

LDP



MODULAR LEADERSHIP DEVELOPMENT PROGRAM
FOR PHYSICAL REHABILITATION CENTERS

Board Alignment Meeting BAM

- Leading, Managing, & Governing 1**
- Mission, Vision, & Scanning 2**
- Team Challenge & Measurable Result 3**
- Focusing & Root Cause Analysis 4**
- Interventions & Action Plan 5**
- Align & Mobilize 6**

Teamwork Leadership & Gender



- Working Effectively in Teams 8**
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Management Sciences for Health
200 Rivers Edge Drive
Medford, Massachusetts 02155-5741 USA
Tel.: +1.617.250.9500
Fax: +1.617.250.9090
Email: bookstore@msh.org
Website: www.msh.org

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ICRC-LDP MODULE 7

Teamwork Leadership Approaches & Gender

PURPOSE

Demonstrate the different roles within a team so participants can become more effective team members

MODULE OBJECTIVE

- To follow up on Action Plan implementation
- To demonstrate that both relational and positional leadership approaches contribute to positive results
- To show how traditional gender roles affect leadership approaches
- To advocate about how women and men can lead together with dignity and respect
- To understand the different roles members take on in a team

LEARNING OBJECTIVES

At the end of the Module, participants will be able to:

- Explain how both relational and positional leadership approaches contribute to positive results
- Analyze how traditional gender roles affect leadership approaches
- Propose ideas on how women and men can lead together with dignity and respect in their team
- Identify the different roles team members take on when working together as a team

MODULE CONTENT AND SCHEDULE

Full module duration: 4 hours

ACTIVITY		TIME
A.	Welcome, homework review, and module overview	30 minutes
B.	Balancing Two Approaches to Leadership	60 minutes
Break		15 minutes
C.	Understanding the Effect of Gender on Leadership Approaches	60 minutes
D.	Understanding Roles in Teamwork	60 minutes
E.	Homework and closing	15 minutes

PREPARATIONS

- Read and practice the *Manager's Guide* notes for this session.
- Prepare the required flipcharts and make copies of all handouts, including accessible format copies for participants with disabilities (e.g., large print, Braille, or providing all handouts on a USB for participants to access on computers during the session).
- Complete *Self-Assessment on Leadership Approaches* handout to be able to answer any questions from participants during the session.
- Remind the person in charge to collect the data to update the monitoring and evaluation worksheet and bring it to the session.

MATERIALS

- Flipcharts—easel and paper
- Tape
- Colored markers

PREPARED FLIPCHARTS

- Module 7 objectives and schedule
- Action Plan as updated in Module 6
- Action Plan format (blank)
- The four actions of team members listed:
Initiate, Follow, Oppose, Observe

HANDOUTS

- *Self-Assessment on Leadership Approaches* (p. 7-16)
- *Two Approaches to Leadership* (p. 7-17)
- *Basic Gender Concepts* (p. 7-18)
- *Understanding Roles in Teamwork* (p. 7-20)
- *Observer Format of Roles in Teamwork* (p. 7-21)

HOMEWORK

Continue implementing the Action Plan and monitoring the indicator(s)

Activity A.

Review the Learning and Homework from Module 6 and the Objectives for Module 7

This exercise reviews what participants learned during the last module, explains the objectives of the present module, and reviews advances in the implementation of the Action Plan.

Duration

30 minutes

Materials

- ❑ Blank flipchart
- ❑ Flipchart: Module 7 objectives and schedule
- ❑ Flipchart: Action Plan, as updated in Module 6
- ❑ Flipchart: blank Action Plan

Process

STEP 1. Review of Module 6 content (5 minutes)

In the large group:

SAY: *We are about to start ICRC-LDP Module 7. Before starting, let's review Module 6.*

ASK: *What did we learn in Module 6?*

👉 **Take notes** on the flipchart and summarize the main ideas from Module 6.

👉 **Read** aloud as you write.

ASK: *Does anyone have any questions at this point in the process?*

STEP 2. Overview and agenda for Module 7 (5 minutes)

👉 **Show the flipchart** with Module 7 objectives and schedule. Review the module's objectives and the schedule.

