling and enable trainers to encourage any participants who have a problem with this process. Sharing thoughts from one's journal is one way to encourage the practice.

It is important that participants use their journals consistently throughout the course. They will be asked to prepare presentations at the end of the six-to-seven month TOF process that will require them to synthesize information from their journals. Facilitator trainers will evaluate these presentations.

Using feedback effectively

Constructive feedback is information shared with another person (or group) about past actions in such a way that it helps him or her understand the impact of his or her behavior, improve communication and interactions, and work better with others. For a facilitator trainer, there will be many occasions when it is important to share information with a participant about his or her performance or behavior. Some characteristics of effective feedback follow.

- **Be specific rather than general.** Try to give precise examples of what you observed. To tell someone that they were too talkative will probably not be as useful as saying "just now when we were deciding the issue, you talked so much that I stopped listening."
- **Share information rather than give advice.** If your comments create an opportunity for the receivers to see *for themselves* what they did and decide what they might do differently in the future, this will be much more effective than your telling them how they should act.
- **Be descriptive rather than judgmental.** If you describe your own reactions to another's behavior, it leaves the individual free to use the information, or not, as he or she sees fit. By avoiding judgmental language, it reduces the likelihood that the individual will respond defensively.
- **Comment on behavior that the receivers can do something about,** rather than on the receivers themselves. Frustration is only increased when a person is reminded of shortcomings over which he or she has little or no control.
- **Consider the needs of both the receivers and the givers of feedback.** Feedback can be destructive when it serves only the givers' needs and fails to consider the needs of the people on the receiving end.

- **Ideally, feedback is solicited rather than imposed.** If receivers can ask for and be open to feedback, they are much more likely to listen to it. If receivers are not ready to “hear” the feedback, it is unlikely they will use it.

These points are also contained within the body of the manual and should be provided to participants in the handout entitled “Giving Useful Feedback” (a Workshop #3, Session 12, handout from the LDP Facilitator’s Guide).

After a participant has finished presenting, he or she should invite feedback.

- First, allow the participant who facilitated the session to be the first one to comment on what he or she did and improvements he or she could make.
- Next, other group members comment on what they observed according to the principles of constructive feedback shown above.
- Finally, any facilitator trainer may add points that others have not brought up (but not repeat any points already made) taking the same care to present their observations in a positive and constructive manner.

Peer review is built into the TOF workshop. In the peer review sessions, participants are asked to rate other group members based on the criteria listed below. Performance is assessed as:

Excellent (4), Good (3), Fair (2), or Poor (1)

in the following categories, based on the stated criteria:

- **Communication.** Did the facilitator communicate well with participants? Did he or she provide clear messages? Did he or she speak clearly and effectively? Did the facilitator seem knowledgeable about the subject presented?
- **Listening.** Did the facilitator listen to the participants? Did he or she provide useful feedback to their comments and questions?
- **Participation.** Did the facilitator encourage all of the participants to actively participate? Were all participants included in the activity and/or discussion?
- **Motivation.** Did the facilitator show motivation in leading the activity? Was he or she enthusiastic about the subject matter? Was he or she prepared?

Evaluation of participants—Phase 1

Participants should be judged individually based on their performance throughout the course of the workshop/Phase 1. As the facilitator trainers decide whether individuals can become LDP facilitators, they should consider the participants’ performance in the following areas:

- Did the participant show improvement throughout the training? Did he or she become more comfortable in front of a group and more confident using facilitation skills?
- Does the participant show a commitment to becoming an LDP facilitator? Does he or she have the right attitude?
- Is the participant comfortable in front of the large group and possess the necessary facilitation skills? Did he or she cover all of the steps, present all the information, information and show that he or she was adequately prepared to lead the activity?

- Does the participant have the basic knowledge necessary to lead LDP sessions?
- Is the participant aware of the time commitments required to complete the training (attendance at upcoming results workshops; attendance at a complete LDP)? Have they begun to get to know the necessary materials required for conducting an LDP?

MSH publications to use as resources

This manual is designed to be used in conjunction with the following four MSH publications.

1. ***Managers Who Lead: A Handbook for Improving Health Services***

This book is available in print from bookstore@msh.org and can be downloaded at no cost from <http://www.msh.org/resource-center/managers-who-lead.cfm>. Several reading assignments and practice activities used for the TOF workshop are from *Managers Who Lead*.

The following publications can be downloaded at no cost from the website of LeaderNet (an online global network and community of practice). First, you must be registered for LeaderNet; registration is free and open to all. If you are not registered, go to <http://leadernet.msh.org>. Once registered, go to the “Resources” page, <http://leadernet.msh.org/page.cfm?c1=94&nav=62>, and follow the link(s) to the publication you want.

2. ***Leadership Development Program Facilitators' Guide***

Many of the handouts for the TOF workshop can be found in the *LDP Facilitator's Guide*, which can be downloaded in its entirety or by workshop from LeaderNet.

3. ***From Vision to Action: A Guide on Monitoring and Evaluation for Facilitators of Leadership Development Programs***

The link on the LeaderNet “Resources” page is to “Monitoring and Evaluation Guide.”

4. ***Workgroup Climate Assessment (WCA) for LDP Training of Trainers***

Parts of this document appear as Appendix 8 (“Workgroup Climate for LDP Training of Facilitators”) and Appendix 10 (“Discussion Guide for the WCA”) so they may more readily be used as handouts.

An additional resource of note, which provides information on the health sector, reform agendas, and other content relevant to the LDP, is:

- Cottingham, Jane, et al. *Transforming Health Systems: Gender and Rights in Reproductive Health—A Training Curriculum for Health Programme Managers*. Geneva: World Health Organization, 2001.
http://www.who.int/reproductivehealth/publications/gender_rights/RHR_01_29/en/index.html (accessed Oct. 8, 2010).

Preparatory activities

A checklist follows that lists the various activities that need to be taken care of before, during, and after a TOF workshop. Note that this list is intended as a guide and adjustments can be made, as necessary:

Activity	Done	By whom?	By when?
<p>Administrative Preparation</p> <p>Stage 1</p> <ul style="list-style-type: none"> - Budgeting for the workshop (this will help to determine the number of participants, venue costs) - Logistical support (identify who will provide) - Identify the location or venue of the workshop - Identify the training materials and equipment needed, and list them - Discuss per diem and allowance for which the participants may be eligible <p>Stage 2</p> <ul style="list-style-type: none"> - Purchase/order the training materials - Book the venue - Photocopy or print training materials - Request funds from finance for the activity to cover allowances or per diems - Arrange for the certificates to be provided after Phase 2 of the training <p>Participant Selection</p> <ul style="list-style-type: none"> - Develop criteria for selection of participants - Send request for CVs - Conduct selection and short list the participants - Invite short-listed participants for interviews - Conduct interviews - Select participants - Contact all interviewees via phone and email and inform them if they have been selected, or not. - Send an official invitation to accepted participants (see Appendix 1 for a sample letter) 			

Activity	Done	By whom?	By when?
<p>Venue</p> <ul style="list-style-type: none"> - Visit the venue at least two days before training. If the venue is far away, ensure that you are there the day before training, early enough to have time to make any suggested changes - Give instructions for room setup - Confirm that the signage is correct - Put up some of the charts and confirm visibility - Put out the participant materials and package them, as needed - Arrange for the coffee breaks/lunches and confirm the times they will be served - Arrange for daily room cleanup <p>Materials</p> <ul style="list-style-type: none"> - Prepare the sessions and the flip charts - Prepare assessment tools, e.g., evaluation forms, questionnaires, etc. - Ensure that the registration sheets capture all the required information - Test all equipment, e.g., projector - Photocopy any additional materials you have developed - Prepare participants' materials 			
<p>Training supplies and equipment</p> <ol style="list-style-type: none"> 1. Audio-Visual equipment (TV/VCR, video-tapes, LCD projector) 2. Flip chart stands and paper 3. Chisel-shaped markers in different colors 4. Masking tape 5. Cards 6. Unlined paper 7. Box(es) to store materials 			

Activity	Done	By whom?	By when?
<p>During the workshop:</p> <ol style="list-style-type: none"> 1. Run registration 2. Test equipment before sessions 3. Maintain workshop files 4. Prepare participant address list 5. Keep track of expenses in relation to budget 6. Arrange for group photo (optional) 7. Have a daily debrief (facilitator trainers) 			
<p>End of workshop</p> <ol style="list-style-type: none"> 1. Discuss successes/problems with co-trainers and other staff 2. Distribute list of participants’ names and addresses to the group 3. Return equipment 4. Read and analyze final course evaluations 5. Mail follow-up materials 6. Pay bills (if necessary) 7. Send thank you letters to those who assisted with the program 8. Draft, edit, reproduce, and distribute final report to the MSH technical lead and other stakeholders, as appropriate 			
Budget	Estimated Cost		
<ol style="list-style-type: none"> 1. Materials (multiply by # of participants) 2. Transportation 3. Food and beverages at the workshop 4. Accommodations** 5. Daily allowances 6. Services (audio-visual, photocopying, etc.) 7. Other 			
TOTAL			

* Participant folder includes a welcome letter, timetable, participants’ profiles, pens, paper, journaling notebooks.

** If possible, the course should be located in a venue that makes it possible for all participants to stay at the same place at night. This will facilitate group cohesiveness and avoid delays caused by participants arriving late for sessions.

Suggested timetable

	Day 1	Day 2	Day 3	Day 4	Day 5
AM (120 min.)	Session 1: Opening Session (120)	Recap (10) Session 4: Distinguishing challenges from problems (40) Session 5: Video (30) Session 6: Introduction to the Challenge Model (40)	Recap (10) Session 7: Coaching (110)	Recap (10) Team Planning (60) <u>Session 9: Practicum Block 1</u> ▪ Recognizing your sphere of influence (60)	Recap (10) Session 10: The After-Action Review (60) Session 11: Using the Workgroup Climate Assessment (60)
AM (120 min.)	Session 2: LDP Introduction and Overview (120)	<i>Continued:</i> Introduction to the Challenge Model (120)	Session 8: Monitoring and Evaluation (120)	<i>Continued:</i> <u>Practicum: Block 1</u> ▪ Analyzing stakeholders needs and interests (60) ▪ Improving listening skills (45) Feedback (15)	Session 12: Facilitator Preparation (60) (Optional: group photo)
PM (180 min.)	Session 2: LDP Introduction and Overview (60) Session 3: LDP Facilitator Beliefs and Practices that Encourage Active Learning (90)	<i>Continued:</i> Introduction to the Challenge Model (120)	<i>Continued:</i> Monitoring and Evaluation (120)	Team Planning (60) <i>Continued:</i> <u>Practicum: Block 2</u> ▪ Gaining commitment, not compliance (45) ▪ Making Effective Requests (30) ▪ Balancing Advocacy and Inquiry (40) Feedback (15)	Session 13: Closing Session (150) <u>Assignment 3:</u> <i>Managers Who Lead</i> , Ch. 5, M&E Guide

Daily schedule

The timing of morning and afternoon breaks/teas should be negotiated by the facilitator with participants and, ideally, will depend on the starting and ending times, and the progress of the sessions on any given day.

The sessions are timed to align with the daily schedule that follows. It has proved effective for past workshops, but it is offered here as a guide rather than a prescription.

8:00 a.m.	Start
10:00 a.m.	Break (30 minutes)
12:30 p.m.	Lunch (60 minutes)
3:00 p.m.	Break (30 minutes)
5:00 p.m.	Close

The structure of this manual

The facilitator trainer should use this manual as a road map of the sessions' content and a guide to how best to attain the workshop objectives. There are 13 sessions, and each begins with a Facilitator's Notes section, which describes the objectives of the session as a whole, outlines the session activities, and notes what will be needed to prepare for the session. After the Facilitator's Notes are the actual sessions, with activities presented in the sequence in which they are expected to take place. There are step-by-step guidelines on the activities, sample questions to ask participants (and, often, the typical responses based on past experience), and suggestions for how to direct the process toward achievement of the session's objectives. Many activities require advance preparation.

In general, facilitator trainers are encouraged to share personal experiences that enhance the sessions' content. For several sessions, however, the instructions indicate that activities should be followed without deviation.

Summaries of the sessions

Session 1: Opening Session

As a rule, participants will have been through an interview process designed to get a sense of whether they will be able to readily understand and support the principles of the LDP. Attendees may be anxious, especially if this is their first time attending a course of this nature. They may feel that other participants are more knowledgeable and skilled than they are when it comes to issues of leadership and management. This session is important for calming participants' fears and laying out the ground rules of participation so that all can be seen to be bringing something important to the "knowledge and practice" of leadership development. In addition, the session stresses the importance of engaging in an open dialogue that includes active listening and full participation.

Session 2: LDP Introduction and Overview

This session provides participants with an overview of the LDP and emphasizes that the LDP is a *process* for teams to link learning to achieving measurable organizational results. The session provides a quick "bird's eye view" of what the LDP is, what it entails, and the core principles that enable the program to be the powerful medium that it is.

Session 3: LDP Facilitator Beliefs and Practices

Effective facilitator beliefs and practices encourage participants to become involved, express ideas with other participants, and together grow excited about learning new skills to achieve results. It is important to study, discuss, and incorporate the LDP facilitation beliefs and practices; they are critical to successfully leading an LDP.

Session 4: Distinguishing Challenges from Problems

This session is the first step in introducing participants to the Challenge Model—one of the key models used throughout the LDP process—and explores participants' positive experiences when facing challenges in the past.

Session 5: Video—"Seeds of Success"

This video further ingrains the LDP process while reinforcing the famous words of Confucius: "*What I hear, I forget; What I see, I remember; What I do, I understand.*" The video provides the "seeing" component of the workshop. It tells the story of a successful LDP in Aswan, Egypt, that people can both relate to and internalize as an example of the power of the LDP process.

Session 6: Introduction to the Challenge Model

This session is primarily an exercise in applying the Challenge Model. By starting on a personal level, participants begin to internalize the process of working with the model. The session guides them through the process of creating a personal mission and vision. It stresses the importance of using images and pictures rather than words to connect with what is personally meaningful. The exercise culminates with participants completing individual Challenge Models that they will work on and then report on at the end of their six-month engagement as facilitators in training.

Session 7: Coaching

Coaching is one of the most important activities of the LDP for which facilitators are responsible. Conducted between the workshops, coaching involves meeting with LDP teams in their work environments to encourage them, monitor progress on their leadership projects, and reinforce what was learned in the workshops.

Session 8: Monitoring and Evaluation

This session covers the role of the facilitator in the LDP monitoring and evaluation (M&E) process and stresses that he or she is responsible for leading teams through the action planning and M&E content, and later reviewing the teams' Action Plans. In most cases, an experienced evaluator will not be available to support the facilitator. Therefore, this session attempts to fill the gap, providing information the facilitator can use to assess a team's Action Plan and give feedback on the desired results, indicators, and data collection methods. The session explains the importance of selecting appropriate indicators and gathering meaningful and reliable data to ensure that teams' results can be compared to performance data from before the LDP and, when appropriate, comparable data from nonparticipating units or teams.

Session 9: Practicums

At different times in the timetable participants have an opportunity to practice facilitation. These sessions are extremely important in making sure that the participants experience firsthand how the LDP runs, practice facilitation, and familiarize themselves with some of the required supporting documentation.

Session 10: Learning from Experience—The After-Action Review

The after-action review (AAR) provides a process for thinking about, discussing, and learning from what went well during the practicum sessions and what did not go so well. The exercise helps people think about mistakes, failures, and breakdowns in a way that does not involve blaming or finger-pointing. It also provides an opportunity to recognize successes. Individuals self-assess their areas of strengths and opportunities for improvement and then what they learned is shared with the group and combined with other lessons to create additional knowledge and improved solutions.

Session 11: Using the Workgroup Climate Assessment

One of the best ways to improve something is to start by measuring it. LDP teams measure their own climate using a short survey called the Workgroup Climate Assessment (WCA). After using the WCA, teams can discuss what the survey results mean and brainstorm ways they can work to improve the climate in their workgroup. The WCA is a self-scorable questionnaire designed to be completed by all members of an LDP team, which means that everyone on the team will be given a copy to fill out on his or her own. This session orients LDP facilitators to how to guide LDP teams in using the WCA tool.

Session 12: Facilitator Preparation

This session guides participants through the set of activities necessary to conduct an LDP workshop. It also furthers understanding of the eight leading and managing practices by putting these preparation activities into the L&M Framework.

Session 13: Closing Session

In this session, participants give feedback on the course and complete an evaluation form.

Day One

SESSION 1: Opening Session

Facilitator's Notes

Learning Objective for This Session:

Participants will:

1. Be introduced to other participants and facilitators;
2. Be oriented to administrative and logistical issues;
3. Have an opportunity to express their expectations of, and anxieties about, the course;
4. Reach consensus on the ground rules that participants and facilitators will observe;
5. Be oriented to the journal they are to complete during the course.

Importance of the session:

As a rule, participants will have been through an interview process designed to get a sense of whether they will be able to readily understand and support the principles of the LDP. Attendees may be anxious, especially if this is their first time attending a course of this nature. They may feel that other participants are more knowledgeable and skilled than they are when it comes to issues of leadership and management. This session is important for calming participants' fears and laying out the ground rules of participation, which reinforce so that everyone is seen as bringing something important to the "knowledge and practice" of leadership development. In addition, the session stresses the importance of engaging in an open dialogue that includes active listening and full participation.

Session Outline (120 minutes)

Activity 1: Getting to Know Each Other

- Step 1: Facilitator presentation – "Welcome and Self-introductions"
- Step 2: Individual exercise – "What Animal Am I?"
- Step 3: Participants' self-introductions
- Step 4: Facilitator synthesis – "Codification of Hopes and Expectations"

Activity 2: Administrative and Logistical Matters

- Step 1: Facilitator presentation – "Administrative and Logistical matters"
- Step 2: Facilitator presentation – "A Walk through the Training Materials"

Activity 3: Setting the Stage for a Good Dialogue

- Step 3.1: Facilitator presentation – "Introducing the Concept of Dialogue"
- Step 3.2: Individual Inquiry – "Expressing Ourselves"
- Step 3.3: Plenary discussion – "What Can Make This Workshop Effective"

Activity 4: Orientation on the Journaling Process

- Step: Facilitator presentation – "The Journaling Process"

References

- Cottingham, Jane, et al. *Transforming Health Systems: Gender and Rights in Reproductive Health*. Department of Reproductive Health and Research Family and Community Health. Geneva: World Health Organization, 2001.
http://www.who.int/reproductivehealth/publications/gender_rights/RHR_01_29/en/index.html (accessed Oct. 8, 2010).
- Management Sciences for Health. *Leadership Development Program: Facilitator's Guide*. Cambridge, MA: Management Sciences for Health/USAID, 2009. Updated 2010.
<http://leadernet.msh.org/page.cfm?c1=94&nav=62> (accessed Oct. 7, 2010).

Preparation Required for This Session

Assemble participants' folders (see below)

Materials and Equipment Required for This Session

- LCD projector
- Flip charts
- Markers
- Note/index cards
- Name boards
- Participant folders, one for each participant, that include:
 - ✓ welcome letter
 - ✓ participants' profiles
 - ✓ pens
 - ✓ paper
 - ✓ journaling notebooks
 - ✓ timetable
- Handout:
 - ✓ "Journaling" excerpt of article by Steve Pavlina (Appendix 5)

How to Run This Session

Follow the facilitation process. Remember to be flexible enough here to allow for the more formal opening ceremonies, which need to be conducted somewhere within this session or immediately after it.

