

LDP

MODULAR LEADERSHIP DEVELOPMENT PROGRAM
FOR PHYSICAL REHABILITATION CENTERS

Board Alignment Meeting

BAM



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**LEADERSHIP, MANAGEMENT
& GOVERNANCE PROJECT**



Inspired Leadership. Sound Management. Transparent Governance.

Adapted from the Leadership Development Program Facilitator's Guide
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ICRC-LDP Board Alignment Meeting

FACILITATOR

Rehabilitation Center Manager

PARTICIPANTS

Members of the Board of Directors
(or relevant governing/oversight body for public centers)

MEETING DESIGN

The Board Alignment Meeting is designed to give members of the Board of Directors (or other relevant oversight body in the case of public physical rehabilitation centers) hands-on experience with the content and process of the ICRC Leadership Development Program (ICRC-LDP), as well as the time to explore the benefits of this program for the rehabilitation center.

The Board Alignment Meeting lasts four hours and must include the critical ICRC-LDP elements that will lead to alignment around the results of the program. These are:

- Leading, managing, and governance practices
- The Challenge Model
- Next steps

PREPARATION OF CONTENT

- Invite members of the board to the Board Alignment Meeting:
- Read the facilitator notes for this session:

PREPARATION OF MATERIALS

- Make copies of all meeting handouts
- Prepare materials required for the meeting

MATERIALS

- Flipcharts—easel and paper
- Tape
- Colored markers
- Half-sheets of letter-size paper

PREPARED FLIPCHARTS

- ❑ Meeting purpose, objectives, agenda, and schedule
- ❑ Expert Model and Empowerment Model (one flipchart for each)

The Expert Model assumes that someone, either outside or inside a difficult situation, already knows the solution to the problem. That person can fix the problem by transferring his or her knowledge to others involved in the situation and having them use it.

The Empowerment Model assumes that the solution to the problem is complex. A solution can only be achieved by enabling those involved to understand the problem and participate in developing the solution.
- ❑ Definition of leading:

Leading is enabling others to face challenges and achieve results.
- ❑ Nine flipcharts, one for each practice, titled:

Scanning, Focusing, Aligning and Mobilizing, Inspiring, Planning, Organizing, Implementing, Monitoring and Evaluating, and Other.
- ❑ Drawing of the Challenge Model (see p. BAM-27)
- ❑ Governing is. . .

“Governing is setting strategic direction, establishing policy, raising and allocating resources, and overseeing achievement of results in a way that is responsive to the people an organization serves.” Good governing involves openness, transparency, accountability, and participation of the governed in the decision-making process.

HANDOUTS

- ❑ ICRC-LDP Overview (p. BAM-24)
- ❑ Conceptual Model: Leading, Managing, and Governing for Results (p. BAM-25)
- ❑ Practices for High-Performing Physical Rehabilitation Centers (p. BAM-26)
- ❑ Challenge Model (p. BAM-27)
- ❑ Using the Challenge Model (p. BAM-28)
- ❑ Governing Practices at the Facility Level (p. BAM-29)

Agenda.

Board Alignment Meeting

The purpose of this session is to build the commitment of the Board of Directors (or other relevant oversight body in the case of public physical rehabilitation centers) to develop leadership among all members of the rehabilitation center so they can work together as a team to face challenges and achieve results to improve rehabilitation services.

Objectives

- To become familiar with the ICRC-LDP process and content
- To learn leading, managing, and governing practices for overseeing ICRC-LDP implementation
- To learn and apply the Challenge Model
- To commit to addressing the challenges of implementing the ICRC-LDP in their rehabilitation center
- To commit to ensuring inclusion of persons with disabilities and gender equity in leadership development throughout the ICRC-LDP

Meeting Content and Schedule

Total meeting duration: 4 hours

ACTIVITY	TIME
A. Setting the Stage	15 minutes
B. Getting to Know ICRC-LDP	30 minutes
C. Understanding Leading and Managing Practices	45 minutes
Break	15 minutes
D. Introducing the Challenge Model	15 minutes
E. Filling out the Challenge Model for the ICRC-LDP	45 minutes
F. Applying Governing Practices to Board's Role in the ICRC-LDP	45 minutes
G. Next Steps for the Board and Closing	30 minutes

Activity A. Setting the Stage: Welcome, Meeting Overview , and Expectations

This activity helps the board to understand the purpose, agenda, and expectations for the meeting.