STEP 3. Report back on homework assignments (20 minutes)

 **Show the flipchart** with the Action Plan, as updated in Module 6. Review each activity of the plan to verify that the actions are in process or completed.

ASK: *Did we do the activities as planned in the Action Plan?*

What did we do? What didn't we do?

What obstacles did we find that may prevent us from implementing the activities as planned?

How can we overcome these obstacles?

What adjustments do we need to make to our plan?

ASK: *What does our monitoring and evaluation worksheet say? What are the changes in our indicator(s)? Why?*

Facilitate a discussion and make the necessary adjustments to the Action Plan (on the flipchart with the blank Action Plan), as needed.

Activity B. Balancing Two Approaches to Leadership

This exercise demonstrates that both relational and positional leadership approaches contribute to positive results.

Duration 60 minutes

Materials

- ❑ Blank flipchart
- ❑ Handout: *Self-Assessment on Leadership Approaches* (p. 7-16), *Two Approaches to Leadership* (p. 7-17)


Process

STEP 1. Review activity objectives (5 minutes)

SAY: *It is important to understand different leadership approaches on your team and how best to work together to use all of your strengths. When we finish this activity, you will:*

1. *Understand relational and positional leadership approaches;*
2. *Be aware of how both relational and positional leadership contribute to results;*
3. *Recognize the importance of balancing both approaches in a workgroup or team.*

STEP 2. Self-assessment of leadership approaches (20 minutes)

 **Distribute** the handout *Self-Assessment on Leadership Approaches*. Ensure that participants with disabilities have copies that are accessible to them.

SAY: *This will help you to assess the approach that you use most often in work situations.*

Please read the statements and circle 1, 2, 3, or 4 to indicate how often you use this approach when you work in a group.

For example, if you take responsibility for leading the group to results most of the time, you would circle 4 in the first row.

Only choose one number for each set of 1 through 4.

Wait while participants fill out the assessment. After they have finished, continue as follows.

SAY: *Once you have circled one number for each set of statements, look and see whether you have circled more 1s and 2s, or more 3s and 4s.*

SAY: *If you find that you have more 1s and 2s, then you tend to use the relational approach more often.*

If you have more 3s and 4s, then you tend to use the positional approach more often. Discuss this in pairs for 5 minutes.

STEP 3. **Balancing leadership approaches in a team (35 minutes)**

 **Distribute** the handout *Two Approaches to Leadership*. Ensure that participants with disabilities have copies that are accessible to them.

SAY: *Look at the descriptions of the two different types of leadership.*
—Relational leadership depends more on the strength of one’s relationships.

—Positional leadership depends more on one’s position of authority.

Note the important statement at the top of the handout:

“Effective leaders balance relational and positional approaches.”


SAY: *Compare your self-assessment with the descriptions of these two types of leadership. Consider how closely these descriptions match your usual behavior.*

SAY: *Form pairs and spend 5 minutes each discussing how you can balance the two approaches.*

Lead a large-group discussion on the effects of these two leadership approaches.

ASK: *What effects can each of these two approaches have on how members of a team work together?*

On our team, how can we honor and appreciate others who use more relational or positional approaches to leadership than we do?

 **Take notes** on the flipchart and make a summary about how you can use relational and positional approaches within your team. Read aloud as you write.

Activity C.

Understanding the Effect of Gender on Leadership Approaches

This exercise helps participants to understand how traditional gender roles affect leadership approaches, and to support women and men to lead together with dignity and respect.

Duration 60 minutes

Materials □ Handout: *Basic Gender Concepts* (p. 7-18)

Process

STEP 1. Clarify the definitions and implications of “sex” and “gender” (15 minutes)

 **Distribute** the handout *Basic Gender Concepts*. Ensure that participants with disabilities have copies that are accessible to them.

SAY: *We are discussing gender to be sure we are using the same definitions of the key concepts of gender.*

Referring to the handout, read the definitions of gender and sex.

SAY: *Gender: a culturally-defined set of economic, social, and political roles, responsibilities, rights, entitlements and obligations, associated with being female and male, as well as the power relations between and among women and men, boys and girls.*

Sex: the biological differences between females and males.