SESSION 1 PROCESS

Activity 1: Getting to Know Each Other

Step 1.1

Welcome participants and introduce yourself. Explain the introductory activity you have selected.

Step 1.2

Give each participant markers and a card. Ask them to think about which animal best represents them in terms of their leadership style, and why. Next, ask them to draw the animal. Also, ask participants to write the name they wish others to address them by on the name board in front of them.

Step 1.3

Ask participants to take turns and:

- introduce themselves by their names;
- explain why they are interested in leadership development;
- show the animal they drew and explain why it represents them in terms of leadership;
- say what tasks, responsibilities, or concerns they have left behind when coming to this course;
- describe what they expect from the TOF workshop.

Step 1.4

As participants speak, write down their expectations on a flip chart. Explain that expectations will be discussed at length later in the session. Put the pictures of animals up on the walls. Review the expectations provided by participants and categorize them. Code (with different colors or symbols, for example) the categories. Some of the categories of expectation that usually emerge are:

- new information and skills;
- group dynamics and learning processes;
- applying the information and skills gained in the course.

Keep these flip charts. You will use them again when you revisit expectations in the Closing Session on the last day of the course.

Step 1.5

Randomly divide the participants into three groups. Explain that they will work together on several activities throughout the workshop, and that the membership of the groups will not change.

Activity 2: Administrative and Logistical Matters

Step 2.1

Give participants information on logistics and administrative matters. You may include issues such as:

- whom to talk to for different needs—ideally you will be able to introduce the people responsible for logistics;
- the training resources: what is available, where they are, and how they should be used;
- the physical layout of the course venue in relation to washrooms, the tea/coffee break area, restaurants, and so on.

Step 2.2

Go over the timetable and the training materials with participants. Draw participants' attention to the practicum activities in Session 9 and assign groups so that they will have ample time to prepare. Remember to point out events on the timetable that are not content-related (e.g., photo session). During this step, explain the various methods that will be used to assess participants' performance, including their participation during sessions, individual assignments, group work results, the practicum sessions, and performance during the actual LDP workshops and coaching sessions later in the year.

Ask for a volunteer to take attendance for the day using the form "Participant Session Attendance" (Appendix 3).

Activity 3: Setting the Stage for a Good Dialogue

Step 3.1

Begin this session by informing participants that the word "dialogue" comes from the Latin "*dia logos*," which translates as "meaning flowing through the words." Conduct a presentation using a flip chart with the following information.

Flip Chart 1.1

A dialogue

- A dialogue is not a debate or a conversation in which we try to impose our points of views on others.
- It is a process to get to a higher level of shared understanding.
- A dialogue is a conversation in which all participants commit to listening deeply to each other to understand the other's perception.
- In a dialogue, we avoid making judgments as we seek to understand the meaning of the other person.
- We do not rush to solve problems but let a fuller understanding emerge.
- A dialogue is useful when we have big challenges that do not have easy answers.
- We need time to explore them and come to a shared understanding.

The LDP is a dialogue about the challenges an organization is facing and the leadership and management practices needed to meet those challenges.

Step 3.2:

Ask participants to think of a time when they were in a group where conversation was difficult and it was hard to express their points of view freely. Ask them:

- *What happened?*
- *What stopped you from expressing yourself?*

Ask participants to write down a brief description of their experience and share it with one person sitting next to them.

In plenary, ask for some experiences.

Ask participants to gather in their assigned groups to discuss the following question:

- *What can we ask of each other to make this an effective workshop?*

Step 3.3

Take responses from a group—one idea only from each group—and then go on to the next group. Write the responses on a flip chart as you go along. Continue rotating through the groups until there are no more new ideas.

If they have not already been mentioned, add your own requests to the participants' requests.

Confirm agreement on the ground rules and post this list on the wall. Be sure that the ground rules are posted throughout the workshop.

Ask participants:

- *What will we do when ground rules are broken?*

Make sure that you do not take on the responsibility of enforcing the ground rules. Remind the participants that adherence to the ground rules is everyone's responsibility, because everyone agreed to them.

Activity 4: Orientation to the Journaling Process

Step

Draw participants' attention to the journaling notebooks provided to each of them. Distribute the handout.

Explain that the purpose of this notebook is to enable the participants to jot down their thoughts on various aspects of the training. Examples could include:

- Something that is unclear;
- A topic that they are committed to learning more about on their own;
- Thoughts that emerge on how they would facilitate an activity on this topic during the five-day TOF and beyond when they begin to co-facilitate various sessions.

Explain that this journaling process is expected to take place throughout the 30 days of the TOF. At the end of the TOF, they will be expected to develop a presentation, using the notes from their journals, on their journeys to becoming LDP facilitators and what they think they will bring to the process.

SESSION 2: The LDP—Introduction and Overview

Facilitator's Notes

Learning Objective for This Session:

Participants will be able to:

1. Describe the process of the LDP;
2. Practice coaching with team members.

Importance of This Session:

This session provides participants with an overview of the LDP. The session emphasizes that the LDP is a *process* for teams to link learning to achieving measurable organizational results. The session provides a quick “bird’s eye view” of what the LDP is, what it entails, and the core principles that enable the program to be the powerful medium that it is.

Session Outline (180 minutes)

Activity 1: Introduction to the Session

Step 1.1: Facilitator presentation – “Introduction to the Session”

Step 1.2: Facilitator presentation – “The Process of LDP”

Activity 2: Principles of Developing Managers Who Lead

Step: Facilitator presentation – “Principles of Developing Managers Who Lead”

Activity 3: Challenge, Feedback, and Support

Step 3.1: Facilitator presentation – “Projects in the LDP”

Step 3.2: Facilitator presentation – “Discussing Challenge, Feedback, and Support”

Step 3.3: Facilitator presentation – “Definition of Leading and Managing”

Activity 4: What Do Leaders Do?

Step 4.1: Individual inquiry – “Whom Do You Think of as a Leader?”

Step 4.2: Plenary discussion – “Leading and Managing Definition”

Step 4.3: Individual inquiry – “Research on Effective Leaders”

Step 4.4: Pair work – “Sharing of Research”

Step 4.5: Group work – “Leadership Practices”

Activity 5: Understanding Leading and Managing Practices

Step 5.1: Facilitator presentation – “Definitions of Practices”

Step 5.2: Plenary discussion – “Leadership Practices”

Step 5.3: Individual inquiry – “Leading and Managing Self-Assessment”

Activity 6: Linking Improved Leadership and Management to Improved Health Outcomes

Step: Facilitator presentation – “Leading and Managing Results Model”

Activity 7: Critical Success Factors in the LDP

Step: Facilitator presentation – “Critical Success Factors in the LDP”

Activity 8: Wrap-Up

Step: Facilitator-led reflective questioning

References

- Management Sciences for Health. *Leadership Development Program: Facilitator's Guide*. Cambridge, MA: Management Sciences for Health/USAID, 2009. Updated 2010. <http://leadernet.msh.org/page.cfm?c1=94&nav=62> (accessed Oct. 7, 2010)
- Mansour, Joan Bragar, Sylvia Vriesendorp, and Alison Ellis. *Managers Who Lead: A Handbook for Improving Health Services*. 3rd edition. Cambridge, MA: Management Sciences for Health, 2005. <http://www.msh.org/resource-center/managers-who-lead.cfm> (accessed Oct. 8, 2010).

Preparation Required for This Session

Read through the facilitation process and familiarize yourself with the leading and managing practices. Familiarize yourself as well with the “Introduction to the LDP” section of the *LDP Facilitators Guide*, and Chapter 1 of *Managers Who Lead*.

Prepare the flip charts and post the ones for the eight leading and managing practices, plus “Other” (see Activity 5), before the session, folded so the headings do not show.

Materials and Equipment Required for This Session

- Flip charts
- Markers
- Self-sticking notes or cards and tape
- Paper for participants to write on
- Handout:
 - ✓ The Leading and Managing Framework” with “Integrated Leading and Managing Practices” on the back (*LDP Facilitator's Guide* handout for Workshop 1, Session 2)

How to Run This Session

Follow the facilitation process exactly.

SESSION 2 PROCESS

Activity 1: Introduction to the Session

Step 1.1

Begin the session by explaining that you will spend some time speaking about what the LDP is and provide a general picture of how the program runs, and that the participants will work with some activities from the program so that they can get a glimpse of it. Stress that to truly understand an LDP, one must go through the whole process, and that this will be happening once they are attached to a mentor in the latter part of their facilitation development. Then show the following flip chart.

Flip chart 2.1

The Leadership Development Program is...

- a process...
- that develops people at all levels...
- with participants learning leading and managing practices...
- that make it possible to face challenges and achieve results...
- in teams.

Ask participants to give you some feedback on what they feel about this statement.

Step 1.2

Next, take participants through the process of LDP and what it entails by showing the following flip chart.

Flip chart 2.2

Activities at the core of an LDP

The LDP process is built around the following meetings, workshops, and one-to-one coaching or feedback sessions.

- An alignment meeting for senior stakeholder commitment
- Four LDP workshops for participating teams, spread out over several months (typically 6–9 months)
- Team meetings with the entire teams back at the workplace
- Ongoing work with teams and local stakeholders between workshops to apply leading and managing practices to their challenges
- Region- or districtwide meetings led by local managers so that teams in close geographic proximity can exchange experiences
- Coaching and feedback from facilitators and local managers between workshops
- Presentation of results to the stakeholders

Explain that the workshops are organized around the eight leading and managing practices: scanning, focusing, aligning and mobilizing, inspiring, planning, organizing, implementing, and monitoring and evaluating. Reassure participants that these principles will become clearer as they go through the course.

Continue describing the LDP by showing the following flip charts.

Flip chart 2.3

LDP is a transformational process that helps organizations to:

- Focus on achieving real organizational results;
- Develop leadership and management capability at all levels of an organization;
- Build ownership of the process by the sponsoring organization;
- Realize sustained impact by implementing new processes and achieving measurable results.

Flip chart 2.4

Participating teams learn to:

- Lead and manage to enable others to face challenges and achieve results;
- Apply reliable tools and processes for defining and addressing challenges;
- Produce measurable results that support the organizational mission and shared vision of the workgroup;
- Build a workgroup climate that supports commitment to continuous improvement.

Flip chart 2.5

LEADER SHIFTS	
Shift perspective from ...	To ...
Individual heroics	Collaborative actions
Despair and cynicism	Hope and possibility
Blaming others for problems	Taking responsibility for challenges
Scattered, disconnected activities	Purposeful, interconnected actions
Focus on individual needs	Concern for the common good

Stress the fact that these shifts are not easy to make or sustain, but—through challenge, feedback, and support—the LDP encourages individuals to think and work differently with others in challenging conditions.

Activity 2: Principles of Developing Managers Who Lead

Step

Explain to participants that there are several principles that can be used in effective programs to teach leadership. The following principles distinguish the LDP process from other leadership training programs. Show participants the following flip chart.

Flip chart 2.6

Principles

Participants in the LDP:

- Work in their organizational teams rather than individually;
- Work to achieve real organizational results;
- Work over several months, not just a few days;
- Face challenges by receiving feedback and support;
- Focus on health outcomes.

Participants are led through a process that was developed based on the beliefs that:

- Leadership is practiced at all levels;
- You can learn to lead;
- Leadership is learned over time;
- Gains made can be sustained only by integrating leadership and management practices into an organization's routine systems and processes.

Activity 3: Challenge, Feedback, and Support

Step 3.1

Explain that participant teams in the LDP carry out leadership projects at their work sites. These projects enable them to produce a result over the course of several months that is important to them. The projects require new managing and leading practices, and the teams use a tool called the Challenge Model to help them choose a challenge and develop a path that leads to measurable results. Tell participants that we will be working with the Challenge Model later in the workshop so they can get a sense of how to use it.

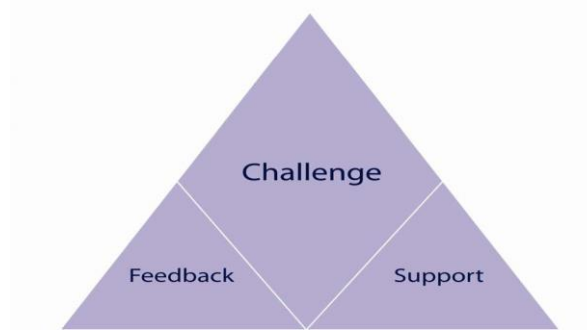
Step 3.2

Discuss how the LDP uses a natural process of leadership development, which is facing challenges while receiving feedback and support.

Show participants the diagram that follows on a flip chart.

Flip chart 2.7

Developing Managers Who Lead Triangle



Ask participants:

- *What happens if a person faces a challenge without receiving appropriate feedback and support from others? (could be overwhelmed)*
- *What is the result of giving people facing a challenge too much feedback? (might use the feedback and not their own ideas and initiative)*
- *What is the result of giving them too much support? (might not feel the need to stretch)*

Explain that leadership develops by giving people challenges and then providing them with appropriate support and feedback as they address each challenge.

Step 3.3

Show participants the definition of leading and managing:

Flip chart 2.8

Managers who lead enable others to face challenges and achieve results.

Explain that human beings develop their strengths by facing one challenge after another. However:

- If we give too much feedback, we frustrate them.
- If we give too much support, we spoil them and make them dependent.
- When challenge, feedback, and support are in balance, it ensures a positive leadership development process.

Explain to participants that in the LDP:

- The **Challenge** is the teams' leadership project;
- **Feedback** is provided by workshop facilitators, who also coach the teams between workshops;
- **Support** is provided by team members, managers, and facilitators.

Ask participants if they have any questions they would like you to answer.

Activity 4: What Do Leaders Do?

Step 4.1

Begin by stating that we are going to explore what it means to lead and manage. Ask participants:

- *When you hear the word “leader,” whom do you think of?*

Take responses from some participants.

Ensure that when you are asking this question you ask “*Whom* do you think of?” Do not ask, “*What* do you think of?” Repeat the instructions if participants start to give you definitions of leadership. You want the participants to name *people*.

Next ask:

- *When we hear the word “leader,” do we think of those who are considered “great men” and individuals in positions of great authority who influence many people?*
- *Do we think of men or women who have special “charismatic” qualities who are able to persuade and influence people through their personalities?*

Explain that leading solely through a powerful position or appealing personality is not the type of leadership that we will explore in this program. We are going to talk about leading as an activity or practice in which people at *every level* of an organization can engage.

Since you are dealing with facilitators who work in organizational development, emphasize that the word “practice” has many meanings—practice the guitar, a medical practice, and so on. “Practice” in organizations generally refers to a set of behaviors, techniques, procedures, and processes. “Leadership practices” refers to all these things in relation to how people lead.

Step 4.2

Refer again to the flip chart that you prepared with the definition of leading and managing.

Flip chart 2.9

Managers who lead enable others to face challenges and achieve results.

Ask participants:

- *Is this something that managers and staff at every level of an organization need to be able to do?*

Answers will probably confirm the need for the ability to face challenges and achieve results at every level of an organization. Be sure it is clear that *everyone*, not just managers, needs to lead.

Step 4.3

Inform participants that they will now be doing some practical research about what people need to do to be effective at leading. To do this research, they will look at people who are excellent leaders. This time they are going to use examples of people they know personally only so they can learn from what these people do.

Take participants through the following three steps:

1. Think of someone you know who leads well and is good at enabling others to face challenges and achieve results. This has to be someone you know personally, not a famous person.
2. Consider what exactly this person does that makes him or her effective in leading others
3. Write what this person does on the paper on your table. Be as specific as you can. For example, write “asks what is important to me,” rather than “communicates well.”

Remind participants to think about what the person was *doing*, not the result achieved. For example, “Although she was poor, she was able to educate all of us,” or “He raised enough money from donors to support our project,” require further probing to uncover exactly what the leader did that enabled him or her to achieve the result.

Step 4.4

Ask participants to pair up and share their reflections with one another. Once they have done this, in plenary, ask one or two participants to share good stories with the whole group about their experiences with effective leaders.

Step 4.5

Divide participants into the three groups and give them a supply of paper. Ask them to complete the following assignment.

Group Work

- Each person in each group should share what he or she wrote about the leadership practices of a person he or she knows.
- The pieces of paper with similar practices on them should be placed together.
- Continue until the group considers all the pieces of paper.
- These similar practices or themes should be synthesized and rewritten as a key practice.
- Everyone in the group should agree that all these key practices are characteristic of people who lead well.
- Each of the key practices should be written on a separate self-stick note card.

When finished, each group will have created a set of note cards with one leadership practice on each card. It is important to visit each group to make sure people are not writing traits such as “integrity” or “motivation.” Coach them to write specific practices with verbs in them, such as “listens to people at all levels,” or “gives feedback when needed.”

Activity 5: Understanding Leading and Managing Practices

Step 5.1

In plenary, uncover the headings on the nine flip chart pages you posted around the room before the session began. Define each practice and ask for examples. If necessary, provide examples yourself.

Nine flip charts (2.10–2.18): **Leading and managing practices**

Scanning. Identifying internal and external conditions that influence desired results

Focusing. Directing attention and efforts to priority challenges and actions

Aligning and mobilizing. Uniting and motivating internal and external stakeholders to commit resources to support desired results

Inspiring. Creating a climate of commitment and continuous improvement

Planning. Preparing a set of activities, timeline, and accountabilities to meet goals

Organizing. Developing structures, systems, and processes to support the plan of action

Implementing. Carrying out and adapting the plan of action while coordinating related activities

Monitoring and evaluating. Observing, examining, and assessing progress

Other

Step 5.2

Ask all participants to stand with their note cards from the previous step and to stick or tape each note card on the flip chart page that best describes the practice that they identified. Use the flip chart marked “Other” for practices that do not appear to fit under any of the other eight headings.

After all the note cards are posted, read aloud the practices on each flip chart. Check those on the “Other” flip chart and see if they fit on one of the other charts after all. Discuss how some items can fit under more than one practice.

Ideally, the “Other” flip chart will be empty after this step is completed.

Invite participants to walk around the room with you as you discuss each flip chart.

Step 5.3

Pass out the Leading and Managing Framework with Integrated Leading and Managing practices on the back.

Explain that the framework and its set of practices resulted from research conducted with managers who lead well using a process similar to the discussion you have just conducted. Review the eight practices on this framework. Ask participants to pick one that is an area of personal strength and one that they need to improve.

After they have made their choices, ask them to share them with one other person for a few minutes.

Note that by presenting the framework after the groups create their key practices, you affirm the group members’ experiences of good leading and managing practices.

Activity 6: Linking Improved Leadership and Management to Improved Health Outcomes

Step

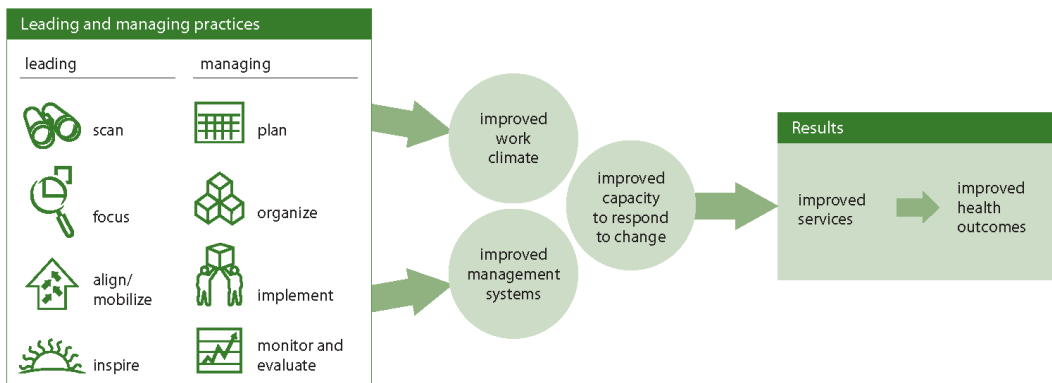
Explain to participants that this belief is at the core of developing health care managers’ capacity:

- *The proof of good leadership lies in achieving measurable improvements in health outcomes.*

Explain that the LDP focuses on improving health outcomes through better delivery of health services. State that managers who learn to apply the eight leading and managing practices can bring about changes in work climate, management systems, and the capacity to respond to change.