Duration

15 minutes

Materials

- ☐ Blank flipchart
- ☐ Prepared flipchart: Meeting purpose, objectives, agenda, and schedule


Process

STEP 1. **Welcome everyone and use the prepared flipchart to explain the context, objectives, and agenda of the meeting (5 minutes)**

STEP 2. **Draw out expectations and concerns (10 minutes)**

ASK: *What are your expectations for this meeting?*

What concerns do you have about the meeting?

 **Take notes** on the flipchart, at the end make a summary and clarify which of their expectation will be covered at this meeting.

Activity B. Getting to Know the ICRC-LDP

This activity helps participants to understand the structure, components, and critical success factors of the ICRC-LDP.

Duration 30 minutes

Materials


- Handout: *ICRC-LDP Overview* (p. BAM-24)
- Prepared flipcharts with Expert Model and Empowerment Model (one flipchart for each)

The Expert Model assumes that someone, either outside or inside a difficult situation, already knows the solution to the problem. That person can fix the problem by transferring his or her knowledge to others involved in the situation and having them use it.

The Empowerment Model assumes that the solution to the problem is complex. A solution can only be achieved by enabling those involved to understand the problem and participate in developing the solution.

Process

STEP 1. Present overview of the ICRC-LDP (5 minutes)

 **Distribute** the *ICRC-LDP Overview* and use it to explain the structure and components of the ICRC-LDP.

STEP 2. Present two models of development (15 minutes)

SAY: *If we want to achieve sustainable development we need to distinguish between two views on human development: the Expert Model and the Empowerment Model.*

 **Show the two flipcharts** and say the following about problems in development:

SAY: *The **Expert Model** assumes that someone, either outside or inside a difficult situation, already knows the solution to the problem. That person can fix the problem by transferring his or her knowledge to others involved in the situation and having them use it.*

*The **Empowerment Model** assumes that the solution to the problem is complex. A solution can only be achieved by enabling those involved to understand the problem and participate in developing the solution.*

STEP 3. Ask for two or more examples of challenges in service delivery to present to the group (10 minutes)

 **Write** the examples on the flipchart. Pick one for discussion.

ASK: *Which model of development would we choose for your situation?
What are the benefits of that model?
Which model is sustainable?*

SAY: *The ICRC-LDP follows an Empowerment Model of development. It draws on the understanding and participation of those in the situation to come up with solutions to the challenges they face.*

Activity C.

Understanding Leading and Managing Practices

Through this exercise, participants will gain a shared understanding about leading and managing practices and how they are carried out at all levels of an organization.

Duration

45 minutes

Materials

- ❑ Handout: *Conceptual Model: Leading, Managing and Governing for Results* (p. BAM-25), *Practices for High-Performing Physical Rehabilitation Centers* (p. BAM-26))
- ❑ Prepared Flipchart with definition of leading:
Leading is enabling others to face challenges and achieve results.
- ❑ Nine prepared flipcharts, posted around the room but covered (folded over) Each should have a heading as follows:
Scanning, Focusing, Aligning and Mobilizing, Inspiring, Planning, Organizing, Implementing, Monitoring and Evaluating, and Other.
- ❑ Half-sheets of letter-size paper
- ❑ Tape, markers

Process

STEP 1. Introduce leading as a practice (10 minutes)

SAY: *During this session, we are going to explore what it means to lead and manage.*

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

Take responses from some participants.

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.

ASK: *When we hear the word “leader,” do we think of great men or women in positions of great authority who influence many people?*

Do we think of people who have special charismatic qualities who are able to persuade and influence people through their personalities?

SAY: *Leading solely through a powerful position or appealing personality is not the type of leading that we will explore in this program.*

We are going to talk about leading as an activity or practice that people at every level of an organization can engage in.

👉 **Show the flipchart** you prepared with this definition: *Leading is enabling others to face challenges and achieve results.*

ASK: *What do managers and staff at every level of an organization or department need to do to enable others to face challenges and achieve results?*

Answers will probably confirm the need for this activity at every level of an organization. Be sure it is clear that everyone, not just managers, needs to lead.

SAY: *Now we are going to do some practical research about what people need to do to be effective at leading.*

To do this research, we will look at people who are excellent leaders.