SAY: *Now, let's review the definitions of gender equity and gender equality, gender-based violence, empowerment and male involvement, in the handout*

Allow participants time to review the definitions in the handout and take any clarifying questions in plenary.

Give them five minutes to classify the statements as gender or sex accordingly. Review with them the classification and correct if necessary.

STEP 2. Consider historic leadership roles of women and men (15 minutes)

SAY: *If we want our team to work well, we need to foster gender equity in leadership.*

ASK: *Do you think women and men have the same opportunities to be in positions of leadership and decision-making? Why or why not?*

SAY: *Women (as a group, not all) have historically been excluded from most formal positions of leadership, authority, and power. They have usually been held responsible for building and maintaining relationships.*

Although women may have had some influence over the resources needed to carry out important activities, they have rarely had control of these resources.

Men (as a group, not all) have historically held leadership positions with greater authority and formal power.

This has enabled men to have more control over the resources needed for important activities.

ASK: *Do you think women with disabilities have the same opportunities as others to be in decision-making and leadership positions?*

SAY: *As we discuss the role of gender in leadership during this module, it is important to consider how gender and disability intersect in discussions about women in leadership and decision-making positions. We will not cover this topic in depth, but we want to introduce the idea and have you think about how disability impacts our conversations about gender in leadership.*

Throughout the world, women with disabilities are subject to two-tiered discrimination, based on their gender and based on their disability. In many countries, the labor market does not adequately accommodate women with disabilities, nor are there sufficient laws to prevent and punish harassment – either sexual harassment or harassment on the basis of disability. According to the United Nations, only one quarter of women with disabilities worldwide are in the workforce. They are two times less likely to find work than their male counterparts with disabilities. As we continue with today's discussion

please consider how the low rate of employment for women with disabilities and the negative attitudes that some employers have about disability makes it very challenging for women with disabilities to obtain leadership positions.

STEP 3. Consider how we can meet our commitment to gender equity in leadership (30 minutes)

SAY: *Research has shown that effective women and men leaders use both relational and positional leadership approaches.*

We want to empower both women and men to be effective leaders who use both approaches.

Invite the group to discuss, in pairs, the following question for 10 minutes:

How can our team encourage and support women and men to use both positional and relational leadership approaches?

In plenary, have pairs report out the results of their discussions.

-
- **Maintain the inquiry mode during the facilitation.**
 - **Recognize that gender issues can touch our deepest feelings and may tempt us to advocate for our point of view.**
 - **Emphasize gender equity and access to leadership roles for both females and males.**
 - **Avoid transforming the session into a forum for complaints, and try to focus the attention on the future.**
-

ASK: *What can we do to improve both women's and men's leadership?*

Activity D. Understanding Roles in Teamwork

This exercise helps teams reflect on the various actions of its members. Use this exercise to discover ways to improve team members' actions and interactions.

Duration

60 minutes

Materials

- ❑ Prepared flipchart with the four actions of team members listed: *Initiate, Follow, Oppose, Observe*
- ❑ Handouts: *Understanding Roles in Teamwork* (7-20), *Observer Format of Roles in Teamwork* (p. 7-21)

Process

STEP 1. Present four roles of team members (10 minutes)

👉 **Distribute** the handout *Understanding Roles in Teamwork*. Ensure that participants with disabilities have copies that are accessible to them.

In the large group:

SAY: *There are four equally important roles that people can play in a team: initiate, follow, oppose, or observe.*

A healthy team has people playing all four roles in order to get results.

👉 **Show the prepared flipchart** with the four roles listed. Write "Positive" and "Negative" after each word on the flipchart. Describe the flipchart aloud and read aloud as you write, "Positive" or "Negative."

ASK: *What are the positive and negative aspects of each of these roles?*

Point out that how a person acts in these roles can also be productive or nonproductive.

SAY: *Initiating can mean setting a direction, or it can be dominating.*

Following can move things forward, or be passively accepting.

Opposing can mean questioning and thinking constructively or obstructing action.

Observing can be reflecting and giving feedback or withdrawing.

SAY: *For a team to function well, it needs all four roles played out in a productive way.*

For a team member to be effective, he or she must be able to be productive in each of the four roles.