Take participants through the Leading and Managing Results Model, which is on the handout.

Leading and Managing for Results Model



Activity 7: Critical Success Factors for the LDP

Step 7.1

Inform participants that that some issues are critical to the success of the LDP process. Show participants the following flip chart.

Flip chart 2.19

Critical success factors

Keep it simple. You want participants to experience the LDP as a process that they could expand and sustain themselves without professional facilitation. This is most important. For example, this might mean that facilitators not use PowerPoint, overhead projectors, and other technologies during the workshops that might make them appear to be an “expert” with capabilities beyond what local managers could do on their own.

Key stakeholders are committed. Senior managers and other stakeholders must be committed to the program and actively support it. The Senior Alignment Meeting must take place to generate commitment to the program among key organizational stakeholders. The decision-makers commit to making it possible for their organizations’ teams to participate fully, and they support managers within the organization who step forward to champion the program. During this meeting, decision-makers identify a sponsor if this has not already happened.

A champion leads the effort. An organizational champion who believes in the importance of the LDP must be willing to lead its implementation. The champion works to identify and overcome obstacles to implementing the full LDP process. The champion demonstrates leadership and is fully committed to the program’s success. Often additional champions emerge in the course of the program and become committed to carrying it forward.

Everything gets done. All of the main activities in the process must be completed. The four workshops that form the LDP’s core have specific outcomes that must be achieved. The same team members need to consistently and fully participate in the process—which includes attending all of the workshops and team meetings—and implement the team’s leadership project.

Monitoring and evaluation are constant. Monitoring and evaluation (M&E) must be included from the very beginning. An LDP must include M&E of the leadership project’s results, so each team learns how to establish indicators to measure progress and report results. An M&E specialist, when available, can help the facilitator review statements of teams’ results, indicators, and Action Plans, including activities for monitoring data. The M&E specialist has M&E training and can either be located within the local organization or come from the outside.

Activity 8: Wrap-Up

Step

In closing the session, ask participants the following questions:

- *What have you learned about the LDP from this activity?*
- *What surprised you?*
- *What have you discovered in terms of your skills in facilitating the LDP?*
- *Where do you anticipate challenges?*
- *Where do you think you can make an immediate impact?*

Give participants five minutes to note in their journal key personal issues they would like to take from this session for their future work as facilitators of an LDP. Ask for a few volunteers to share their thoughts.

Conclude this session by asking participants to read "Introduction to the LDP," which is the first section in the LDP Facilitator's Guide, as well as Chapter 1 of *Managers Who Lead*.

SESSION 3: LDP Facilitator Beliefs and Practices

Facilitator's Notes

Learning Objective for This Session:

Participants will be able to:

1. Describe at least four facilitator beliefs that encourage active learning;
2. Demonstrate use of the principles of active learning.

Importance of This Session

Effective facilitator beliefs and practices encourage participants to become involved, express ideas with other participants, and together grow excited about learning new skills to achieve results. It is important to study, discuss, and incorporate the following LDP facilitation beliefs and practices; they are critical to successfully leading an LDP.

Session Outline (90 minutes)

Activity 1: Introduction to the Session

Step 1.1: Facilitator presentation – “LDP Facilitator Core Beliefs”

Step 1.2: Group work – “Facilitator Core Beliefs”

Step 1.3: Feedback on Core Beliefs

Activity 2: Closing and Reflection

Step: Facilitator-led reflective questioning

References

- Vella, Jane. *Training through Dialogue: Promoting Effective Learning and Change with Adults*. Revised Edition. San Francisco: Jossey-Bass Inc., 2002.
- Vriesendorp, Sylvia. “LDP Facilitator Beliefs and Practices that Encourage Active Learning.” Appendix 6 and also posted on LeaderNet at <http://leadernet.msh.org/page.cfm?c1=90&nav=58>.

Preparation Required for This Session

Facilitator should familiarize themselves with the facilitator core beliefs and principles, and prepare flip charts.

Materials and Equipment Required for This Session

- Flip charts and markers
- Cards
- Handout:
 - ✓ “LDP Facilitator Beliefs and Practices...” (Appendix 6)

How to Run This Session

The activities in this session are entirely group based and include some principles that may not be familiar to participants. Some participants may have difficulty because various principles can seem very similar initially, and because they can be understood at several levels as the session proceeds. For the similar principles, keep asking questions until the differences emerge—do not move on to the next principle until everyone understands the one being discussed.

SESSION 3 PROCESS

Activity 1: Introduction to the Session

Step 1.1

Begin the session by stating that the LDP facilitator and champion work together to lead the LDP facilitation team. Explain that a skillful and perceptive facilitation team helps to lead a program that motivates the participants to learn to lead effectively. Inform participants that this session describes:

- facilitation beliefs, and the practices that support these beliefs, and how they encourage participants to learn;
- general guidelines for facilitators.

Distribute the handout. Show participants the following flip chart with the five beliefs that are central to the facilitation of the LDP.

Flip chart 3.1

The core beliefs

1. We believe in the value of all participants, regardless of their organizational level or status.
2. We believe that when people have access to knowledge and skills and are clear about their objectives, they will learn what they need to in order to achieve their desired results.
3. We believe that knowledge must be linked to action.
4. We believe in the power of shared learning and discovery.
5. We believe in the creative spirit of every human being.

Take the first core belief: ***We believe in the value of all participants, regardless of level or status.***

Inform participants that this is the primary assumption for LDP facilitation. Stress the fact that we believe that all participants are fully capable of contributing to group understanding and results. The facilitator's role is to support them in this. In practicing this, we facilitate in a way that respects and values the intelligence, styles, experience, skills, and wisdom of all participants, and we:

- listen carefully to what participants are saying;
- engage with participants in a respectful manner;
- respect people's sense of safety in a group and support them when they feel ready to venture out of their safety zones;
- design interventions in ways that acknowledge that people take in and process information in different ways;
- listen to views that differ from our own and let people finish expressing their ideas, rather than interrupt and (re)make our own point;
- consider changing our point of view when faced with compelling data or arguments;
- ask participants for their own data and interpretations;

- design our programs and discussions to encourage participants to contribute their knowledge by allowing enough time to have important conversations in pairs, small groups, and plenary;
- provide support and feedback that help people develop.

Ask participants to give concrete examples of each of the points mentioned above. For example:

- *How do we engage with participants in a respectful manner?*
- And so on.

Follow the same process with the second core belief: ***We believe that when people have access to knowledge and skills, they will learn what they need to in order to achieve their desired results.***

Mention that we practice this by supporting the participants as they clarify their purposes and giving them feedback about their progress so they can learn and develop. To carry out this practice, we:

- solicit expectations from participants at the beginning and revisit them at the end;
- share responsibility with participants for the process and success of the event;
- check with participants regularly about whether they are learning and whether their expectations are being met;
- identify opportunities for learning and stretching capabilities by articulating challenges as they appear;
- name patterns of behavior that support or interfere with successfully achieving group objectives.

Once again, ask for concrete examples for each of the points.

Step 1.2

Group Work

Next, divide participants into the three groups. Give each group one of the remaining core beliefs and ask them to:

- Read the core belief;
- State what practicing the core belief would entail;
- State how they would demonstrate this.

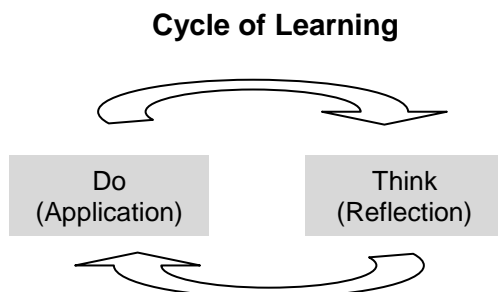
Have each group write what they come up with on a flip chart to share with the other groups.

Step 1.3

Ask each group to present their group work. As they do so, demonstrate the core principles, and provide the necessary feedback as required using the information that follows about core beliefs 3, 4, and 5.

Core belief 3: We believe *that knowledge must be linked to action.*

Knowledge is demonstrated by action, and action is guided by knowledge. We believe that all learning is a continuous process of action and reflection, and that everyone can contribute to knowledge and effective action.



Practice. We use exercises that draw on the real situation for an organization and what the future of that organization could be. We encourage new ideas and approaches to guide innovative and improved actions. To apply these practices, we:

- are clear at all times about the purpose and contributions that each session or event contributes to the greater purpose;
- test applications of insights and discoveries against the reality of carrying out the work;
- establish feedback and follow-up mechanisms to evaluate progress and continue learning.

Core belief 4: We believe *in the power of shared learning and discovery.*

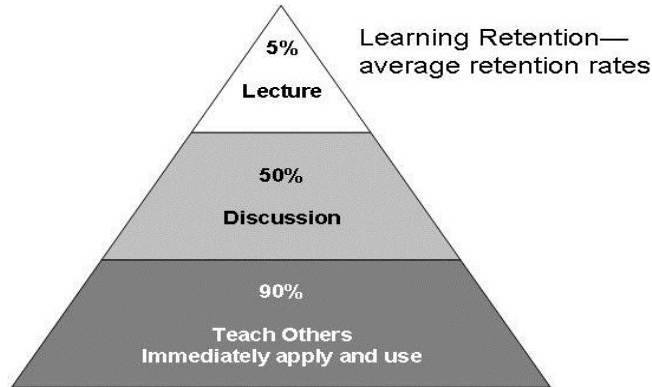
By sharing our knowledge, we develop it. By sharing our perceptions with others, we test our assumptions and arrive at a deeper level of understanding. We believe it is important that participants reflect on their own experience and deepen their understanding of it.

Practice. We create opportunities for participants to share and reflect on their personal experience. To demonstrate this practice, we:

- design each conversation in such a way that everyone has an opportunity to voice his or her hopes and concerns;
- build participation into the program structure by including opportunities for sharing knowledge and learning in pairs, small groups, and plenary discussions;
- create a spirit of inquiry and dialogue by asking open-ended questions that seek to expand perceptions, rather than look for one right answer;
- test conclusions by checking ours against those of others, by revealing our reasoning, and by asking participants to do the same.

These practices are based on research about how adults best learn and remember.

Retention Rates from Different Teaching Methods



Source: Adapted from National Training Labs

Core belief 5: *We believe in the creative spirit of every human being.*

Every human being is a creator. Through our facilitation practices, we encourage the ability to imagine, dream, and create the future.

Practice. We design and facilitate our programs to encourage the celebration of the human spirit, by creating room for imagination, movement, art, music, and laughter. To apply this practice, we:

- acknowledge the creativity that participants bring to the program, showcasing their accomplishments and talents;
- use our own creative gifts to serve the goals of the program;
- base the group's work in hopes and dreams rather than problems and obstacles;
- encourage relaxed conversation, humor, and laughter.

Activity 2: Wrap-Up

Step

In closing the session, ask participants the following questions:

- *What have you learned about the LDP from these core principles?*
- *What have you learned about yourself in relation to these core principles?*
- *What surprised you?*
- *What have you discovered in terms of your skills in using these core beliefs?*
- *Where do you anticipate challenges?*
- *Where do you think you can make changes right away?*
- *Where do you feel motivated to make a change?*

Give participants five minutes to note in their journals the personal key issues they would like to take from this session for their future work as facilitators during the LDPs. Ask for a few volunteers to share their thoughts with the large group.

Ask a participant to be prepared to review what he or she learned in the Day One sessions at the start of Day Two.

Day Two

SESSION 4: Distinguishing Challenges from Problems

Facilitator's Notes

Learning Objective for This Session:

Participants will be able to:
Differentiate between problems and challenges.

Importance of This Session

This session is the first step in introducing participants to the Challenge Model—one of the key models used throughout the LDP process—and explores participants' positive experiences when facing challenges in the past.

Recap of Day One (10 minutes)

Session Outline (45 minutes)

Activity: Distinguishing Challenges from Problems

Step 1.1: Pair work – “Accomplishments”

Step 1.2: Pair work – “Facing Challenges”

Step 1.3: Pair work – “Difference between Problems and Challenges”

Reference

- Management Sciences for Health. *Leadership Development Program: Facilitator's Guide*. Cambridge, MA: Management Sciences for Health/USAID, 2009. Updated 2010. <http://leadernet.msh.org/page.cfm?c1=94&nav=62> (accessed Oct. 7, 2010)

Preparation Required for This Session

Facilitator should familiarize self with this session and follow the facilitation notes as stated. Although facilitators are usually meant to add personal information during the process of facilitation, it is recommended that the process for Session 4 be followed as is. Prepare the necessary flip chart on the difference between a challenge and a problem.

Materials and Equipment Required for This Session

- Flip charts
- Markers

How to Run This Session

Follow facilitation notes to the letter.

RECAP (10 minutes)

Ask participants to sit in their work teams. Ask for a volunteer to take attendance for the day using the attendance form (Appendix 3).

Say: Now we will hear from a participant about what we learned yesterday.

SESSION 4 PROCESS

Activity 1: Distinguishing Challenges from Problems

Step 1.1

Ask participants to think of something they have accomplished that required them to overcome big obstacles and made them proud. Once they have thought of this individually, ask them to share their experience using the following rules:

- Turn to your neighbor. Tell him or her your story.
- Partners, listen without asking questions.
- After you are done, switch roles.

Once all pairs have completed their story-telling, ask for some examples. Then ask:

- *Did anyone notice that there was a shift from seeing a situation as a problem for someone else to solve to seeing it as a personal challenge?*

Collect a few comments.

Step 1.2

Divide participants into pairs and ask them to discuss that they learned from listening to these stories—including their own—about what it takes to face a challenge and overcome obstacles. Ask each pair to write a list.

Going around the room, ask each pair to give you one item from their list. (An example might be “persistence and hard work.”) Record it on a flip chart. Continue going around the room until every pair has shared an item.

Step 1.3

Ask participants (in the same pairs) to discuss what they think is the difference between a problem and a challenge. After listening to some ideas from each pair, reveal the following flip chart:

Flip chart 4.1

Distinguishing problems from challenges

A problem is “out there” and is often blamed on external forces. A challenge is something you own and take on.

Check for understanding by asking if the difference is clear.

Encourage participants to think about whether problems they identify can be challenges they are willing to own and use for practicing their leadership skills.

SESSION 5: Video—“Seeds of Success”

Facilitator's Notes

Learning Objective for This Session:

Participants will be able to:

1. See an example of what an LDP can produce;
2. Connect what they see to their own experiences.

Importance of This Session

Watching this video further ingrains the LDP process while reinforcing the famous words of Confucius: “*What I hear, I forget; What I see, I remember; What I do, I understand.*” The video provides the “seeing” component of the workshop. It tells the story of a successful LDP in Aswan, Egypt, —an example that people can relate to and internalize as an example of the power of the LDP process.

Session Outline (30 minutes)

Activity: Viewing of Video

- Step 1: View video – “Seeds of Success”
- Step 2: Group work – Reactions to the Video
- Step 3: Plenary discussion – “Seeds of Success”

Reference

- Management Sciences for Health. *Leadership Development Program: Facilitator's Guide*. Cambridge, MA: Management Sciences for Health/USAID, 2009. Updated 2010. <http://leadernet.msh.org/page.cfm?c1=94&nav=62> (accessed Oct. 7, 2010)

Preparation Required for This Session

Read through the facilitation process and familiarize yourself with the video, “Seeds of Success.”

Materials and Equipment Required for This Session

- Flip charts
- Markers
- TV and Video (or projector and laptop)
- Video – “Seeds of Success” (Available at <http://www1.msh.org/projects/lms/NewsRoom/aswan/index.cfm>)

How to Run This Session

Follow the session process that follows.

SESSION 5 PROCESS

Activity: Viewing “Seeds of Success”

Step 1.1

Introduce and show the video “Seeds of Success.”

Step 1.2

Group Work

Divide participants into the three groups and ask them to answer the following questions:

- *What part of this video stands out for you?*
- *What do you take away from it?*
- *Talk for a few minutes about content in the video that is relevant to your situation.*

Step 1.3

In plenary, take responses from each group.

SESSION 6: Introduction to the Challenge Model

Facilitator's Notes

Learning Objective for This Session:

Participants will be able to:

1. Describe the steps for completing the Challenge Model;
2. Articulate personal missions;
3. Create personal visions;
4. Apply the Challenge Model.

Importance of This Session

This session is primarily an exercise in applying the Challenge Model. By starting on a personal level, participants begin to internalize the process of working with the model. The session guides them through the process of creating a personal mission and vision. It stresses the importance of using images and pictures rather than words to connect with what is personally meaningful. The exercise culminates with participants completing individual Challenge Models that they will be expected to report on at the end of their six-month engagement as facilitators in training.

Session Outline (280 minutes)

Activity 1: Using the Challenge Model

Step: Facilitator presentation – “Steps for Using the Challenge Model”

Activity 2: Personal Purpose—Why Are We Here?

Step 2.1: Individual exercise – “Finding Your Mission”

Step 2.2: Pair work – “Sharing Personal Missions”

Activity 3: Vision versus Mission

Step 3.1: Facilitator presentation – “Differences between Vision and Mission”

Step 3.2: Facilitator presentation – “What Is a Vision?”

Step 3.3: Individual exercise – “Assessing the Wheel of Life”

Step 3.4: Individual exercise – “Visioning”

Step 3.5: Individual exercise – “Developing a Personal Vision”

Step 3.6: Pair work – “Sharing Personal Visions”

Step 3.7: Plenary discussion – “The Visioning Experience”

Activity 4: From Personal Vision to Action

Step 4.1: Individual exercise – “Completing the Challenge Model”

Step 4.2: Pair work – “Sharing of Challenge Models”

Activity 5: Closing and Reflection

Step: Facilitator-led reflective questioning

References

- Management Sciences for Health. *Leadership Development Program: Facilitator's Guide*. Cambridge, MA: Management Sciences for Health/USAID, 2009. Updated 2010. <http://leadernet.msh.org/page.cfm?c1=94&nav=62> (accessed Oct. 7, 2010)

- McQuirk, Glenn A. *Pursue Your Purpose with Map4Life*. Pretoria: LJ Publishers, 2006.

Preparation Required for This Session

Facilitators should familiarize themselves with this session and follow the facilitation notes as stated. This session requires that facilitators demonstrate the completion of a personal Challenge Model before participants take this on. This means that you will need to decide beforehand what you will be presenting as your personal mission, vision, and all other requisite components of the Model.

The following three flip charts need to be prepared ahead of time.

- The Challenge Model
- An example of a vision statement and mission
- The definition of a vision

Materials and Equipment Required for This Session

- Flip charts
- Markers
- Handouts (Both handouts can be found in the *LDP Facilitator's Guide* as handouts for the Senior Alignment Meeting and Workshop 1):
 - ✓ blank Challenge Models (Three copies for each participant—one for individual use, one for identifying the team challenge, and one for the visioning activity.)
 - ✓ Using the Challenge Model

How to Run This Session

Although facilitators are usually meant to add personal information about themselves during the process of facilitation, it is recommended that the process for Session 6 be followed exactly.