This time we are going to take examples of only people you know personally and learn about their practices.

STEP 2. Individually reflect on what it means to lead (5 minutes)

Direct the whole group.

SAY: *Think of someone you know (or knew in the past) who is good at enabling others to face challenges and achieve results.*

This has to be someone you know personally, not a famous person.

Consider what exactly this person does (or did) that makes him or her effective in leading others.

SAY: *Write what this person does, using the half-sheets of paper on your table. Write each of the practices on a separate half-sheet of paper using three to six words in bold capital letters 2 inches high.*

Be as concrete as you can. For example, write, “listen to staff opinions,” rather than “communicates well.”

Remind participants to think about what the person is or was doing. It is important to observe participants 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.”


STEP 3. Put leading, managing, and governance in context (5 minutes)

 **Distribute** the handout *Conceptual Model: Leading, Managing, and Governing for Results* to show the relationship among these three elements of leadership.

SAY: *Leadership, management, and governance are interdependent and closely linked. They reinforce each other and interact to achieve a desired result.*

Now we are addressing the first two elements: leadership and management. Later today we will focus on governance—the element that has special meaning for the governing body.

STEP 4. Explain the leading and managing practices (10 minutes)

 **Uncover** the headings on the flipchart pages with the four leading practices that are posted around the room.

SAY: *There are four leading practices. They are: scanning, focusing, aligning and mobilizing, and inspiring.*

Let's look at each one.

Define each **leading** practice. Ask for examples and, if necessary, provide examples yourself.

SAY:

- 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*

After reviewing the leading practices, uncover the remaining five flipchart headings.

SAY: *In addition to the leading practices, there are four managing practices. They are planning, organizing, implementing, and monitoring and evaluating. Now let's look at each of the managing practices.*

Define each **managing** practice. Ask for examples and, if necessary, provide examples yourself.

SAY:

- Planning. Preparing a set of activities, a time line, 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*

STEP 5. Validate the practices (10 minutes)

SAY: *Would everyone please stand up with your half-sheets of paper from the previous exercise? Stick each one on the flipchart page that best describes the practice you identified.*

Use the flipchart marked “Other” for practices that do not seem to fit under any of the eight headings.

After all the half-sheets are posted, read aloud the practices on each flipchart.

Then check those on the “Other” flipchart 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” flipchart will be empty after this step is completed.

STEP 6. Review the framework (5 minutes)

 **Distribute** *Practices for High-Performing Physical Rehabilitation Centers.*

SAY: *The framework and its set of practices were the result of research conducted with managers who lead and govern well and achieve desired results. The research included discussions similar to the one you have just finished.*

SAY: *The Improvement Teams will also work on how gender and disability influence the way men and women exercise the leading and managing practices and how their teams can support inclusion and gender equity in leadership development.*

SAY: *So far, we have addressed two of the three categories of the practices of managers who lead: leading and managing. We will explore the third category—governing practices— and the governing body’s role of ensuring inclusion of persons with disabilities and gender equity in leadership development in the last session today.*

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

Activity D. Introducing the Challenge Model

This exercise presents participants with a brief overview of the Challenge Model.

Duration

15 minutes

Materials

- ❑ Prepared flipchart with the Challenge Model (see p. BAM-27) on it
- ❑ Handout: *Using the Challenge Model* (p. BAM-28)

Process

STEP 1. Explain the difference between challenges and problems (5 minutes)

SAY: *A problem is “out there” and often blamed on external forces.*

A challenge is something you own and take on. It involves a result that you are committed to achieving.

You can state a challenge as a question: “How can we achieve the result we want to achieve in the face of obstacles we have to overcome?”

Check for understanding by asking if the difference is clear.

Encourage participants to think about whether problems they identify can be seen as challenges that they are willing to own and can address using their leadership skills to address.

STEP 2. Introduce the steps of the Challenge Model (10 minutes)

 **Show the flipchart** with the Challenge Model drawn on it.

SAY: *The Challenge Model is at the core of ICRC-LDP. It will help the rehabilitation center team meet a challenge by moving from vision to action. It will enable them to know where they currently are and to determine where they want to go before deciding on a plan of action.*

 **Distribute** copies of the handout *Using the Challenge Model*.

SAY: *This handout explains the steps to use the Challenge Model to go from vision to action.*

The rehabilitation center team will also receive copies of this handout to guide them in filling out their Challenge Model.