STEP 2. Practice team roles (20 minutes)

If you have more than 8 people, divide the group in sub-groups of 4 to 6 participants. Select one person from each group to act as an observer.

It is good to choose people who you think are natural “initiators” for this role because it gives them a challenge to stay quiet and observe.

 **Distribute** the handout *Observer Format of Roles in Teamwork*, ensure that participants with disabilities have copies accessible to them, and instruct the observers:

SAY: *List the members of the team in the left column of the format. Mark the paper with an X when you see members of the team you are observing playing one of these roles. Note your observations in the last column about how the interaction of this person affected the team dynamic.*

Instruct the teams:

SAY: *Pick a topic or challenge to discuss that will generate a spirited conversation. For example, what do we need to do on our improvement project to get the results we intend?*

This topic should be part of the work you are doing now so your discussion will be real and engaging.

Give teams about 15 minutes for their conversations; allow more time if not all of the roles have surfaced.

STEP 3. Share experiences from the role-play (20 minutes)

Instruct observers to give feedback from their notes to their teams.

In the large group:

ASK: *What was it like to be an observer only?*

Was it difficult?

Did you see each of the four roles being played?

In the large group, ask each team to share:

ASK: *Did you see the four roles in a balanced way, or was there too much of one role?*

STEP 4. Wrap up and suggestions for practice (10 minutes)

SAY: *We all have preferences for one role over another.*

To become effective team members, however, we need to learn how to play the roles that do not come most easily to us.

Invite the teams to think about ways to correct imbalances that they observed.

—Take a few responses.

—Emphasize that while there are no wrong roles, sometimes there is a lack of balance among the roles.

E. Homework

Continue Implementing the Action Plan and Monitoring the Indicator(s)

SAY: *Now that we have our implementing plan updated, let's distribute responsibilities.*

Review the implementing plan to see who will do what and when.

Be sure to assign someone to collect the data and update the monitoring and evaluation worksheet.

Assign someone to make copies of the two updated documents and distribute them.

The flipchart with the updated plan can be displayed in a place where everybody can see it until it is completely implemented.

Handouts—Module 7

Teamwork Leadership Approaches and Gender

- 1. Self-Assessment on Leadership Approaches (p. 7-16)**
- 2. Two Approaches to Leadership (p. 7-17)**
- 3. Basic Gender Concepts (p. 7-18)**
- 4. Understanding Roles in Teamwork (p. 7-20)**
- 5. Observer Format of Roles in Teamwork (p. 7-21)**

SELF-ASSESSMENT ON LEADERSHIP APPROACHES

Instructions: Please read the statements below and circle 1, 2, 3, or 4 to indicate how often you use this approach when you work in a group. Only choose one number for each set of 1-4. For example: If you take responsibility for leading the group to results most of the time, you would circle 4 in the first row.

In the groups I work with...

I share responsibility for leading for results with group members		I take responsibility for leading the group to results	
1 Most of the time	2 Sometimes	3 Sometimes	4 Most of the time

I focus on involving people in the work		I focus on accomplishing goals in the work	
1 Most of the time	2 Sometimes	3 Sometimes	4 Most of the time

I influence others to get resources		I make decisions about resources	
1 Most of the time	2 Sometimes	3 Sometimes	4 Most of the time

I involve the team to create a shared vision		I set and communicate a clear vision to the team	
1 Most of the time	2 Sometimes	3 Sometimes	4 Most of the time

I involve the group in identifying and analyzing problems		I analyze and solve problems for the group	
1 Most of the time	2 Sometimes	3 Sometimes	4 Most of the time

I work to maintain relations in the group		I work to ensure the rules and standards are followed	
1 Most of the time	2 Sometimes	3 Sometimes	4 Most of the time

I resolve conflicts by discussing how we can best integrate different viewpoints		I resolve conflict by identifying the best point of view	
1 Most of the time	2 Sometimes	3 Sometimes	4 Most of the time

Scoring:

Once you have circled one number for each row, look at your results and see whether you have more circles on the shaded side of the worksheet (more 1s and 2s) or on the unshaded side (more 3s and 4s).