SESSION 6 PROCESS

Activity 1: Using the Challenge Model

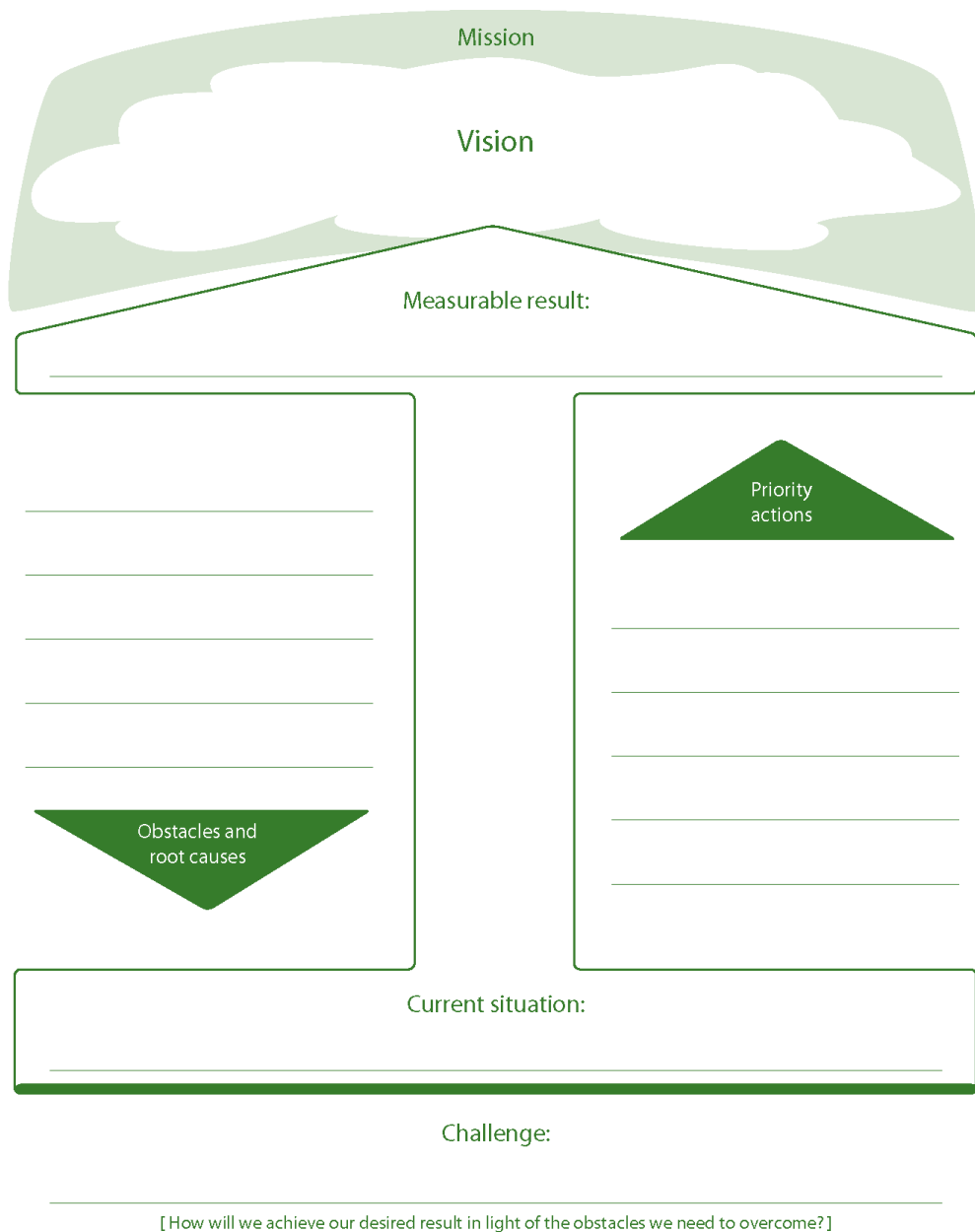
Step

Begin the session by stating that the Challenge Model enables people to move from vision to action. It helps in making a careful diagnosis of where you want to go and where you currently are before you decide on a plan of action.

Walk the participants through the eight steps of using the Challenge Model by pointing out its parts, one by one, on a flip chart of a blank model.

Flip chart 6.1

The Challenge Model



Steps for using the challenge model

Step 1. Point to the **mission at the top** of the Challenge Model and say:

In Step 1, you will work to review your mission and strategic actions. Knowing your mission will help you shape a vision and will ensure that it contributes to your personal priorities.

Step 2. Point to the **vision “cloud”** and say:

In Step 2, you will create a personal vision. This vision will inspire you to face any challenge that comes your way.

Step 3. Point to the **measurable result** and say:

In Step 3, you will select one aspect of your vision and decide on one result that will move you closer to this vision. It has to be a result you can measure. This result will be what you commit to achieving in the next four to six months. It should be a “stretch” for you and you will be required to monitor and evaluate progress toward this result.

Step 4. Point to the **current situation** and say:

In Step 4, you will assess the current situation. To do this, you will scan your internal and external environments to form an accurate baseline of the conditions that describe the current situation, especially as it relates to your result.

Step 5. Point to the **obstacles and root causes** and say:

In Step 5, you will identify the obstacles that you have to overcome to reach your result. You will use tools to analyze the root, or underlying, causes of these obstacles so that you can address them.

Step 6. Point to the **challenge and priority actions** and say:

In Step 6, you will frame your challenge and select priority actions. You will develop a written statement of your challenge, indicating the result you plan to achieve in light of the obstacles you will face. You will then select priority actions to address the root causes.

Step 7. Point to the **Action Plan** and say:

In Step 7, you will develop an Action Plan. This plan will include the human, material, and financial resources needed. It also includes a timeline for implementing the required actions. Finally, the plan will include how you will monitor progress toward your desired result. All the actions in your plan need to be ones you can implement.

Step 8. Say:

In the final step, you will implement the Action Plan and monitor and evaluate its progress.

Monitoring and evaluating your progress will help you make adjustments in your plan to keep you moving toward your intended result.

Give participants the handout “Using the Challenge Model.” This handout explains the steps that have just been reviewed and will help participants fill out their Challenge Models.

Activity 2: Personal Purpose—Why Are We Here?

Step 2.1

Begin by stating that each of us brings a contribution. We know that when we are present, something unique is brought to the situation. For example, some people bring humor, others bring order, and some bring clarity. Ask participants to think for a moment of a time when they felt they were really contributing. Ask:

- *What did you bring to the situation?*

Ask them to take a minute and write this down. Next, ask them to use what they have written to figure out a mission for themselves.

Step 2.2

Form pairs and ask them to share what they wrote with each other. Ask for volunteers who are willing to share and listen to several pairs' mission. Be aware that personal missions are sometimes expressed in very general terms. Inquire to see if people can be more specific. For example, if a participant says, "I am here to serve humanity," probe by asking, "in what way? Do you bring patience and understanding? Do you bring your organizing skills?"

Ask participants:

- *Why is it important to have a mission?*
- *Does it give you clarity about what to do and where to spend your energy?*

As you get various responses from the participants in plenary, add that being clear about your purpose helps you to focus.

Activity 3: Vision versus Mission

Step 3.1

Explain to participants the difference between a mission and a vision:

- A mission states why something exists.
- A vision is a picture of a desired future. It describes where the group or the organization wants to be in the future. It includes an image that you can see in your mind.

Show an example of a vision and of a mission (written on flip chart).

Flip chart 6.2

Vision and mission statements

Mission Statement: The ministry of health has as its purpose to serve the health needs of the entire population, especially those most in need.

Vision Statement: We see healthy children walking to school on safe roads.
(This is a vision created by a team from a rural health unit in Afghanistan.)

Step 3.2

Introduce this step by telling participants that humans have a wonderful ability to create things in our minds, to dream, and to imagine the future. Trees and dogs can't do this. Unfortunately, people can misuse this capacity by imagining the worst possible outcomes, so it is important to instead use our minds to imagine a better, more pleasing future. Most good outcomes in the world were first imagined by someone. In order to play a role in creating the future, we must first imagine what we want to happen.

Read the statement on the flip chart below.

Flip chart 6.3

What is a vision?

- A vision is a picture we create in our mind of a desirable future toward which we can begin to act.
- Visioning enables us to play an active role in creating the future.

Step 3.3

Tell participant that we will now undertake a journey towards developing our personal visions. State that there are many ways that people can do this. One approach that brings balance to the idea of visioning is to imagine that our lives are in eight compartments, as follows:

1. Spiritual
2. Family/relationships
3. Intellectual
4. Physical health
5. Financial wealth
6. Career/business
7. Social responsibility
8. Rest and restoration

Ask participants to draw a circle, divide it into eight sections, and then label each section with one of the compartments. Ask them to think about their lives and then rank each of the sections on a scale of 1 to 10, according to their reflections.

When all participants have done this, it will become clear that we are stronger in some areas of our lives than in others. This leads to an unbalanced wheel—one that does not flow easily. These imbalances reveal why we sometimes have hitches in our lives.

Go through the exercise of looking at these areas of your life and assessing yourself honestly on where you feel you are on many of these areas. Identify an area on which you would like to focus.

Step 3.4

Now ask participants to get comfortable and relax, and take them through the following visualization process. It is important to speak slowly and carefully and to pause between compartments to allow time for participants to silently reflect on each of the questions.

Visualization

Imagine yourself two years from now.

- Imagine what you most want. Nothing will get in your way or stop you.
- If anything were possible, what would you really want to see?
- You can close your eyes if it helps you to visualize. [Pause]

Think about your health and fitness.

- Visualize yourself as you most want to see yourself.
- What do you see yourself doing or feeling? [Pause]

Think about one particular relationship.

- What would you most like it to be?
- Imagine a picture of yourself in this relationship the way you ideally want it to be. [Pause]

Now think about your work and what you most want to contribute in your work.

- Imagine yourself doing work that you love.
- Whom are you serving?
- What are you doing?
- Create this picture in your mind. [Pause]

Think about the amount of time you spend in rest and restoration.

- What would you most like it to be like?
- What are you doing?
- Where are you? [Pause]

Think about your spiritual life.

- What do you see yourself doing?
- With whom? [Pause]

Continued on next page

Think about social responsibility.

- What group of people really touch your heart—children, elderly, women in difficult circumstances, battered men, the mentally challenged, the physically challenged—whom? Imagine a picture of these people.
- What can you see yourself doing for this group? [Pause]

Think of your finances.

- What have you invested in?
- What are you now saving? [Pause]

Think about your intellectual life.

- How is it different from where you are today?
- What are you doing?

Pause for a while to give people a chance to develop their visions.

Step 3.5

Ask participants to slowly come back to the present, open their eyes, and write a sentence for each of the key areas on which they focused. Ask them to write each vision in the present tense to show that they see themselves actually doing something. For example:

- I am playing with my son, and we are laughing together.
- I am lying on the beach reading a novel.

Show how to do this by showing them the flip chart.

Flip chart 6.4

Vision statement beginnings:

- I am _____
- I have _____
- I _____ (How else could you express a vision in the present tense?)

Step 3.6

Ask participants to pick a partner for paired sharing of their visions. They should speak in the present tense.

Emphasize that the listener should listen only and give no comments whatsoever! After two minutes, the pair partners should switch roles.

Step 3.7

Once all pairs have finished sharing, ask participants:

- *What was it like to listen to another person telling you what he or she would like to create?*
- *What was it like to tell another person what you would like to create? Was it inspiring? Was it embarrassing?*
- *Was it hard or easy to share your vision?*
- *Did you enjoy hearing others' visions?*
- *How can we take time to hear each other's visions more often?*

Usually, people find it inspiring to both speak and listen, but occasionally people have other responses.

Activity 4: From Personal Vision to Action

Step 4.1

Give participants the handout of the blank Challenge Model.

Ask participants to review their personal mission or purpose. Next, they are to look at their personal vision and select one area on which to focus.

Ask them to pick *one* measurable result that would help them reach that area of their vision. The result they pick should be possible to reach in the next three to six months. Participants should ask themselves:

- *What is the current situation concerning this result?*
- *What is an obstacle to creating this result?*
- *What is the root cause of this obstacle?*
- *State the challenge in a sentence.*
- *What one action can you take to move past this obstacle?*

Participants should work on this individually while facilitator trainers move around the room helping them complete their Challenge Models.

Step 4.2

Ask participants to explain their Challenge Models to someone else. Then, in the large group, ask for a few volunteers to share their Challenge Models.

Activity 5: Closing and Reflection

Step

In closing the session, ask participants to answer the following questions:

- *What have you learned from this session?*
- *What have you learned about yourself? What surprised you?*
- *Where do you anticipate challenges?*
- *Where do you think you can make an immediate impact?*

Give participants five minutes to note in their journals the personal key issues they would like to take from this session for their personal lives and future work as facilitators of an LDP. Ask for a few volunteers to share their thoughts with the group.

Remind the group that these Challenge Models are not simply exercises, and that we will be having our own "Facilitators Results Workshop" at the end of the six-month period to share how we are doing with our individual Challenge Models.

Ask a participant to be prepared to review what he or she learned in the Day Two sessions at the start of Day Three.

Day Three

SESSION 7: Coaching

Facilitator's Notes

Learning Objective for This Session:

Participants will be able to:

1. Describe the process of coaching in LDP;
2. Practice coaching with team members.

Importance of This Session

Coaching is one of the most important activities of the LDP for which facilitators are responsible. Conducted between the workshops, coaching involves meeting with LDP teams in their work environments to encourage them, monitor progress on their leadership projects, and reinforce what was learned in the workshops.

Recap of Day Two (10 minutes)

Session Outline (110 minutes)

Activity 1: Introduction to Coaching

- Step 1.1: Facilitator presentation – “What Is Coaching?”
- Step 1.2: Facilitator presentation – “Coaching and the LDP”
- Step 1.3: Facilitator presentation – “The Coaching Visit”

Activity 2: Coaching Practicum

- Step 2.1: Pair work – “Coaching Practicum on Challenge Model”
- Step 2.2: Facilitator role-play on coaching
- Step 2.3: Plenary discussion on coaching practicum

Activity 3: Wrap-Up

- Step: Facilitator-led reflective questioning

Reference

- Management Sciences for Health. *Leadership Development Program: Facilitator's Guide*. Cambridge, MA: Management Sciences for Health/USAID, 2009. Updated 2010.
<http://leadernet.msh.org/page.cfm?c1=94&nav=62> (accessed Oct. 7, 2010)

Preparation Required for This Session

Facilitators should familiarize themselves with the Introduction of the *LDP Facilitator's Guide*.

Materials and Equipment Required for This Session

- Flip charts
- Markers
- Cards
- Handout:

- ✓ “Using the Challenge Model” (LDP Facilitator's Guide, Senior Alignment Meeting and Workshop #1, Session 5)

How to Run This Session

The practice session on coaching requires that participants have completed a personal Challenge Model. Ensure that this has been done. Put participants in groups whose personal measurable results are similar; this will increase the opportunity for true learning to take place.

RECAP (10 minutes)

Ask participants to sit in their work teams. Ask for a volunteer to take attendance for the day using the attendance form (Appendix 3).

Say: *Now we will hear from a participant about what we learned yesterday.*

SESSION 7 PROCESS

Activity 1: Introduction to Coaching

Step 1.1

Begin the session by asking participants to explain when coaching is done and why it is considered important in the LDP. After they have completed their explanations, show them the following flip chart with the definition of coaching.

Flip chart 7.1

What is coaching?

Coaching is conversation that enables others to reflect on their commitments and find new ways to achieve their intended results.

Coaches help people to:

- be clear about their commitments;
- understand how their actions contribute to meeting—or not meeting—their commitments;
- develop and practice new actions that produce the intended personal and organizational results.

Step 1.2

Explain to the participants that when teams are coached in the LDP, they are better able to apply what they learned during the LDP workshops and make it part of the way they work. During periodic visits with their coach, team members learn to see and correct errors in implementing their Action Plans so that they increase their chances of achieving their desired results.

Explain that the results of various LDPs in the past have revealed that teams that receive little or no coaching tend to be less effective than those that are provided with adequate coaching.

Step 1.3

Next, tell participants that you will now be speaking a bit about the coaching visit and how it is run. Show participants the next flip chart.

Flip chart 7.2

The coaching visit

A coaching visit in the LDP has specific objectives, which are:

- To help the team apply the LDP tools to its work;
- To encourage and support the team;
- To reinforce use of the eight practices of managing and leading.

After offering your greetings, ask questions such as:

- *What have you been doing since the last workshop?*
- *Where have you struggled?*
- *Which of the things you have learned are turning out to be particularly useful?*
- *Which of the things you are learning are difficult to apply? What have you tried?*

Ask participants for their thoughts about these questions. Ask:

- *What do you think these questions are intended to uncover?*
- *How will answering the questions help you as LDP facilitators?*

Activity 2: Coaching Practicum

Step 2.1

Advise participants that they now have an opportunity to practice being a coach. They will use the personal Challenge Models they developed the previous day. They will work in pairs so they can coach one other about developing their Challenge Models further, and will begin by using an adaptation of the questions that have just been shared in the previous large group activity.

Pair participants who have similar ideas within their personal measurable results.

Tell them that one person should go through the whole process first, and then the other. Refer participants to the section "Using the Challenge Model" in the *LDP Facilitator's Guide*.

Ask each pair to go through the steps that follow.

Coaching exercise (20 minutes for each person)

Work in pairs to lead each other through the following process to improve your Challenge Model.

Introductory inquiry

Begin by greeting your teammate and sharing any concerns you might have about going through this exercise and sharing components of your personal Challenge Model. *(continued)*

Proceed by asking:

- What did you struggle with in developing your Challenge Model?
- Why do you think this was so?

Review the mission, vision, and measurable result

After the introductory inquiry, ask to see your teammate's completed (or partially filled-in, if they were not able to finish) Challenge Model. The handout "Using the Challenge Model" can guide your conversation as you review the Challenge Model together.

Say:

Your mission is [read], and your vision is [read], your measurable result is [read], and your current situation is [read]. (depending on far they went in the previous exercise).

Ask:

Are you comfortable moving forward with this?

If needed, say:

Let's review the desired, measurable result again.

Check to see if their result is SMART.

Assess the current situation

Say:

Now tell me more about the current situation. I assume you went out and did some more scanning (can be in the form of more thinking about what you wrote).

Check whether your teammate has gone beyond the initial assertions about the present situation that they made the day before. Ask for proof or evidence. If they have done no (or insufficient) scanning, find out why. Help them come up with ideas and set deadlines for themselves. Remind them where they need to be in regard to developing their Challenge Model for the next workshop.

Ask:

Have you learned why the current situation is the way it is?

What are some of the root causes that you must address if you want to move toward your desired result?

Continued on next page

Respond to the answer with:

That is a really good start. Now here is where you may want to pay some extra attention.

If your team member is on track, help them to understand their next set of actions.

Once all pairs have gone through the exercise, lead a plenary discussion by asking the following questions:

- *How did the process go? For the coach? For the person being coached?*
- *What was useful in the exercise for the person being coached?*
- *What could be improved?*

Be sure to write some of the key reflections coming from this discussion for follow-up with the participants when they conduct some coaching later, during implementation of the LDP.

Step 2.2

Have two of the facilitator trainers role-play a good coaching session so that participants can witness firsthand how a coaching session should be run. Ensure that the facilitator trainers who model this have actually conducted some coaching for LDP in the past.

This role-play should be based on giving feedback to a team about its Challenge Model, with emphasis on the differences between obstacles and root causes.

Step 2.3

After going through the role-play, ask participants:

- *What additional learning did you gain from this role-play?*

Take notes on this discussion also, ensuring that you write some of the key reflections coming from the discussion for follow-up with the participants when they do some coaching later, during implementation of the LDP.