They will begin to fill out the Challenge Models in their routine ICRC/LDP meetings.

To walk the participants through the steps of using the Challenge Model, point out its parts, one by one, on the flipchart.

 **Point** to the mission at the top of the Challenge Model.

SAY: *In Step 1, the rehabilitation center team will work to review your organization's mission and strategic priorities.*

Knowing the rehabilitation center's mission will help the team shape a shared vision and will ensure that it contributes to organization priorities.

 **Point** to the vision "cloud."

SAY: *In Step 2, the rehabilitation center team will create a shared vision in an exercise to visualize where they want to go if they succeed in achieving the rehabilitation center mission.*

This vision will inspire the rehabilitation center team to face each new challenge.

 **Point** to the current situation.

SAY: *In Step 3, the rehabilitation center team will assess their current situation in relation to their vision and organization priorities by scanning internal and external environments.*

They will consider positive and negative factors in the environment that can affect their ability to move toward their vision and to contribute to the center's priorities.

 **Point** to the measurable result.

SAY: *In Step 4, the rehabilitation center team will use their understanding of the current situation to agree on one measurable result that will move them closer to the vision.*

The team will be committed to achieving this measurable result in the next 6 months. The result should be a “stretch” for the team.

The team will choose one or more key indicators of success and track those indicators. This is how they will monitor progress toward their measurable result and evaluate their achievements at the end of the ICRC-LDP process.

 **Point** to the obstacles and root causes.

SAY: *In Step 5, the team will identify the obstacles that they have to overcome to reach their result.*

They will use a tool to analyze the root, or underlying, causes of these obstacles so that they can address these causes in their Action Plans.

 **Point** to the challenge and priority actions.

SAY: *In Step 6, the team will produce a written statement of their challenge, citing the result they plan to achieve in light of the obstacles they will face.*

 **Point** to the Action Plan.

SAY: *In Step 7, the team will develop an Action Plan. They will select priority actions or interventions to address the root causes of the obstacles.*

These plans will include the human, material, and financial resources needed and time lines for implementing their priority actions.

The plans will also include activities to monitor progress toward their results.

SAY: *In Step 8, the team will implement the Action Plan. They will monitor their progress and evaluate their results according to indicators that they have identified.*

Monitoring their progress will help them adjust their plans, as needed, to keep moving toward their intended results.

Evaluating their results will help them look back at positive and negative factors in meeting their challenge. And it will help them use their learning to meet future challenges in this and other priority areas.

Activity E.

Filling out the Challenge Model

In this exercise, participants agree on a challenge to address in implementing the ICRC-LDP in their rehabilitation center.

Duration

45 minutes

Materials

- ❑ Flipchart easel
- ❑ Blank flipchart:
- ❑ Prepared flipchart with a Challenge Model filled with the rehabilitation center mission and vision.
- ❑ Tape to stick flipcharts to the wall
- ❑ Markers

You can take the organization's mission and vision from the organization's strategic plan. If you don't have a strategic plan, you can take the mission from the institution's bylaws. If you don't have a vision, you can have special session to develop the vision.

Process

STEP 1. Take the first steps of using the Challenge Model (15 minutes)

Walk through the first four steps of filling out the Challenge Model. Use the ICRC-LDP as the board's leadership project.

SAY: *We already looked at the Challenge Model briefly. Now we will start to fill it in as a tool to identify the actions the board can take to support the ICRC-LDP in this rehabilitation center.*

Refer to the mission and vision on the filled in Challenge Model flipchart.

SAY: *As you can see, the first two steps are to fill out the Challenge Model with the organization's mission and vision and/or priorities. These two steps are important; any challenge the teams chose to work with should be aligned with the organization's mission, vision, and priorities.*

The next step is to analyze the current situation to pick a result that can contribute to the vision and mission.

ASK: *What is the current situation in relation to staff motivation and engagement in improving service delivery?*

Make a summary of the group comments on the current situation and write it on the Challenge Model flipchart.

ASK: *Taking into account this current situation:*

—What can be one measurable result for the board to support the implementation of the ICRC-LDP?

—One example of a board measurable result could be: All rehabilitation center staff members are participating in every-other-week ICRC-LDP meetings to develop and implement an Action Plan to improve service delivery.