If you have more circles on the shaded side of the worksheet, you tend to use the relational leadership style. If you have more circles on the right side, you tend to use more the positional style. To learn more about the two styles, refer to your handout *Two Approaches to Leadership*.

TWO APPROACHES TO LEADERSHIP

—Relational leadership depends on the strength of one's relationships
 —Positional leadership depends on one's position of authority

RELATIONAL LEADERSHIP	POSITIONAL LEADERSHIP
<p>RELATIONAL LEADER Relation to the group</p> <p><i>A leader is seen as a member of the group</i></p> <p>Leading is an activity that can shift among group members</p> <ul style="list-style-type: none"> ■ Involvement and development of people ■ Maintenance of relationships ■ Shares responsibility 	<p>POSITIONAL LEADER Relation to the group</p> <p><i>A leader is seen as separate from the group</i></p> <p>Leading is dependent on a position of authority</p> <ul style="list-style-type: none"> ■ Concern for goal/task accomplishment ■ Commitment to duties, organized, efficient ■ Delegates responsibility
<p>RELATIONAL LEADER Resources</p> <p><i>A leader may influence, but does not control the use of resources</i></p>	<p>POSITIONAL LEADER Resources</p> <p><i>A leader controls access to resources and maintains and authority over their use</i></p>
<p>RELATIONAL LEADER Setting Direction</p> <p><i>A leader facilitates the joint creation of vision and direction</i></p> <ul style="list-style-type: none"> ■ Acts to integrate and incorporate all views ■ Listens well 	<p>POSITIONAL LEADER Setting Direction</p> <p><i>A leader sets and communicates vision and direction</i></p> <ul style="list-style-type: none"> ■ Acts as trusted representative ■ Communicates vision well
<p>RELATIONAL LEADER Problem Solving</p> <p><i>A leader shares relevant knowledge so that the group can generate and test ideas and hypotheses</i></p> <ul style="list-style-type: none"> ■ Uses intuition and relationships to understand situations ■ Connected learner: steps into situations to understand them 	<p>POSITIONAL LEADER Problem Solving</p> <p><i>A leader acts as the problem identifier and solver</i></p> <ul style="list-style-type: none"> ■ Uses data to identify solutions to complex problems ■ Uses good analysis to offer solutions ■ Objective learner: steps back to understand
<p>RELATIONAL LEADER Ethics</p> <p><i>A leader's main emphasis is on care and responsiveness</i></p> <ul style="list-style-type: none"> ■ Concern for maintenance of relationships ■ Takes account of the particular context 	<p>POSITIONAL LEADER Ethics</p> <p><i>A leader's main emphasis is on fairness, rules, and contracts</i></p> <ul style="list-style-type: none"> ■ Concern for standards, external principles ■ Justification by external standards
<p>RELATIONAL LEADER Conflict resolution</p> <p><i>A leader helps resolve conflict by integrating different points of view</i></p> <ul style="list-style-type: none"> ■ Emphasizes dialogue ■ Works together to resolve differences ■ Seeks to find a different solution, rather than one proposed by either side 	<p>POSITIONAL LEADER Conflict resolution</p> <p><i>A leader helps resolve conflict by compromising on different points of view</i></p> <ul style="list-style-type: none"> ■ Emphasizes logic/argument/proof ■ Seeks compromise among individual perspectives ■ Promotes his/her own point of view
<p>RELATIONAL LEADER Outcomes</p> <p><i>Outcomes may be more sustainable, but encouraging participation and shared accountability may require more time.</i></p>	<p>POSITIONAL LEADER Outcomes</p> <p><i>Desired outcomes may be achieved more rapidly and efficiently, but there may be less shared accountability and participation in problem solving.</i></p>

Adapted from: Bragar, Joan, "Effective Leadership Practices for Managers, Balancing Interdependence and Autonomy," Harvard University, 1990.

BASIC GENDER CONCEPTS

Sex:

Sex is the classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs, and genitalia. (USAID March 2012 Gender Equality and Female Empowerment Policy)

Gender:

A culturally-defined set of economic, social, and political roles, responsibilities, rights, entitlements and obligations associated with being female and male, as well as the power relations between and among women and men, boys and girls.