Activity 3: Wrap Up

Step

In closing the session, ask participants the following questions:

- *What have you learned about coaching?*
- *What have you learned about yourself in relation to coaching?*
- *What surprised you?*
- *What have you discovered in terms of your skills in coaching?*
- *Where do you anticipate challenges?*
- *Where do you think you can make an immediate impact?*

Give participants five minutes to note key personal issues in their journals that they would like to take from this session for their future work as facilitators during an LDP. Ask for a few volunteers to share their thoughts with the group.

SESSION 8: Monitoring and Evaluation

Facilitator's Notes

Learning Objective for This Session:

Participants will be able to:

1. Describe the facilitator's role in LDP monitoring and evaluation (M&E);
2. Practice providing coaching in LDP M&E.

Importance of This Session

This session covers the role of the facilitator in the LDP monitoring and evaluation (M&E) process and stresses that he or she is responsible for leading teams through the action planning and M&E content, and later reviewing the teams' Action Plans. In most cases, an experienced evaluator will not be available to support the facilitator. Therefore, this session attempts to fill the gap, providing information the facilitator can use to assess a team's Action Plan and give feedback on the desired results, indicators, and data collection methods. The session explains the importance of selecting appropriate indicators and gathering meaningful and reliable data to ensure that teams' results can be compared to performance data from before the LDP and, when appropriate, comparable data from nonparticipating service units or teams.

Session Outline (240 minutes)

Activity 1: Monitoring and Evaluating Leadership Projects

Step 1.1: Facilitator presentation – “Purpose of Good M&E Practice”

Step 1.2: Group work – “Definition of Terms”

Step 1.3: Facilitator presentation – “The M&E Framework”

Activity 2: Selecting the Right Result

Step 2.1: Facilitator presentation – “Questions to Ask LDP Teams”

Step 2.2: Group work – “Evaluating Results Statements”

Step 2.3: Gallery walk and plenary discussions

Activity 3: Developing Measurable Results

Step 3.1: Facilitator presentation – “Developing SMART Results”

Step 3.2: Group work – “Preparing Feedback Based on SMART Criteria”

Step 3.3: Gallery walk and plenary discussion

Activity 4: What Is an Indicator?

Step 4.1: Facilitator presentation – “What Is an Indicator?”

Step 4.2: Plenary discussion – “Example: Sources of Data”

Step 4.3: Group work – “Analyzing Indicators”

Step 4.4: Group presentations and plenary discussions

Activity 6: Collecting Accurate Baseline Data to Describe the Current Situation

Step: Facilitator presentation – “What Is a Baseline?”

Activity 7: Closing and Reflection

Step: Facilitator-led reflective questioning

References

- Management Sciences for Health. *Leadership Development Program: Facilitator's Guide*. Cambridge, MA: Management Sciences for Health/USAID, 2009. Updated 2010. Linked on <http://leadernet.msh.org/page.cfm?c1=94&nav=62> (accessed Oct. 7, 2010)
- Management Sciences for Health. *From Vision to Action: A Guide on Monitoring and Evaluation for Facilitators of Leadership Development Programs*. Cambridge: Management Sciences for Health, 2009. Linked on <http://leadernet.msh.org/page.cfm?c1=94&nav=62> (accessed Oct. 7, 2010)

Preparation Required for This Session

Look through the whole session to be certain that you are familiar with the terminology used. It would be a good idea to read through the entire M&E Guide before you conduct the various activities within this session. Note that there is a lot of content for flip charts (or slides) that should be prepared in advance.

Materials and Equipment Required for This Session

- Flip charts
- Markers
- Cards
- Group work photocopied
- Handouts (both handouts are from the *LDP Facilitator's Guide*, Workshop 2, Session 9)
 - ✓ Definitions of Common M&E Terms
 - ✓ LDP Monitoring and Evaluation Framework

How to Run This Session

Follow the session process as shown.

SESSION 8 PROCESS

Activity 1: Monitoring and Evaluating Leadership Projects

Step 1.1

Begin this session by reminding participants that monitoring and evaluation (M&E) is one of the eight practices of managers who lead. Explain that we will be discussing the M&E plan solely from the point of view of an LDP facilitator, and that this particular area is one of the most challenging for facilitators in the LDP process.

Show participants the following flip chart:

Flip chart 8.1

The purpose of good M&E practice

- If you cannot measure, you cannot improve.
- If you can measure, you can improve.

Ask participants:

- *Why do we want to monitor?*

Record their responses on flip chart, and add the following if they are not mentioned:

- To provide feedback
- To promote support
- To develop and adjust program activities and budgets
- To show and celebrate progress

Step 1.2

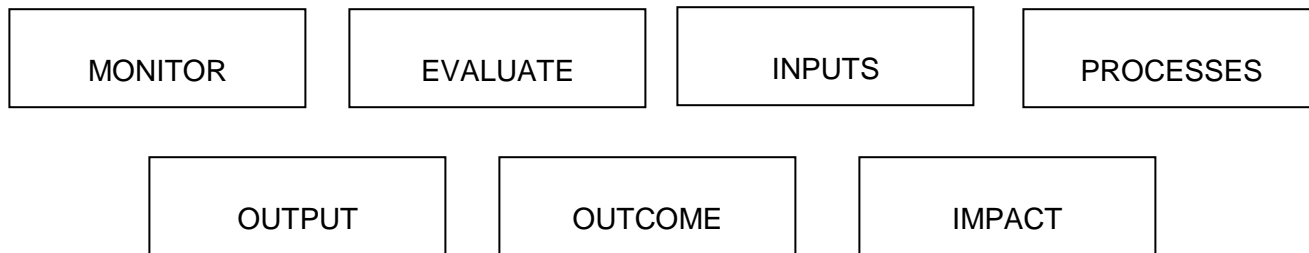
Group Work

Ask participants to separate into the three groups. Ask them:

- *If we want to apply M&E to our leadership projects in which we “face challenges to achieve a particular result,” how would you define the following words?*

Post the flip chart naming the seven common monitoring and evaluation terms. Give each team at least two words to define.

Flip chart 8.2: Seven common monitoring and evaluation terms



After groups have finished their definitions, ask them to record the definitions on a flip chart. Lead a plenary discussion by asking other groups to improve upon them.

Draw participants' attention to the handout on Definitions of Common M&E Terms. Compare these with definitions from the group. What are the major differences?

Step 1.3

Draw participants' attention to the LDP Monitoring and Evaluation Framework.

Explain to participants that the LDP M&E Framework helps LDP teams focus on their leadership projects. By using the M&E Framework they can be confident their Action Plans can be monitored and that the results will be measurable.

Review the LDP M&E Framework by going through each category (inputs, processes, etc.), using the examples provided.

Provide participants with the following example on a flip chart.

Flip chart 8.3

- If my measurable result is having a nursing degree by date X, then:
- Inputs would be money (tuition and fees, living expenses) and time (for study and attending classes, internships, etc.)
 - Processes would be fulfilling requirements for admission, attending classes, passing exams, etc.
 - Outputs would be exams passed, papers written, assignments completed, requirements for graduation fulfilled.
 - The outcome would be the nursing degree.
 - The impact would be a professional career that allows me to fulfill my personal mission of helping people live healthy and productive lives.

Explain that due to the short time frame of the LDP, it is realistic to expect that most teams will produce output-level results.

- For example, service-delivery units would have results that are service outputs, such as the number of clients served or client waiting times.

- NGOs would have results that are product or training outputs, such as the number of contraceptive products distributed or the number of people trained.

Health outcomes take longer to produce and are usually the result of two or more years of LDP activity.

Activity 2: Selecting the Right Result

Step 2.1

Inform participants that when they are LDP facilitators, their first job is to guide teams in choosing a result that is important to the mission of their organizations, challenging enough, and, at the same time, feasible to achieve within a short time frame (usually six months) after the program. The selection of this result is important. Stress the point that it is important to encourage teams to ask the following questions to help them to choose their results. Show the flip chart that follows.

Flip chart 8.4

Pertinent questions to ask LDP teams about results

1. Is the result you chose *consistent with your vision*?

- Does the result address the pressing health care needs of your clients and community?
- Does it support the goals of your organization?

2. Is the result within your team's *ability to control or influence*¹?

- Is it within your control or under your influence, given your level of authority and the status of your team? (Areas that are *not* in your control include issues such as policies or economic conditions.)
- Is the result measurable? (In other words, would you be able to tell if and when you achieve it?)
- Does your manager support your working on this result?
- Can you influence stakeholders in order to obtain the resources necessary to produce this result?

Step 2.2

Divide participants into four groups (not the usual three groups). Post flip charts with the intended results statements and background information for the Salima district health office and the Moi Voi District Hospital, and then give the groups the following exercise (one result statement is analyzed by two groups working separately).

¹ For more information, please see the reading/exercise “Recognizing your sphere of influence,” p. 189 of *Managers Who Lead* (Cambridge: Management Sciences for Health, 2005).

Group Work

Selecting the right result

Instructions: Read the following intended results statements accompanied by the team's vision and administrative level. Analyze each using the following questions, and write your answers on a flip chart:

1. Given the description of the current situation, do you believe the team can realistically achieve this result in a short time frame? Why or why not?
2. Does the result appear to be important to the team's vision and the organization's mission? Why or why not?
3. Given the team's composition and organizational level, is this a result that they can realistically produce? Why or why not?
4. Is the result demanding enough to stretch the team's capacities during the program? Why or why not?

Groups 1 and 2: Salima DHO

Intended results of the LDP: To strengthen commodities security in Malawi

Administrative level: District Health Office

Mission: To improve the quality of life of people of Salima through provision of a basic, minimum level of public health and clinical interventions and management of all communicable diseases and common injuries so they become productive citizens.

Vision: The population of Salima is free from disease burden, men and women are using modern family planning methods and choosing the sizes of their families, problems of reproductive health are lessening and the population's productivity is increasing as a result of improved health status.

Desired measurable result: The number of women of childbearing age using any modern family planning method increased from 21% (17,145) (baseline) to 30% (24,493) (result) by September 2009.

Groups 3 and 4: Moi Voi District Hospital

Intended results of the LDP: Improved Human Resources for Health

Administrative level: District Hospital

Vision: A secure and modern health facility

Desired measurable result: The hospital compound has been planted with a wide variety of trees and shrubs.

Step 2.3

Once all have completed the assignment, ask participants to post their flip charts on the wall, next to the flip charts that you will have already prepared and posted. Let participants take a gallery walk and look at the recommended feedback. After some movement and discussion, post the sample feedback and allow for some more discussion of the same.

Flip charts 8.5 and 8.6:

Sample feedback to Salima DHO:

This is a great measurable result that is directly in line with the goals of the program and your mission! How will it be measured? The number of women taking any modern family planning methods or the contraceptive prevalence rate (CPR) is an outcome indicator that requires a population survey—is that feasible in six months? It might be more realistic for you to focus on the couple years of protection (CYP), an output indicator measured by the number of women who receive modern family planning methods from your facility.

Sample feedback to Moi Voi District Hospital

Clearly, planting trees and shrubs will positively affect the way the hospital is perceived by patients and staff, and this relates to the team's vision. However, how does this relate to the mission of the district hospital? This measurable result is an input, what is an output of this activity that you could measure? For example, if you improve patients' perceptions of the hospital, would you see more clients, and can you measure that?

Note: After coaching, the team's desired measurable result was revised to: The number of outpatient clients accessing services at Moi Voi District Hospital each month increased from 2,500 in October 2009 to 3,500 by the end of May 2010, and the Action Plan includes tree planting and landscaping.

Once participants are back in plenary, ask:

- *What have you observed?*
- *What are the similarities between the feedback you provided and the sample feedback?*
- *What are the differences?*

Activity 3: Developing Measurable Results

Step 3.1

Begin this activity by informing participants that in the LDP, the desired result is what drives the teams' work during and after the Leadership Development Program. Because they develop their desired results using measurable (SMART) terms, teams can monitor and evaluate their progress toward achieving their goals.

Ask participants:

- *Why should teams measure results?*

Take responses from the participants. If the following answers are not provided, introduce them yourself. Teams should measure results because this enables them to:

- determine effectiveness and continued relevance of their activities;
- promote support for an effective program;
- develop and adjust program activities and budgets;
- recruit and retain talented staff;
- inspire teams by identifying and celebrating progress being made.

Inform participants that their job as facilitators is to help teams to select well-defined and measurable results. Remind them to collect baseline data or information to guide them in developing their measurable results, and that this is best done when they are describing their current situations. This means that there may be back and forth discussion between facilitators and teams until the measurable result meets the SMART criteria explained in the flip chart below.

Flip chart 8.7

A SMART result is...

Specific (S): clearly written to avoid different interpretations.

Measurable (M): allowing a team to monitor and evaluate progress toward achieving its desired result

Appropriate (A): in line with the scope of a team's program or work activities, and within the team's ability to control or influence

Realistic (R): sufficiently demanding to stretch the team's capacities, yet achievable within the time allowed

Time-bound (T): with a specific time period for reaching completion

Give the participants the following example of a measurable result for a program whose mission is to prevent the spread of HIV and AIDS. This results statement meets all of the above SMART criteria.

Flip chart 8.8

Example of a measurable result:

The number of voluntary counseling and testing sites in the district has increased by 50% (from 4 to 6 sites) in the next 6 months.

Step 3.2

Group Work

Instructions

Divide participants into the three groups and assign each group one of the sample measurable results below, which were developed by actual teams in previous LDPs. Groups should decide whether the assigned result meets the SMART criteria and then write on a flip chart the feedback that they, as a facilitator, would give to the team.

Result #1: By December 2008, the district health team will have at their disposal a summary data table from each priority program in the maternal and child health (MCH) department.

Result #2: Achieve an 85% HIV testing rate of sexually active people or people at risk.

Result #3: All ministry department heads are working as a team to deliver better services to our clients.

Step 3.3

Once all groups have completed the assignment, ask each group to post their flip charts on the wall, and then let everyone take a gallery walk and look at the recommended feedback. After some movement and discussion, post the flip charts with sample feedback and allow for some more discussion of the same.

Flip charts 8.9 – 8.11: **Sample feedback**

Result #1: *By December 2008, the district health team will have at their disposal a summary data table from each priority program in the maternal and child health (MCH) department.*

Feedback: It is already a good start that your team has determined the time period for achieving this result. But the result, as written, is neither clear nor measurable. The result should show the change you want to achieve. Try to write the result as a desired situation which is measurable. For example, what are the priority programs within the MCH department? Which types of data will be in the summary data table? How frequently do you want to receive the data? And finally, what do you expect to do with these data tables? In other words, having reliable summary data on a regular (e.g., monthly) basis will make it possible for the district health team to assess its progress and adjust its Action Plan, if necessary.

Result #2: *Achieve an 85% HIV testing rate of sexually active people or people at risk.*

Feedback: This result is vague (not specific) and not measurable. You need to provide more details. For example:

- You aim to detect 85% of sexually active people or people at risk *per month? Per year?*
- How will you define “sexually active” or “at risk”? Are “people” both men and women?
- How will you calculate the percentage tested? In other words, your numerator is the number of sexually active people or people at risk who are tested at your center. How will you calculate the total number of sexually active people or people at risk (the denominator) in order to get a percentage?
- Where will the HIV testing take place? In what hospital or voluntary counseling and testing center?
- What is the time period for achieving this result?
- Is it really feasible to reach 85% of all sexually active people? When you have your baseline levels, you may need to adjust this target to something lower so it is achievable within the time frame.

Result #3: *All ministry department heads are working as a team to deliver better services to our clients.*

Feedback: Try to make this a more measurable result so you can really know if you have succeeded. The results statement lacks a time frame and milestones you can use to show you have reached this result. For example: *By December 2008, all departments at the central level of the ministry will demonstrate increased teamwork through joint departmental meetings, integrated weekly work plans, and improved team climate.* Each of the three milestones mentioned in the example can be verified through concrete means such as meeting minutes, review of work plans, and use of an assessment tool to measure team climate.

Once participants are back in plenary, ask:

- *What have you observed?*
- *What are the similarities between the feedback you provided and the sample feedback?*
- *What are the differences?*

Activity 4: What Is an Indicator?

Step 4.1

In plenary, ask participants:

- *What is an indicator?*

Take some responses and record them on a flip chart. Once you have taken all responses, read the definition of an indicator from the flip chart you have prepared in advance.

Flip chart 8.12

What is an indicator?

An indicator is a marker of change over time.

An indicator is like a road sign.

When we measure the indicator, it shows whether we are on the right road, how far we have gone, and how far we still have to go to reach our destination (our measurable result).

Step 4.2

State that most indicators are directly measurable through sight, verbal communication, and/or in writing. When considering an indicator, one needs to ask:

What can I see, hear, or read that would indicate the desired result has been achieved?"

Ask the participants to think of an indicator that nurses and doctors commonly use. If no one mentions it, say "body temperature." If someone has a high temperature or fever, his or her temperature is an indicator that the person is sick. If the fever goes up, we know the patient is getting even sicker. If it goes down, we know the patient is getting better. Temperature is an indicator of someone's state of health.

Ask participants:

- *How do we measure this indicator?*

Take some responses. "Thermometer" should be one of the responses.

State that the thermometer is the instrument or tool we use to measure temperature. It is our source of data.

Step 4.3

Tell participants that teams would have selected a SMART result at this stage of the LDP. By virtue of its being SMART, the "M" means that it is measurable. Teams therefore need to identify one or more indicators—markers of change over time—that can be measured. These indicators will allow the teams to measure whether any change occurs as a result of their leading and managing practices.

Divide participants into the three groups. For this exercise, each group will be expected to work on all three indicators provided.

Group Work

Analyzing indicators

Instructions: Review the following three indicators and note whether they meet the basic criteria for a good indicator. Write the feedback you would give to each team on a flip chart and post these on the wall.

Desired result #1: By June 2008, 100% of antiretroviral therapy (ART) clinics are operational (provide ART to patients) at the intended 26 clinics countrywide.

***Indicator #1:** Number of ART clinics with sufficient staff trained in HIV management and care*

Desired result #2: By March 2008, 60% of local authorities and representatives at the district and commune levels are involved in the national program to respond to HIV & AIDS.

***Indicator #2:** Percent of leaders at district and commune levels who become advocacy actors*

Desired result # 3: By December 2008, there will be an 8% reduction in teen pregnancy in Uttar Pradesh State in India.

***Indicator # 3:** Number of teenage girls receiving pregnancy counselling services*

Step 4.4

Ask participants to post their flip charts on the wall and present their work to plenary. Once all have groups have presented, post the sample feedback and allow for some more discussion of the same.

Flip charts 8.13 – 8.15: **Sample feedback**

Desired result #1: By June 2008, 100% of antiretroviral therapy (ART) clinics are operational (provide ART to patients) of the intended 26 clinics countrywide.

***Indicator #1:** Number of ART clinics with sufficient staff trained in HIV management and care*

Feedback to the team: How would you define sufficient? Is it a proportion of staff in relation to patient load or in proportion to the catchment area? Is this the only indicator of a functional ART clinic? What about equipment and supplies?

Desired result #2: By March 2008, 60% of local authorities and representatives at the district and commune levels are involved in the national program to respond to HIV & AIDS.