👉 **Take notes** on a blank flipchart about the different measurable results, and help the group to select one. Make sure it is a key result that can inspire the board.

When the group reaches a consensus on the measurable result, 👉 **Write it** on the Challenge Model flipchart.

STEP 2. Identify obstacles to reaching the result (15 minutes)

ASK: *Why aren't we already there?*

What is blocking the way to this result?

What obstacles on the way can be removed by the board?

👉 **Take notes** on a blank flipchart about the different obstacles, and help the group to select the three most important ones. Make sure they are obstacles that under the board's control.

SAY: *What are the three most important obstacles that the board can help remove?*

Continue talking and agree on the three most important obstacles to the desired result that can be removed by the board.

👉 **Write them** on the Challenge Model flipchart.

Mention tools for analyzing root causes.

SAY: *Rehabilitation center teams will apply tools such as the Five Whys technique to analyze the underlying (root) causes of their obstacles. Teams will make sure that the Action Plans they develop will address these root causes and not simply the symptoms of the root causes.*

STEP 3. Define a challenge and select priority actions (15 minutes)

Help the board write a challenge statement on the flipchart. What do they plan to

achieve in developing leaders at all levels of their rehabilitation center; in light of the root causes of the obstacles they have identified?


SAY: *The next step in filling out the Challenge Model is to write the challenge statement, beginning the statement with “How will we achieve X (your result)...in the face of Y (the main obstacles you identified)?”*

For instance: How can we have all rehabilitation staff motivated to develop and implement Action Plans to improve service delivery, despite the overload of work?

 **Write** the challenge statement at the bottom of the Challenge Model flipchart.

SAY: *Now that we already have our challenge and obstacles we need to identify priority actions that need to be implemented by the board to overcome the obstacles.*

ASK: *What are the priority actions the board has to take to overcome the obstacles to implement the ICRC-LDP in this rehabilitation center?*

 **Take notes** on a blank flipchart about the priority actions, and help the group to select the three most important ones. Make sure they are actions that are under the board's control.

Continue talking and agree on the three most important priority actions that will be implemented by the board.

 **Write them** on the Challenge Model flipchart.

Summarize by reading the entire Challenge Model in order: *Mission, Vision, Current Situation, Measurable Result, Obstacles, Challenge, and Priority Actions.*

SAY: *Now that we filled in the entire Challenge Model, you know how the teams in the rehabilitation center will use it. But most important, you know the priority actions that you, as a board, will do to support the ICRC-LDP implementation process.*

Activity F. Applying Governing Practices to Board's Role in the ICRC-LDP

Through this activity, participants will understand governance practices and apply them to the responsibilities of the board regarding implementation of the ICRC-LDP.

■ **Duration** 45 minutes

- **Materials**
- Prepared flipchart: Governing is. .
*“Governing is setting strategic direction, establishing policy, raising and allocating resources, and overseeing achievement of results in a way that is responsive to the people an organization serves.”
 Good governing involves openness, transparency, accountability, and participation of the governed in the decision-making process.*
 - Handouts: *Conceptual Model: Leading, Managing, and Governing for Results* (p. BAM-25) and *Practices for High-Performing Physical Rehabilitation Centers* (p. BAM-26) (both distributed in Activity C), *Governance Practices at the Facility Level* (p. BAM-27)

■ **Process**

STEP 1. Put governance in context (5 minutes)

SAY: *In our first session today, we explored the leading and managing practices that are two elements of leadership. Now we will explore the third element—governing practices.*

Leadership, management, and governance are interdependent and reinforce each other.

There is some overlap between leading, managing, and governing. Nevertheless, all three elements are essential to achieving a measurable result.

Effective leadership is a prerequisite for effective governance and effective management.

*Remind participants of the relationship among these three elements of leadership. Refer back to the handout distributed with Activity 3, *Conceptual Model: Leading, Managing, and Governing for Results*.*

STEP 2. Introduce governing (10 minutes)

ASK: What does it mean to govern?

Listen to some of the answers, show the flipchart labeled “Governing is . . .” and relate it to participants’ answers to your question.

SAY: *“Governing is setting strategic direction, establishing policy, raising and allocating resources, and overseeing achievement of results in a way that is responsive to the people an organization serves.” Good governing involves openness, transparency, accountability, and participation of the governed in the decision-making process.*

Facilitate a conversation about governing bodies.