The definition and expectations of what it means to be a woman or girl and a man or boy, and sanctions for not adhering to those expectations, vary across cultures and over time, and often intersect with other factors such as race, class, age and sexual orientation. Transgender individuals, whether they identify as men or women, are subject to the same set of expectations and sanctions. (OHA/PEPFAR, modified from IGWG)

Statements clarifying concept of gender and sex	Category		Justification/Reason
	Gender	Sex	
Women are the weaker sex.			
Most men are taller than women.			
Women give birth, men do not.			
Girls are gentle, boys are tough.			
Women are the primary caregivers for the sick and the old.			
Only men can produce sperm for reproduction.			
Men do not cry.			
Women are more loving and caring than men.			
The role for a man is to be the breadwinner and head of the family.			
Men think and act more rationally than women.			
Women can breastfeed; men can only bottle feed.			
Women can menstruate; men cannot.			
Many women do not make decisions freely, especially regarding sexuality and relationships.			
Men's voices change with puberty.			
Men do not need tenderness and are less sensitive than women.			
Women get paid less than men doing the same work.			

BASIC GENDER CONCEPTS, CONTINUED

Gender Equity:

The process of being fair to women and men, boys and girls. To ensure fairness, measures must be taken to compensate for cumulative economic, social, and political disadvantages that prevent women and men, boys and girls from operating on a level playing field. *(IGWG training resources)*

Gender Equality:

The state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities, and resources. Genuine equality means more than parity in numbers or laws on the books; it means expanded freedoms and improved overall quality of life for all people *(IGWG training resources; USAID Gender Equality and Female Empowerment Policy)*

Gender-based Violence:

In the broadest terms, “gender-based violence” is violence that is directed at individuals based on their biological sex, gender identity, or perceived adherence to culturally-defined expectations of what it means to be a woman and man, girl and boy. It includes physical, sexual, and psychological abuse; threats; coercion; arbitrary deprivation of liberty; and economic deprivation, whether occurring in public or private.

Specific types of GBV include (but are not limited to) female infanticide; early and forced marriage, “honor” killings, and female genital cutting/mutilation; child sexual abuse and exploitation; trafficking in persons; sexual coercion, harassment and abuse; neglect; domestic violence; economic deprivation, and elder abuse.

Empowerment:

Expansion of people's capacity to make and act upon decisions affecting all aspects of their lives - including decisions related to health - by proactively addressing socioeconomic, and other power inequalities in a context where this ability was previously denied. Programmatic interventions often focus specifically on empowering women, because of the inequalities in their socioeconomic status. *(Adapted from Naila Kabeer's definition of empowerment)*

Men's Engagement:

Men's engagement is a programmatic approach that involves men and boys a) as clients and beneficiaries, b) as partners, and c) as agents of change, in actively promoting gender equality, women's empowerment and the transformation of inequitable definitions of masculinity. In the health context, this comprises engaging men and boys in addressing their own, and supporting their partners' reproductive, sexual and other health needs. Men's engagement also includes broader efforts to promote equality with respect to caregiving, fatherhood, and division of labor; and ending gender-based violence.

UNDERSTANDING ROLES IN TEAMWORK

There are four roles in teamwork. These roles can be played at different times by different people.

- INITIATE:** ➤ start action, propose new ideas
- FOLLOW:** ➤ accept the idea or proposal for action and support it actively
- OPPOSE:** ➤ question the direction
- OBSERVE:** ➤ watch what is going on

Role	Productive	Non-Productive
Initiate	■ Gets action started	■ Dominates
Follow	■ Supports implementation of action	■ Mindlessly agrees
Oppose	■ Thinks critically	■ Obstructs
Observe	■ Reflects and gives feedback	■ Acts passively

OBSERVER FORMAT OF ROLES IN TEAMWORK

Observe the interaction of team members. Each time they participate, put an X in the appropriate column, depending on what kind of role they are playing—initiate, follow, oppose, or observe. Use the column on the right to comment on specific behavior you observe from each member and note how it affected the team dynamic.

	Team member name	Initiate	Follow	Oppose	Observe	Observations
1						
2						
3						
4						
5						
6						



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