Indicator #2: *Percent of leaders at district and commune levels who become advocacy actors*

Feedback to the team: In specific terms, what does this indicator mean? Who are the leaders (define precisely which district authorities and commune representatives will be considered by this indicator)? What do you expect these leaders to do as “advocacy actors” at the commune and district levels? How will you know the situation has changed at the local level? For example, in their role as advocacy actors, do you expect local authorities will publicly acknowledge the existence of the epidemic? Will they outwardly promote the implementation of HIV & AIDS activities in their districts/communes? Will they attend local meetings on HIV & AIDS? Will they support local legislation for reducing HIV & AIDS? Try to develop criteria like these to define who the advocacy actors are and what they will do so you can objectively measure this indicator.

Desired result # 3: By December 2008, there will be an 8% reduction in teen pregnancy in Uttar Pradesh State in India.

Indicator # 3: *Number of teenage girls receiving pregnancy counselling services*

Feedback to the team: The result, reduction in teen pregnancy, is an outcome-level result. An appropriate indicator for this result would be the teen pregnancy rate. The proposed indicator, the number of teenage girls receiving pregnancy counseling services, would not be a valid indicator for this result. However, it might be a good output indicator for monitoring the service delivery necessary to reduce pregnancy rates.

Once participants are back in plenary, ask:

- *What have you observed?*
- *What are the similarities between the feedback you provided and the sample feedback?*
- *What are the differences?*

Activity 5: Collecting Accurate Baseline Data to Describe the Current Situation

Step 5.1

Begin by explaining to participants that without a baseline, teams cannot track their progress, determine whether activities are going according to plan, or measure the extent to which they have achieved their desired results. Without a baseline, it is difficult to correctly implement an M&E plan.

Explain that one of the biggest challenges facing teams in the LDP is how and when to collect their baseline data. However, collecting accurate baseline data is one of their most important M&E tasks. Show participants the following flip chart:

Flip chart 8.16

What is a baseline?

A **baseline** is the measurement of indicators of the actual situation **before** activities begin. Gathering baseline data allows for two things.

1. A baseline provides the starting point for tracking changes in the indicators over the life of an Action Plan. Why track changes in indicators? The indicators are linked to the immediate (output) and longer-term results (outcomes) that teams want to monitor. Changes in the indicator values over time show whether the results are going up, down, or staying the same. In turn, this tells teams whether their planned activities and strategies are working as planned to give the desired results.
2. A baseline provides information teams can use to set the **desired measurable result** they hope to reach by the time they complete the activities in their Action Plans.

Show participants the flip chart with an example of a specific and measurable result.

Flip chart 8.17

A specific and measurable result

A 50% increase in fully immunized children under five in the next six months.

Explain that for the team to determine what it actually needs to do to achieve this result, it has to know the current vaccination coverage (the current situation). For this, team members review vaccination charts and discover that only one out of every 100 children (1%) is currently fully immunized by the age of five. That is their baseline.

As a facilitator, you realize it will not be possible to reach a 50% increase in immunization coverage of children under five years of age in six months, so you help the team to revise its expected result to something that is reasonable and still important (for example, “a 25% increase in immunization coverage among children under five”).

Activity 6: Closing and Reflection

Step

Ask participants to read Chapter 3 of *Managers Who Lead* before Day Four.

Confirm that each group knows which practicums were assigned to them on Day One.

In closing the session, ask participants the following questions:

- *What have you learned about M&E for the LDP from this activity?*
- *What surprised you?*
- *What have you discovered in terms of your skills in facilitating teams in M&E?*
- *Where do you anticipate challenges?*
- *Where do you think you can make an immediate impact?*

Give participants five minutes to note in their journal personal key issues they would like to take from this session for their future work as facilitators of an LDP. Ask for a few volunteers to share their thoughts with the group.

Ask a participant to be prepared to review what he or she learned in the Day Three sessions at the start of Day Four.

Day Four

SESSION 9: The Practicums

Facilitator's Notes

Learning Objective for This Session:

Participants will be able to:

1. Describe the facilitation process of the sessions for which they are responsible;
2. Demonstrate facilitation of the selected LDP sessions.

Importance of This Session:

Various components of this session are in different blocks, as noted on the timetable. These practicums are extremely important in ensuring that the participants get an opportunity to facilitate some of the LDP, so that they can have a sense of how it runs and familiarize themselves with some of the supporting documentation required to run an LDP.

These practicums provide a form of “transparent” content (through the *LDP Facilitator's Guide* and *Managers Who Lead*) that is not familiar to the other participants, thereby giving the opportunity to actually cause learning in others and see that it is working. During these practice sessions, participants will learn to explain ideas, processes, and procedures clearly and accurately, and to focus on the process and the outcome—causing learning—not merely the content.

Participants will also learn how to:

- Explain the message clearly using appropriate comparisons and examples;
- Pace the message effectively so listeners aren't overloaded, confused, or bored;
- Focus on nonverbal feedback to know whether their audience is thinking or listening;
- Seek feedback to verify the accuracy of their communications;
- Give feedback after analyzing another's explanation so that it is both acceptable and useful.

Recap of Day Three (10 minutes)

Session Outline

440 minutes (10 minutes preliminary information; 280 minutes for the practicums; 120 minutes for team planning sessions; 30 minutes for feedback sessions.

This session fills Day Four and is likely to run a bit longer than other days. Schedule breaks and lunch accordingly.

Each of the following activities can be found in the *LDP Facilitator's Guide* in the workshop/session noted, with the exception of the last two, which are from *Managers Who Lead*.

Block 1

- Recognizing Your Sphere of Influence (60 minutes) Workshop 1, in Session 5
- Analyzing Stakeholder Needs and Interests (60 minutes) Workshop 1, in Session 6
- Improving Listening Skills—A Scanning Skill (45 minutes) Workshop 1, in Session 6

Block 2

- Gaining Commitment, Not Just Compliance (45 minutes) Workshop 3, Session 11
- Making Effective Requests and Reducing Complaints (30 minutes) *Managers Who Lead* – pp. 234–236
- Balancing Advocacy and Inquiry (40 minutes) *Managers Who Lead* – pp. 222–224

References

- Management Sciences for Health. *Leadership Development Program: Facilitator's Guide*. Cambridge, MA: Management Sciences for Health/USAID, 2009. Updated 2010. <http://leadernet.msh.org/page.cfm?c1=94&nav=62> (accessed Oct. 7, 2010)
- Mansour, Joan Bragar, Sylvia Vriesendorp, and Alison Ellis. *Managers Who Lead: A Handbook for Improving Health Services*. 3rd edition. Cambridge, MA: Management Sciences for Health, 2005. <http://www.msh.org/resource-center/managers-who-lead.cfm> (accessed Oct. 8, 2010).

Preparation Required for This Session:

Read through the facilitation process and familiarize yourself with the leading and managing practices. You might also want to revisit the “Introduction to the LDP” section of the *LDP Facilitators Guide*.

Materials and Equipment Required for This Session

- Flip charts
- Markers
- Cards
- Handouts:
 - ✓ “Performance Appraisal (Self-Administered)” (Appendix 7)
 - ✓ “Feedback for LDP Facilitator Trainees” (Appendix 4)

How to Run This Session

Follow the process outlined in the session process below. Stress to participants the importance of following the facilitation process outlined in the *LDP Facilitator's Guide* and *Managers Who Lead* to the letter.

RECAP (10 minutes)

Ask participants to sit in their work teams. Ask for a volunteer to take attendance for the day using the attendance form (Appendix 3).

Say: Now we will hear from a participant about what we learned yesterday.

SESSION 9 PROCESS

Step

For each practicum block, each of the three established groups will be assigned an activity (see below) that they will be expected to prepare and deliver. It is important to stress that all members of the group are expected to facilitate at some point during the practicum sessions. How they decide to do this is up to the group—some groups may decide to share an activity among the members, while others may decide that one person will run one of the activities by him or herself. The number of participants will affect this decision. However, the important point to remember is that all participants must facilitate. As one group facilitates, all other participants will sit in their groups to form the “class” for the activity. When the presenting group is finished, they will provide feedback.

Consult the timetable to see when the various activities should be undertaken. Each of the following activities can be found in the *LDP Facilitator's Guide* in the workshop/session noted, with the exception of the last two, which are from *Managers Who Lead*.

Block 1

- Recognizing Your Sphere of Influence (60 minutes) Workshop 1, in Session 5
- Analyzing Stakeholder Needs and Interests (60 minutes) Workshop 1, in Session 6
- Improving Listening Skills—A Scanning Skill (45 minutes) Workshop 1, in Session 6

Block 2

- Gaining Commitment, Not Just Compliance (45 minutes) Workshop 3, Session 11,
- Making Effective Requests and Reducing Complaints (30 minutes) *Managers Who Lead*, pp. 34–236
- Balancing Advocacy and Inquiry (40 minutes) *Managers Who Lead*, pp. 222–224

Each block is preceded by some time (usually 60 minutes) for preparation. It is likely that this will not be enough time, which is why it was important to give each group advance notice of the activity they are responsible for so that the members can do some individual reading outside of the workshop in addition to using the available time for preparation.

Give each participant a copy of “Feedback for LDP Facilitator Trainees,” which they will be expected to fill in for the person (not group) facilitating. As such, if three people facilitate an activity, participants will need to provide feedback to each of the three people. Time is provided for this feedback, and participants are encouraged to share their feedback with their peers so that they can make improvements.

Participants facilitating will also be given “Performance Appraisal for LDP Facilitator Trainees (Self-Administered)” to complete.

The results of peer feedback and self-appraisal are expected to help participants focus on how they can improve in their LDP facilitation skills. Encourage participants to have informal discussions with facilitator trainers about any areas that cause them discomfort. Emphasize that all LDP facilitators are constantly learning, including the facilitator trainers, and this continuous learning is part and parcel of leadership development in facilitation—a process that never ends.

At the end of the day, ask a participant to be prepared to review what he or she learned in Day Four at the start of Day Five.

Day Five

SESSION 10: Learning from Experience—The After-Action Review

Facilitator's Notes

Learning Objective for This Session:

Participants will be able to:

Describe a process for analyzing what went well and what can be improved after implementing a series of activities.

Importance of This Session:

The after-action review (AAR) provides a process for thinking about, discussing, and learning from what went well during the practicum sessions and what did not go so well. The exercise helps people think about mistakes, failures, and breakdowns in a way that does not involve blaming or finger-pointing. It also provides an opportunity to recognize successes. Individuals self-assess their strengths and opportunities for improvement and then what they learned is shared with the group and combined with other lessons to create additional knowledge and improved solutions.

Recap of Day Four (10 minutes)

Session Outline (60 minutes)

Activity: Completing an After-Action Review

Step 1: Facilitator presentation – “The Purpose of the AAR”

Step 2: Individual reflection – “The Process of the Practicums”

Step 3: Pair work – “The Process of the Practicums”

Step 4: Individual reflection – “Reflection on Group Commitment and Accomplishments”

Step 5: Plenary discussions – “Wrap-Up and Next Steps”

Reference

- Mansour, Joan Bragar, Sylvia Vriesendorp, and Alison Ellis. *Managers Who Lead: A Handbook for Improving Health Services*. 3rd edition. Cambridge, MA: Management Sciences for Health, 2005. <http://www.msh.org/resource-center/managers-who-lead.cfm> (accessed Oct. 8, 2010).

Preparation Required for This Session

Facilitators should familiarize themselves with this session and follow the facilitation notes as stated. Prepare a flip chart with the necessary reflections on commitment and accomplishments.

Materials and Equipment Required for This Session

- Flip chart and markers

How to Run This Session

It is recommended that the process for Session 10 be followed to the letter.

RECAP (10 minutes)

Ask participants to sit in their work teams. Ask for a volunteer to take attendance for the day using the attendance form (Appendix 3).

Say: *Now we will hear from a participant about what we learned yesterday.*

SESSION 10 PROCESS

Activity 1: Completing an After-Action Review

Step 1

Explain to participants that the after-action review is separate from an evaluation and should serve as a collective learning experience. Its purpose is not to find fault with or evaluate an individual's performance. The simple rules are that:

- Everyone in the conversation should feel free to speak up, without fear of reprisal;
- Everyone, no matter how junior or senior in the hierarchy they may be, has the opportunity to offer direct feedback about the process and the results of the work.

Step 2

Write the following questions on a flip chart and ask each participant in the meeting to think about how they would respond to each question.

- *What am I most proud of in this project?*
- *What was my individual role?*
- *What did I contribute?*
- *What do I still need to communicate?* (Explain that responses to this question might include, for example, acknowledgment of others or regrets.)

Step 3

Ask participants to share their responses with a person sitting next to them. Have each pair report to the whole group and record their responses on a flip chart.

Step 4

Show participants the flip chart that follows and ask them to respond to the questions individually and to write their answers in their journaling notebooks.

Flip chart 10.1

Reflections on group commitment and accomplishments

- What was the commitment of the group in this work?
- What was the result we intended to accomplish?
- Did we accomplish that result?
- If we did not accomplish the result, what is missing?
- What aspects of the process worked well?
- What aspects of the process could have been improved?
- What lessons did we learn?
- What actions can we take now?

Step 5

In plenary, take answers to each question from the group and record the answers on the flip chart. Ask a few people to share what they learned from this exercise.

SESSION 11: Using the Workgroup Climate Assessment

Facilitator's Notes

Learning Objective for This Session:

Participants will be able to:

1. Describe the elements of the Workgroup Climate Assessment (WCA) tool and how it is applied in the LDP;
2. Explain to LDP teams how to fill out the WCA;
3. Tabulate the WCA results either by hand or in Microsoft Excel and prepare a feedback report for teams;
4. Facilitate a discussion of WCA results with teams during coaching visits and help them brainstorm ways to improve workgroup climate.

Importance of This Session:

One of the best ways to improve something is to start by measuring it. LDP teams measure their own climate using a short survey called the Workgroup Climate Assessment. After using the WCA, teams can discuss what the survey results mean and brainstorm ways they can work to improve the climate in their workgroup. The WCA is a self-scorable questionnaire designed to be completed by all members of an LDP team, which means that everyone on the team will be given a copy to fill out on his or her own. This session orients LDP facilitators to how to guide LDP teams in using the WCA tool.

Session Outline (60 minutes)

Activity 1: Understanding the WCA Tool

Step 1: Individual reading, and plenary discussion – “Understanding Workgroups”

Step 2: Individual assignment – “Completing the WCA Tool”

Step 3: Group work – “Analyzing the WCA Tool”

Activity 2: Wrap-Up

Step: Facilitator-led reflective questioning

Preparation Required for This Session

Facilitators should familiarize themselves with this session and the WCA, and prepare flip charts.

Materials and Equipment Required for This Session

- Flip chart and markers
- Handouts:
 - ✓ “Workgroup Climate for LDP Training of Facilitators” (Appendix 8)
 - ✓ “WCA Assessment Tool” (*LDP Facilitator's Guide*, Workshop 4, Session 16)
 - ✓ “Tabulation Instructions for the WCA” (*LDP Facilitator's Guide*, Workshop 4, Session 16)
 - ✓ “Sample WCA Score” (Appendix 9)
 - ✓ “Discussion Guide for the WCA” (Appendix 10)

How to Run This Session

Follow facilitation notes to the letter.

SESSION 11 PROCESS

Activity 1: Understanding the WCA Tool

Step 1

In plenary, present the objectives of the session written on a flip chart—read through them without detailed explanation.

Distribute the handout “Workgroup Climate for LDP Training of Facilitators” (Appendix 8) and ask participants to take about five minutes to read it.

When everyone has finished, ask them to think of a time when they were a member of a workgroup that they did not like or when they felt it was a struggle to get anything done as a team. Ask:

- *What was it like to be a member of that team?*
- *What were your perceptions and feelings about the environment of that team?*
- *Why do you think the team was unable to get anything done?*

Record their responses on a flip chart.

Now ask participants to think of a time when they were a member of a workgroup that they enjoyed working with and that was successful in achieving results.

- *What was it like to be a member of that team?*
- *What were your perceptions and feelings about the environment of that team?*
- *Why do you think the team was able to achieve results?*

Record responses on a flip chart.

Explain that what they have just done is taken from Workshop #1 of the LDP and is how they will introduce Workgroup Climate when they are facilitators.

Step 2

Explain to participants that they are going to conduct a WCA by applying it to a workgroup with which they work on a regular basis—their own. This will allow them to practice using the WCA tool and have a chance to ask questions.

Hand out the WCA tool. Using the sample questions, explain the scale that is used to score the items. Emphasize that they are to rate the survey items according to how they feel about each one. As they read the items, each person should ask him- or herself: “How are things now in our workgroup? How well does the item describe our workgroup?”

Participants should fill out the WCA tool on their own (they should *not* confer with each other).

Two important points to remember:

1. **Confidentiality** Remind everyone that answers to the WCA are highly confidential. During the LDP (as during this workshop), only facilitators should see individual questionnaires. No names go on the feedback graphs the teams see.

2. **Openness and honesty:** Point out that LDP facilitators encourage teams to be open in their answers; that is how teams will benefit the most from this process. The usefulness of the assessment depends entirely on the frankness and honesty of the responses. LDP teams should be told that they aren't doing this to please their team members or facilitators but to improve climate by being honest about where they are now.

Step 3

Prepare a feedback report or use the sample provided (Appendix 9) and facilitate a discussion about workgroup climate.

Distribute a copy of the Tabulation Instructions for the WCA, the Sample WCA Score Graph, and the WCA Discussion Guide to each participant. Explain that the WCA can be tabulated by hand or using Microsoft Excel.

Divide the participants into three groups of five. Ask for one volunteer from each group to take the role of the coach. Ask the participants to look at the Sample WCA Score Graph and to pretend that it is an LDP team's results. Have the designated coaches lead a discussion of the results using the WCA Discussion Guide. Make sure they bring up points such as: Why do some team members have scores that are well below others'?

Step 4

Point out that the WCA is administered twice in an LDP, at the beginning and at the end of the program, so that teams can assess their progress.

Activity 2: Wrap-Up

Step

To close the session, ask participants the following questions:

- *What have you learned about the WCA tool from this activity?*
- *What surprised you?*
- *Did you discover anything about the skills needed to help teams undertake the WCA?*
- *Where do you anticipate challenges?*
- *Where do you think you can make an immediate impact?*

Give participants five minutes to note in their journal personal key issues they would like to take from this session for their future work as facilitators of an LDP. Ask for a few volunteers to share their thoughts with the group.

SESSION 12: Facilitator Preparation

Facilitator's Notes

Learning Objective for This Session:

Participants will be able to:

- Describe the set of activities necessary for conduct of an LDP workshop;
- Align the preparation activities to the eight leading and managing practices.

Importance of This Session:

This session guides participants through the set of activities necessary to conduct an LDP workshop. It also furthers understanding of the eight leading and managing practices by putting these preparation activities into the L&M Framework.

Session Outline (60 minutes)

Activity 1: Checklist for Facilitating an LDP Workshop

Step 1: Pair work and plenary – “Preparation Checklist”

Step 2: Facilitator presentation – “Using the L&M Framework for Preparation”

Activity 2: Wrap-Up

Step: Facilitator-led reflective questioning

Preparation Required for This Session

Prepare the necessary flip charts listing preparation activities and the L&M Framework.

Materials and Equipment Required for This Session

- Flip chart
- Markers
- Prepared flip charts

How to Run This Session

Facilitators should familiarize themselves with this session and follow the facilitation notes as stated. Although facilitators are usually meant to intersperse personal information during the process of facilitation, it is recommended that the process for Session 12 be followed as is.

SESSION 12 PROCESS

Activity 1: Checklist for Facilitating an LDP Workshop

Step 1

Explain to participants that a number of activities need to be completed in various phases before and after implementation of an LDP workshop. Emphasize that it is important for all members of the facilitation team to be sure of who is responsible for each activity.

Divide participants into pairs and give each pair one or more of the following phases, depending on the number of participants. Each pair should determine for themselves the activities that need to be undertaken in each phase.

Flip chart 12.1: **Preparation and debriefing**

1. Clarify registration process	2. Go over sessions	3. Prepare flip charts and other visual displays
4. Prepare side table	5. Go over opening protocol	6. Check with hotel/facility
7. Arrange Room	8. Practice	9. Debriefing after the workshop

Once all pairs have completed their discussions, ask them to present their findings to plenary. Use the guide that follows to check that all activities are included in their presentations.

Sample checklist for facilitators and administrative staff for LDP workshops (before and after the workshops)

For each item on the lists that follow, be sure everyone knows who is responsible for completing it.

1. Clarify registration process

- Prepare workshop signage, e.g., welcome, re: rest rooms, if needed.
- Are registration sheets ready? Verify that you are asking for all the right info so you don't have to go back later and ask again. Think of TraiNet and other reporting requirements, as well as those of MSH.
- Have per diem ready, if applicable

2. Go over sessions

- Review flow, session assignments.
- Are notes and handouts complete for day one?
- Photocopy any missing materials.

3. Prepare flip charts and other visual displays

- Hand-draw charts/diagrams, as needed.
- Draw blank charts/diagrams, as needed.
- Test tape on wall. (Is it allowed? Will it hold?)
- Test projector and audio-visual supports you plan to use.

4. Put all materials on side table

- Handouts for day one in order of use.
- Facilitator materials.

5. Go over opening protocol

- Check who is coming.
- Assign people to receive and accompany officials.
- Allow time for transition from opening to regular program.

6. Check with hotel/facility

- Give schedule to hotel staff and find out how flexible they are (how much lead time needed and impact of going over time).
- Check on dinner arrangements.
- Check on rooms, if applicable.

7. Arrange room

- Set up tables (consider if different arrangement is needed for opening).
- Sit at the furthest tables and check visibility of charts at front of room.
- Decide on free seating (blank table tents) or arranged seating (table tents with names printed).
- Put participant materials on tables.

Continued on next page

8. Practice any exercises or interventions that are new or not well understood.
 [Expect some resistance to doing this, but push anyway. It is always worth the time and can reveal some flaws that can still be fixed without losing face.]
9. Debriefing after workshop—major issues
- Time and organization (time management, pacing of sessions).
 - Preparedness for sessions.
 - Facilitator behavior (instructions, proportion of advocacy/inquiry interventions, movement, behavior under fire, use of resources and materials, relationship with participants, self-management, etc.).
 - Room (cleanliness and organization of materials).
 - Team facilitation (interactions between lead and nonlead facilitator, between lead team and facilitator on the side).
 - Materials (PowerPoint slides, handouts, overheads, flip charts, other).

Step 2

Conduct a presentation using the flip charts below to show how one can apply the leading and managing framework to facilitating an LDP.

Flip chart 12.2: **Leading and managing as a facilitator**

<p>Scan</p> <ul style="list-style-type: none"> ▪ Room. (General impression: clean? chaotic? inviting? stimulating?) ▪ People's faces. (What do you see?) ▪ Group dynamics. (Watch for energy drops, awkwardness, seeds of tension/conflict, formation of cliques.). ▪ Have relevant data available (e.g., charts, references, maps). ▪ Learn as much as you can about participants beforehand and about their context. 	<p>Plan</p> <ul style="list-style-type: none"> ▪ Plan your session from beginning to end. ▪ Visualize yourself facilitating the session. ▪ Plan for supplies, time, use of space. ▪ Budget time for transitions after break. ▪ Respect ending time, especially if participants not residential. ▪ Plan activities only for two-thirds of the available time. Everything will go more slowly than you think. <p style="text-align: right;"><i>Continued</i></p>
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<p>Focus</p> <ul style="list-style-type: none"> ▪ Be clear on the intention of the session design and content. (Always be ready to answer why you are doing something, and that it shows a relationship to the overall objectives). ▪ Be clear on what you are helping participants to see/do/understand/ know. ▪ Know when to use flip charts or PowerPoint (permanence or transience). ▪ Interrupt to refocus wandering participants. ▪ If you set norms, help group enforce them. ▪ Use color to emphasize or focus. ▪ Use session objectives to focus self and participants. ▪ When lost, refocus. (Ask: What am I trying to accomplish?) ▪ Always look for teachable moments that happen in the room/in the here and now. 	<p>Organize</p> <ul style="list-style-type: none"> ▪ Try different room arrangements and test them out. ▪ Have supplies and handouts easily accessible and in right order. ▪ Set up tables and teams as you want them. ▪ Have all materials you expect to need handy.
<p>Align/mobilize</p> <ul style="list-style-type: none"> ▪ Watch for energy drops and take action. ▪ Make team agreements. ▪ Check for consensus and diversity. ▪ Seek concordance between national and local priorities if at all possible. ▪ Manage dominant types. 	<p>Implement</p> <ul style="list-style-type: none"> ▪ Be alert to what is happening in the room. ▪ Be ready to stop and shift gears if you are losing the participants. ▪ Call a break when you don’t know what to do or how to handle a challenge. ▪ Recognize when the group is going off track and use the “parking lot.” ▪ Call on a colleague to help you out. ▪ Be honest and transparent.
<p>Inspire</p> <ul style="list-style-type: none"> ▪ Show that you believe in what you teach by practicing what you preach. ▪ Apologize when you fail to model. ▪ Speak from the heart. ▪ Admit errors/vulnerabilities. ▪ When you don’t know, say so. 	<p>Monitor and evaluate</p> <ul style="list-style-type: none"> ▪ Frequently check if participants are with you. ▪ Check if objectives are being met (during and after session). ▪ Do a baseline and revisit at end (can be quiz, numbers on a scale, dots on a chart).

Ask for clarifications, if necessary. Ask:

- *Are there any activities that you feel have been left out?*

Activity 2: Wrap-Up

Step

In closing the session, ask participants the following questions:

- *What have you learned from this activity?*
- *What surprised you?*

Give participants five minutes to note in their journal personal key issues they would like to take from this session for their future work as facilitators of an LDP. Ask for a few volunteers to share their thoughts with the group.

SESSION 13: Closing Session

Facilitator's Notes

Learning Objective for This Session:

Participants will:

1. Revisit the hopes and expectations they listed in the opening session and determine the extent to which they have been met;
2. Complete an evaluation form.

Importance of This session:

In this session, participants give feedback on the course and fill in a formal evaluation form.

Session Outline (150 minutes)

Activity 1: Developing a Shared Vision for LDP Facilitator Development

Step 1: Individual inquiry – Imagining a Future

Step 2: Plenary discussion – “Creating a Shared Vision”

Activity 2: Journaling Feedback

Step: Plenary discussion – “Journal Insights and Process Review”

Activity 3: Hopes and Expectations

Step: Plenary discussion on whether hopes and expectations have been met

Activity 4: Course Evaluation

Step 3.1: Individual assignment to complete course evaluation forms

Step 3.2: Group work – “Analysis of Course Evaluation Forms”

Activity 5: Next Steps

Step: Facilitator presentation – “Next Steps”

Activity 6: Closing and Reflection

Step 6.1: Plenary discussion – “Looking Ahead”

Step 6.2: Facilitator-led reflective questioning and close of the workshop

Preparation Required for This Session

- Retrieve the flip chart with hopes and expectations from Day One's session.
- Photocopy enough copies of the Final Evaluation Form
- Obtain information about upcoming LDP Results Presentations, mentor/mentee assignments, and dates when participants will be expected to cofacilitate an LDP.

Materials and Equipment Required for This Session

- Flip charts
- Markers
- Handout:
 - ✓ “Participant Feedback (End of Workshop)” (Appendix 11)

Reference

- Cottingham, Jane, et al. Transforming Health Systems: Gender and Rights in Reproductive Health. Department of Reproductive Health and Research Family and Community Health.

Geneva: World Health Organization, 2001.

http://www.who.int/reproductivehealth/publications/gender_rights/RHR_01_29/en/index.html

(accessed Oct. 8, 2010).

How to Run This Session

Follow the facilitation process.

SESSION 13 PROCESS

Activity 1: Developing a Shared Vision for LDP Facilitator Development

Step 1.1

Ask participants:

- *As we come to the end of this workshop and the first phase of your facilitator development process, think for a minute about what you would like to see at the end of the second phase of the process. Suppose a video were made one year from now showing that you have been very successful at developing leaders at all levels in the health sector of the country. What might the video show?*

Tell participants to free their minds from any obstacles and give their minds the freedom to dream and create a picture of the future—of a dream for their country.

Ask participants to take a few minutes to think about this on their own, write down some ideas, and then share these with the person sitting next to them.

Step 1.2

Take one idea for the vision from one pair and record it on flip chart. Repeat the process until you have recorded all ideas. Combine similar ideas. Look for large clusters of ideas that you can synthesize or blend. These become the main elements of the shared vision.

Present these elements to participants as our *shared* vision. Explain that the next step is to think about specific results that would move us closer to this vision. Ask participants to think about this individually, and write out this one step in their journals.

Activity 2: Journaling Feedback

Step

Ask participants to put aside all materials that they have in-front of them, with the exception of their journaling notebooks. Ask them to take a few minutes to go through what they have written and note one thing that they would like to share with other participants on an insight they have gained, and how they have used this journaling process.

Once all participants have taken a few minutes to do this, go around the room, asking for those who are comfortable sharing, emphasizing that as people share, others are only to listen and not comment on the statements made.

Activity 3: Hopes and Expectations

Step

Put up the flip chart with the hopes and expectations that participants came up with on the first day of the course. Ask participants to reflect on which of these expectations were met, which were not, and what might be done differently the next time this course is offered. Go around the room and call upon each participant to share her or his thoughts. It is crucial that every participant contributes.

This is a sharing session, and no one is allowed to challenge or debate what someone else has said. For example, if someone says, "I felt the course was too long," there is no scope for someone else to jump in and say, "I think you are wrong; in fact the course was too short." If a participant does feel differently from an earlier speaker, she or he is welcome to share this as her or his point of view, but not as an argument.

Activity 4: Workshop Evaluation Form

Step

Group Work

Distribute the final evaluation form "Participant Feedback (End of Workshop)" (Appendix 11), which is designed to gather information about the entire workshop when events and reactions are still fresh in participants' minds. Collect the forms after 15 minutes, and read all the issues noted *without naming who wrote them* (should the participants have identified themselves). Ask participants to analyze and summarize the issues that emerged from the evaluation. In this way, participants are assured that issues that they have raised have been heard by all, and all now have the responsibility of making corrections where necessary. Remind participants of the importance of this feedback as some of the ideas raised could be used during the cofacilitation phase.

File all the forms safely and hand them over to the course coordinator (if necessary) for future reference.

Activity 5: Next Steps

Step

Congratulate participants on completing Phase 1 of the TOF. Remind them that they have to go through the whole TOF process before they can be acknowledged as LDP facilitators. Key issues to raise now include:

- The dates of the upcoming Results Workshop and required attendance;
- The mentor/mentee list (and associated contact details of their mentors);
- The dates of the upcoming LDP that they will be expected to cofacilitate, and a reminder of expected commitments;
- Administrative issues during LDPs.

Activity 6: Wrap-Up

Step 6.1

Ask participants to share whatever they would like with other participants. Make a note of stating that you look forward to seeing them at the Results Workshop. Ask them:

- *What will you be looking to hear, see, or feel during the Results Workshop?*

Take responses in plenary from participants who would like to share, and conduct a plenary discussion.

Tell participants that they should read Chapter 5 of *Managers Who Lead* and the *Monitoring and Evaluation Guide* before the Results Workshop.

Step 6.2

Ask participants to respond to the following questions. Ask:

- *What surprised you?*
- *What have you discovered in terms of your knowledge and skills in leadership development so far?*
- *Where do you anticipate challenges?*
- *Where do you think you can make changes straight away?*
- *Where do you feel motivated to make change?*

Take responses in plenary, and give participants five minutes to note in their journals the most important personal issues they would like to take from this session for their future work as LDP facilitators.

Close out the first phase of the TOF.

Appendices

Appendix 1: Sample Acceptance Letter

Appendix 2: LMS LDP Training of Facilitators Attendee List

Appendix 3: Participant Session Attendance Form

Appendix 4: Feedback for the LDP Facilitator Trainees

Appendix 5: Journaling

Appendix 6: LDP Facilitator Beliefs and Practices that Encourage Active Learning

Appendix 7: Performance Appraisal (Self-Administered)

Appendix 8: Workgroup Climate for LDP Training of Facilitators

Appendix 9: Sample WCA Score

Appendix 10: Discussion Guide for the WCA

Appendix 11: Participant Feedback (End of Workshop)

Date

Dear [INSERT NAME],

We are pleased that you will be joining us for the upcoming Training of Facilitators for the Leadership Development Program Workshop on [DATE] to [DATE].

Effective leadership and management is a critical factor to the improvement of health outcomes. The Leadership, Management and Sustainability Program (LMS) of Management Sciences for Health (MSH), with funding from the US Agency for International Development (USAID), developed the Leadership Development Program (LDP) specifically for health managers. This training program has at its core an organizational process that develops people at all levels to learn leadership and management practices, face challenges, and achieve measurable results.

During the LDP training, participants identify challenges in their working environments and in service delivery, and then design and implement strategies to solve them through a project assignment. The LDP differs from traditional leadership training programs in that it does not simply introduce leadership theories, values, and behaviors in a course setting. Instead, it offers a process for teams to use this learning to produce measurable organizational results. The LDP has a unique facilitation process that is interactive and experiential in nature—thus the need for a training of facilitators (TOF) course.

The facilitator trainees will first participate in a five-day Training of Facilitators Workshop. After this they will be required to co-facilitate a full LDP training with a master LDP facilitator. Full LDP training involves four workshops which are 4–6 weeks apart. Each workshop takes a maximum of three days. During the 4–6 week break between workshops, the participants are coached at their workplaces. The whole LDP process requires 30 days' level of effort spread over a six-month period. It is only after completing the full LDP process as a co-facilitator that trainees will be certified as LDP trainers.

There will be no reimbursement or remuneration during the initial five-day TOF Workshop. However, during the co-facilitation period of the LDP training, we will provide the following:

1. Transport to the training site
2. Accommodation if training is held away from your home area
3. Per diem for every night spent away from your home area
4. A US \$100 stipend per day (eight hours)

After you are certified as an LDP trainer, you will be able to negotiate your consultancy rate and be engaged in subsequent LDP trainings as a lead facilitator. MSH/LMS will endeavor to share the LDP training calendar in advance to ensure that you have enough time to prepare and avail yourself of facilitation opportunities.

Below are the details about the upcoming TOF Workshop.

- Venue: [INSERT VENUE]
- Dates of the Workshop: [DATE] to [DATE]
- Date of Arrival at Training Venue: [DATE] for those coming from outside [CITY]
- Date of Departure from Training Venue: [DATE] for those coming from outside [CITY]

In the meantime, please be advised that you will be expected to attend the LDP results workshop on [INSERT DATES HERE] as part of your training to become an LDP facilitator. Attendance at this workshop will give firsthand information on what can be achieved through the LDP and give you access to the successful participants with whom you can interact to further your understanding of the LDP.

In case you need further clarification, please contact [NAME] at [TELEPHONE #] or [TELEPHONE #].

Yours sincerely,

[NAME]
LMS Program Manager

Appendix 3: TOF Participant Session Attendance Form

Workshop Venue:

Dates:

Participant Attendance

Name	Day 1	Day 2	Day 3	Day 4	Day 5

Appendix 4: Feedback for LDP Facilitator Trainees

Trainees should use this form to give feedback to one another; *facilitator trainers* use it to give feedback to trainees.

How much do you *agree* or *disagree* with the following statements? Please mark one box for each item, using the following as a guide. Thank you!

Disagree strongly **Disagree** **Agree** **Agree strongly**

- (a) The facilitator began and ended sessions on time.
- (b) The facilitator helped the group set the ground rules for the discussion and stick to them.
- (c) The facilitator set a friendly and relaxed tone for the conversation.
- (d) The facilitator listened well.
- (e) The facilitator remained neutral.
- (f) The facilitator helped the group productively discuss different points of view.
- (g) The facilitator seemed to be familiar with the discussion materials.
- (h) The facilitator encouraged everybody in the group to participate in conversations.
- (i) The facilitator did a good job of not letting any one person dominate the discussions.
- (j) The facilitator encouraged quiet members of the group to share their ideas.
- (k) The facilitator worked hard to keep discussions on track.
- (l) The facilitator offered periodic summaries of the discussions and/or encouraged group members to do so.
- (m) The facilitator handled intense situations well.

Please write any other feedback you may have in the space below.

Date: _____ **Your name:** (optional) _____

Appendix 5: Journaling

During the TOF, you will be provided with a notebook to use as a journal. We would like to encourage you to write in your journal consistently throughout your six-month development as an LDP facilitator. Below is an excerpt from an article on journaling that may be of interest to you.

Journaling is one of the easiest and most powerful ways to accelerate your personal development. By getting your thoughts out of your head and putting them down in writing, you gain insights you'd otherwise never see.

Beyond Sequential Thinking

While your brain is technically capable of processing a great deal of input simultaneously, your conscious thoughts play out in a certain sequence. One thought triggers the next, which triggers the next, and so on. Sometimes these sequences have a few branches, but they're still subject to linear time and at any given moment you're following one of those branches. These thought sequences have a beginning, middle, and end, and it's nearly impossible to see the big picture overhead view of a sequence while you're stuck in playback mode.

This is where journaling can provide huge advantages. Journaling allows you to break free of sequential thinking and examine your thoughts from a bird's-eye view. When you record your sequential thoughts in a tangible medium, you can then go back and review those thoughts from a third-person perspective. While you're recording the thoughts, you're in first-person mode. But when you're reading them, you can remain dissociated instead of associated. This dissociative view, when combined with what you've already learned from the associative view, will bring you much closer to seeing the truth of your situation.

Here are three other powerful benefits of journaling:

- **Solve tricky problems.** Some problems are very difficult to solve when you're stuck in an associative, first-person viewpoint. Only when you record the situation and then re-examine it from a third-person perspective does the solution become clear. Sometimes the solution is so obvious that you're shocked you didn't see it sooner.
- **Gain clarity.** A great time to turn to your journal is when you're just not clear about what to do. Should you quit your job to start your own business? Should you marry your current romantic partner? Are you on the right track financially? It's amazing how much clearer things become when you explore them in writing.
- **Verify your progress.** It's wonderful to go back and re-read journal entries from months or years before and see how much real progress has been made. When you're frustrated that your life doesn't seem to be working out as you'd like, go back and read something you wrote five years ago—it will totally change your perspective. This helps you in the present moment too by reminding you that you are in fact growing and changing, even when it feels like you're standing still.

Excerpt of article from www.stevpavlina.com ©2010

Modify the ideas that are contained in this excerpt as you begin the journey of becoming a leadership development program facilitator. In a number of sessions, you will be guided by some questions that will assist you in noting some things or your journal. Please do not rely only on these; put down any thoughts that come through into your journal as you go through the workshop. Remember that you will have also developed the challenge model for your personal life, so some ideas may go beyond facilitation per se—but we see them as truly part and parcel of your continuing development. We hope you enjoy the journaling process.

Appendix 6: LDP Facilitator Beliefs and Practices that Encourage Active Learning

The LDP Facilitator and Champion work together to lead the LDP facilitation team. A skillful and perceptive facilitation team helps to lead a program that motivates the participants to learn to lead effectively. This section of the guide describes:

- facilitation beliefs and practices that encourage participants to learn
- general guidelines for facilitators

Effective facilitator beliefs and practices encourage participants to become involved, express ideas with other participants, and together grow excited about learning new skills to achieve results. It is important to study, discuss, and incorporate the following LDP facilitation beliefs and practices since they are critical to successfully leading an LDP.

1. We believe in the value of all participants, regardless of their organizational level or status.
2. We believe that when people have access to knowledge and skills and are clear about their objectives, they will learn what they need to in order to achieve their desired results.
3. We believe that knowledge must be linked to action.
4. We believe in the power of shared learning and discovery.
5. We believe in the creative spirit of every human being.

1. We believe in the value of all participants, regardless of level or status.

This is the primary assumption for LDP facilitation. We believe that all participants are fully capable of contributing to group understanding and results. The facilitator's role is to support them in this.

Practice. We facilitate in a way that respects and values the intelligence, styles, experience, skills, and wisdom of our participants. To demonstrate this practice, we:

- listen carefully to what participants are saying;
- engage with participants in a respectful manner;
- respect people's sense of safety in a group and support them when they feel ready to venture out of their safety zone;
- design interventions in ways that acknowledge that people take in and process information in different ways;
- listen to views that differ from our own and let people complete their sentences rather than interrupting and (re)making our own point;
- consider changing our point of view when faced with compelling data or arguments;
- ask participants for their own data and interpretations;
- design our programs and discussions to encourage participants to contribute their knowledge by allowing enough time to have important conversations in pairs, small groups, and plenary;
- provide support and feedback to help people develop.

2. We believe that when people have access to knowledge and skills, they will learn what they need to in order to achieve their desired results.

Having clarity of purpose and direction helps people put knowledge to use and helps groups to be aligned.

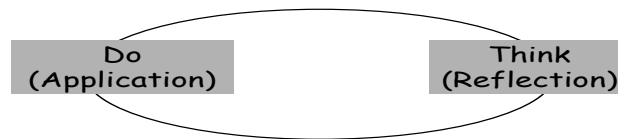
Practice. We support the participants as they clarify their purposes. We give them feedback about their progress, so they can learn and develop. To carry out this practice, we:

- solicit expectations from participants at the beginning and revisit them at the end;
- share responsibility with participants for the process and success of the event;
- check with participants regularly about whether they are learning and whether their expectations are being met;
- identify opportunities for learning and stretching capabilities by articulating challenges as they appear;
- name patterns of behavior that support or interfere with successfully achieving group objectives.

3. We believe that knowledge must be linked to action.

Knowledge is demonstrated by action, and action is guided by knowledge. We believe that all learning is a continuous process of action and reflection, and that everyone can contribute to knowledge and effective action.

Cycle of Learning



Practice. We use exercises that draw on the real situation for the organization and what the future of an organization could be. We encourage new ideas and approaches to guide innovative and improved actions. To apply these practices, we:

- are clear at all times about the purpose and contributions that each session or event contributes to the greater purpose;
- test applications of insights and discoveries against the reality of carrying out the work;
- establish feedback and follow-up mechanisms to evaluate progress and continue learning.

4. We believe in the power of shared learning and discovery.

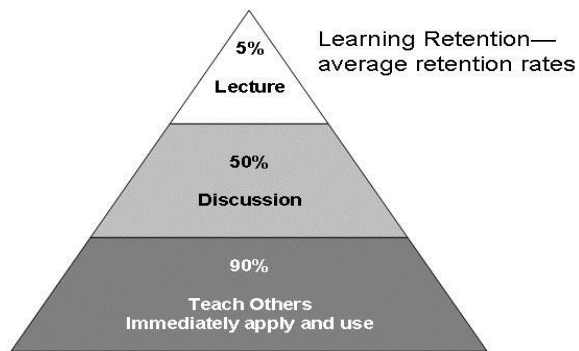
By sharing our knowledge, we develop it. By sharing our perceptions with others, we test our assumptions and arrive at a deeper level of understanding. We believe it is important that participants reflect on their own experience and deepen their understanding of it.

Practice. We create opportunities for participants to share and reflect on their personal experience. To demonstrate this practice, we:

- design each conversation in such a way that everyone has an opportunity to voice his or her hopes and concerns;
- structure participation into the program by including opportunities for sharing knowledge and learning, in pairs, small groups, and plenary discussions;
- create a spirit of inquiry and dialogue by asking open-ended questions that seek to expand perceptions, rather than by looking for one right answer;
- test conclusions by checking ours against those of others, by revealing our reasoning, and by asking participants to do the same.

These practices are based on research about how adults best learn and remember.

Retention Rates from Different Teaching Methods



Source: Adapted from National Training Labs

5. We believe in the creative spirit of every human being.

Every human being is a creator. Through our facilitation practices, we encourage the ability to imagine, dream, and create the future.

Practice. We design and facilitate our programs to encourage the celebration of the human spirit, by creating room for imagination, movement, art, music, and laughter. To apply this practice, we:

- acknowledge the creativity that participants bring to the program, showcasing their accomplishments and talents;
- use our own creative gifts to serve the goals of the program;
- base the group's work in hopes and dreams rather than problems and obstacles;
- encourage relaxed conversation, humor, and laughter.

Appendix 7: Performance Appraisal for LDP Facilitator Trainees (Self-Administered)

Generally speaking, how satisfied have you been with your experience in the sessions you have facilitated during the TOF workshop?

- very satisfied
- somewhat satisfied
- not at all satisfied

Please explain your answer to the question above.

If you were to facilitate additional sessions from the LDP process, what, if anything, would you change about your performance?

If you were to facilitate additional sessions from the LDP process, what situational factors would you change (for example — discussion materials, overall organization of training, meeting site, etc.)?

What difference has taking part in this LDP TOF program made in you personally?

What difference do you see the LDP making in the country or region's health sector?

Other impressions, concerns, and comments:

Date: _____ **Your name:** (optional) _____

Appendix 8: Workgroup Climate for LDP Training of Facilitators

What is workgroup climate?

POINT #1: Workgroup climate is the prevailing workplace atmosphere as experienced by employees. It is what it *feels* like to work together in a group.

"The practices and behaviors of the workgroup manager and staff influence their climate."



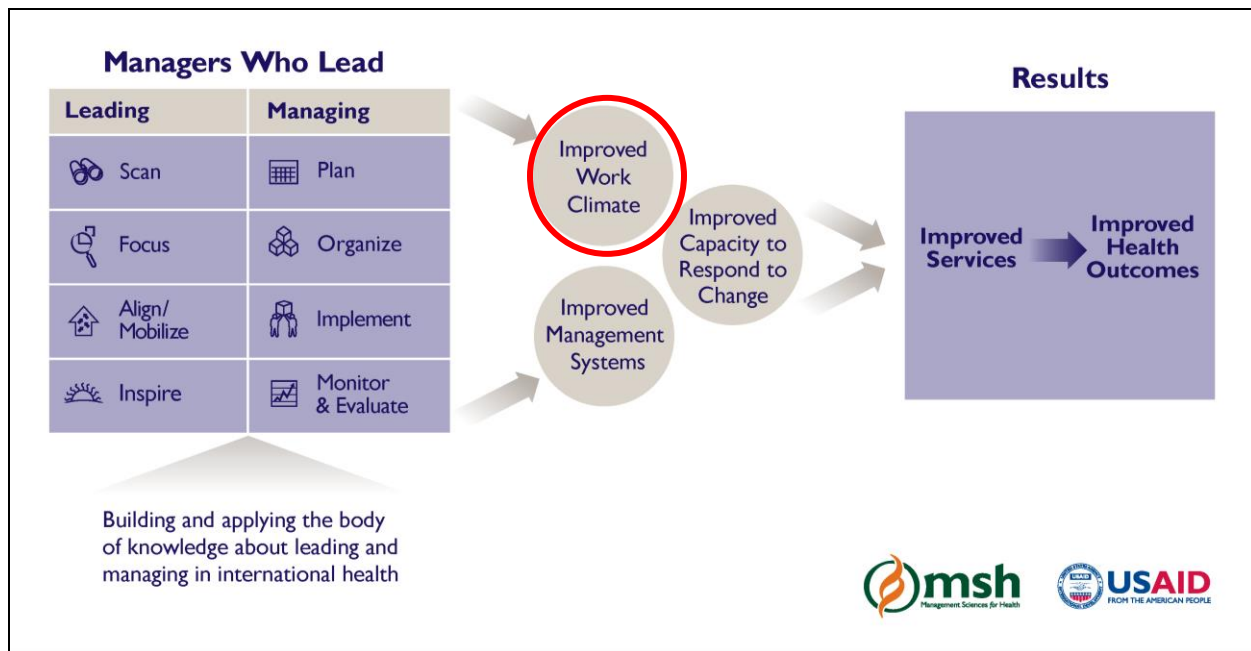
Workgroup climate is influenced by external and internal factors. Most **external** factors are beyond the control of the team and include the organization's history and culture, organizational strategies and structures, and the external environment. On the other hand, what happens **inside** the team can be usually be controlled. All team members – not just the team leader- contribute to creating and maintaining positive climate. As a result, the leading and managing practices used by all members of a team can create a positive work climate, even if the organization's overall climate is poor.

Why is workgroup climate important?

POINT #2: Workgroup climate affects results. Teams with a positive, supportive climate tend to perform well and to achieve their desired results.

Managers and teams that apply the eight leading and managing practices listed on the left of the leading and managing results model below can bring about changes in work climate (circled in the middle of the model below), management systems, and the capacity to respond to changing conditions in the internal or external environment. All three contribute to overall desired results of improved services and health outcomes.

Model of Leading and Managing for Results



How can we improve our workgroup climate?

"We don't know how high or low our climate is. In order to improve it, we'll need to measure it!"



One of the best ways to improve something is to start by measuring it. LDP teams measure their own climate using a short survey called the **Workgroup Climate Assessment (WCA)**. After using the WCA, teams can discuss what the survey results mean and brainstorm ways they can work to improve their climate. .

Why is the WCA part of the LDP?

"The WCA is filled out by participants in Workshop #1 and then applied to all the members of an LDP team as a baseline in between Workshops #1 and #2. The WCA is filled out as a follow-up in between Workshops #3 and #4. Teams analyze their baseline results in Workshop #2 and analyze changes pre and post in Workshop #4. Teams may present their results in Workshop #4.

How do we use the WCA?

The WCA is designed to be completed by all members of an LDP team. It is a self-scorable questionnaire, which means that everyone on the team will be given a copy to fill out on his or her own. All members of the LDP team (both managerial and support staff) respond to the survey individually and confidentially – no names appear on any of the surveys nor any of the results.

POINT #3: All WCA surveys are kept confidential so no one can know how others have responded to the survey items. No names are used on the surveys or on the results.

The WCA has two sections: the first contains eight items which measure perceptions of climate and the second contains two items which measure perceptions of the workgroup's quality and productivity. The items are:

Section A: Climate Perceptions

1. We feel our work is important.
2. We strive to achieve successful outcomes.
3. We have a plan which guides our activities.
4. We pay attention to how well we are working together.
5. We understand each other's capabilities.
6. We seek to understand the needs of our clients.
7. We understand the relevance of the job of each member in our group.
8. We take pride in our work.

Section B: Perceptions of Productivity and Quality

9. Our workgroup is known for its quality work.
10. Our workgroup is productive.

To complete the survey, each team member rates the 10 items in the survey according to how he/she feels about each item. Team members should ask themselves: "how well does each item describe our workgroup today?" They should record their responses using a scale of 1 to 5 where:

- 1** = Not at All
2 = To a Small Degree
3 = To a Moderate Degree
4 = To a Great Degree
5 = To a Very Great Degree

In the LDP only a few members of a team attend the workshops. It is therefore very important for them to take back the WCA to their workplaces and have *all members of the team* fill out the baseline WCA after Workshop #1. It is equally important to have all members of the team fill out the follow-up WCA before Workshop #4.

POINT #4: To obtain a valid measure of workgroup climate, all members of the team should fill out the WCA.

Appendix 9: Sample WCA Score

Instructions for Facilitators Using the Tabulations Workbook When Tabulating by Hand

Tabulations (first page)

1. Input the score for each item, moving horizontally across the chart for each team member. Calculate the average per team member in the far-right column, and then calculate the overall average by averaging the "Individual Scores".
2. Do the same for the two items on productivity and quality.
3. DO NOT hand out copies of this sheet to the workgroup members.

Feedback Chart (for teams)

1. Once all of the necessary data has been inputted in the tabulations sheet, input the average Individual Climate Scores into the columns provided on the Feedback Chart.
2. Once this form is completed, make copies of this sheet for the workgroup participants. Make one copy per person.

Feedback Graph (for teams)

1. This graph should also be generated by the data inputted into the Tabulations worksheet. Draw a bar graph of each team member's average, and one bar for the overall climate score.
2. Once this form is completed, make copies of this sheet for the workgroup participants. Make one copy per person.

Climate Scores Module 1 Tabulation sheet for facilitators Actual performance

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Individual Climate Score
Team member 1	4	3	2	3	4	3	3	4	3.25
Team member 2	5	4	3	3	3	3	4	4	3.63
Team member 3	4	4	3	3	4	3	3	2	3.25
Team member 4	4	3	1	2	1	3	3	2	2.38
Team member 5									
Team member 6									
Team member 7									
Team member 8									
Team member 9									
Team member 10									
Overall team score:									3.13

	Quality (Item 9)	Productivity (Item 10)
Team member 1	3	3
Team member 2	4	4
Team member 3	4	4
Team member 4	3	3
Team member 5		
Team member 6		
Team member 7		
Team member 8		
Team member 9		
Team member 10		
Overall team score:	3.5	3.5

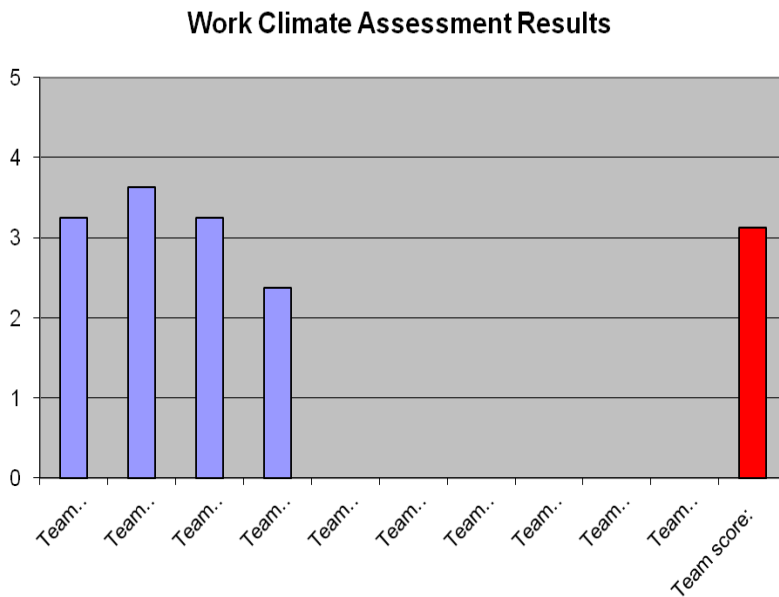
Results for the Work Climate Assessment

	Individual Climate Results
Team member 1	3.25
Team member 2	3.63
Team member 3	3.25
Team member 4	2.38
Team member 5	
Team member 6	
Team member 7	
Team member 8	
Team member 9	
Team member 10	
Overall team score (Items 1-8):	3.13

Team score for quality (Item 9)	3.50
--	------

Team score for productivity (Item 10)	3.50
--	------

Climate Scores Feedback graph for teams



Appendix 10: Discussion Guide for the WCA

Activity	Discussion Points	Notes
<p>Activity 1: During Coaching Visit after Workshop 1</p> <p>Look at similarities and differences within the team</p> <p>Study the graph showing the team climate profile.</p>	<p>The facilitator can ask the team to look at their feedback graph together. After reviewing the graph, ask the team to decide whether the line is uniformly high, uniformly low, or up and down. Then, pose the following questions:</p> <p>If the graph is...</p> <p>Uniformly high:</p> <ul style="list-style-type: none"> • Does everyone perceive climate the same way (at the same level)? • Are these realistic scores – did team members feel they had to assign high values? <p>Uniformly low:</p> <ul style="list-style-type: none"> • Does everyone perceive climate the same way (at the same level)? • Are there forces beyond your control that affect your climate and are keeping it low? <p>Up and down:</p> <ul style="list-style-type: none"> • Why do some team members answer low and others high? • What are the causes of the lower or higher scores in your team profile? • What do you think are the main causes of the differences (or the similarities) among the individual scores within the team? 	<p>Remind the LDP team to focus on the trends in the graph of the individuals' average scores. It is not about individual scores; it is about viewing the graph as a whole snapshot of the team's perception of workgroup climate.</p>
<p>Activity 2: Setting Goals</p> <p>Once the team has brainstormed possible causes of the differences (or similarities) within their team, study the <i>overall climate score</i> in the same graph and help the team to set goals to improve climate.</p>	<p>The climate assessment provides an LDP team an opportunity to sit together and discuss how they work together. Help the group identify two or three action steps to focus upon to help improve workgroup climate. The facilitator may pose the following questions:</p> <ul style="list-style-type: none"> • What can be done about the differences (or the similarities) among the individual scores within the team? For example, if in the team's discussion they decide that some lower climate scores are because not everyone on the team can participate equally in meetings, then they can come up with a strategy to address this issue. These are strategies that can be applied right away. 	<p>Ask a team member to record action steps to improve workgroup climate on a flip chart.</p> <p style="text-align: right;"><i>Continued</i></p>

Activity	Discussion Points	Notes
<p>Activity 3: During the Coaching Visit before Workshop 4</p> <p>Comparing baseline WCA results to follow-up WCA results</p>	<p>Look at the graph results for the baseline and follow-up WCA and ask the team:</p> <ul style="list-style-type: none"> • Have the scores changed? Why do you think this is so? • What can have you done about this? During the baseline discussion of your scores you determined actions you could take within your team throughout the LDP that could improve workgroup climate (for example, increasing individual participation in meetings). Were you able to carry out these actions? • What did you learn during the LDP that you feel has changed your team's climate? Why do you think this happened? 	<p>If follow-up scores are lower, the facilitator should open a discussion about reasons for this decline.</p> <p>The facilitator should explain that scores that decrease are a common phenomenon and that it does not necessarily indicate that climate has worsened. It is sometimes an indication that members of a team have set higher standards for the follow-up measurement and have therefore scored the items lower, or they have a better idea of what the elements on the survey mean and are scoring them more realistically.</p>

Appendix 11: Participant Feedback (End of Workshop)

1. Was participating in this LDP Training of Facilitators valuable to you? (Circle one point on the continuum.)

0.....1.....2.....3.....4.....5.....6.....7
generally a waste of time *an extremely valuable experience*

2. Did the training meet your specific expectations?

yes

no

Please explain:

3. How well do you feel you understand the ideas behind the LDP?

very well

fairly well

not well at all

4. Do you feel ready to be assigned to a mentor for LDP, or not?

Ready! I can't wait to get started.

I feel more ready to organize than I do to facilitate.

I feel more ready to facilitate than I do to organize.

I need to practice, but I'll be ready soon.

No, I do not feel ready to start facilitating with a mentor

Reason:

5. What was the most rewarding part of this training?

Why?

6. What was the most frustrating part of this training?

Why?

7. What would you like to see the trainers do the same way next time?

Why?

8. What, if anything, would you like to see the trainers do differently next time?

Why?

9. Other comments:

Date: _____ **Your name:** (optional) _____