ASK: What are some examples of governing bodies in rehabilitation?

ASK: When they are working well, what do governing bodies do?

 **Write** responses on a flipchart.

STEP 3. Apply practices of good governance to the ICRC-LDP (15 minutes)

Briefly go over each of the four governing practices (cultivate accountability, engage stakeholders, set shared direction, steward resources). Have participants relate these practices to the suggestions written on the flipchart.

ASK: *How can this governing board use this practice to support the ICRC-LDP initiative?*

 **Take notes** on the flipchart about specific activities that the board will undertake to support the ICRC-LDP.

STEP 4. Consider how the board can contribute to gender equity in leadership development (10 min)


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.*

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.

SAY: *Research has shown that women’s involvement in leadership is beneficial for health outcomes. We want to empower both women and men to be*

effective leaders.

ASK: *How can you as board empower men and women to become effective leaders and contribute to gender equity in leadership development?*

 **Write** recommendations on a flip chart and remind participants that these suggestions should be part of the board action plan.

STEP 5. How the teams can apply governance practices at the facility level (5 min)

Distribute *Governance Practices at the Facility Level*. Point out that the broad definitions and goals in the left-hand column apply to working groups at all levels. Bring participants' attention to the second and third columns—actions and tools—where governance is applied specifically to the facility level.

SAY: *We have seen how you, the board, can apply the practices of good governance as you oversee ICRC-LDP implementation.*

These practices are equally important for the rehabilitation center team and will form an important part of their activities.

The teams will consider ways in which they can apply governing practices at their level of the system, and they will receive this handout with some examples at the facility level.

Use an inquiry mode (not prescriptive) when discussing governance within the board. Emphasize their role in the ICRC-LDP and avoid getting diverted to other roles they play as individuals or as a group.

Activity G.

Next Steps for the Board and Closing

This activity gives members of the board a clear view of their role in launching the ICRC-LDP.

Duration 30 minutes

Materials

- ❑ Flipchart developed in Activity E, “Filling Out the Challenge Model,” with board priority actions
- ❑ Flipchart developed in Activity F, with board actions related to governance practices
- ❑ Blank flipchart

Process

STEP 1. Review responsibilities of the board (5 minutes)

In plenary, look back at the handout *ICRC-LDP Overview*, focusing on the key responsibilities of the governing body.

STEP 2. Plan board activities (15 minutes)

SAY: *Now that we are about to finish our meeting, I invite you to put in writing the board’s next steps and accountabilities to support the ICRC-LDP.*

Point out at the flipchart with the Challenge Model filled in by the board in Activity 5.

SAY: *When we worked on the Challenge Model, we identified some obstacles that the board can remove to support the ICRC-LDP. You proposed priority actions to remove these obstacles. Let’s talk about who will do what, and define starting and ending dates.*

Lead discussion to identify the people responsible and dates, and take notes on the blank flipchart.

Point out the flipchart with specific activities in relation to governance practices, and inclusion and gender equity (made in Activity 6) that the board will do to support the ICRC-LDP.

SAY: *When we worked on the governance practices and on inclusion and gender equity you identified some additional activities the board can do to support*

the ICRC-LDP. Let's define who will do them and when they will do it.

Lead discussion to continue identifying the people responsible and dates, and take notes on the blank flipchart.

SAY: *In order to be acquainted with the ICRC-LDP progress, you may need to meet at least two more times: probably once halfway through the program to review the team's progress and again one last time at the end to review the team's results.*

ASK: *When can we have a brief meeting to review progress and receive feedback about the process?*

ASK: *What do we need to do now to start the ICRC-LDP process?*

Guide participants in coming to agreements and continue taking notes of the accountabilities.

STEP 3. Close the Board Alignment Meeting (10 minutes)

Review the notes on the flipchart, to be sure that everyone agrees. Tell participants that you will type up the responses and send a copy to each of them.

Solicit participants' reactions to the meeting and additional comments.

End by reminding participants of their special obligation and privilege to follow and model the four governing practices: cultivating accountability, engaging stakeholders, setting a shared direction, and stewarding resources.

Handouts—Board Alignment Meeting

1. **ICRC-LDP Overview (p. BAM-24)**
2. **Conceptual Model: Leading, Managing, and Governing for Results (p. BAM-25)**
3. **Practices for High-Performing Physical Rehabilitation Centers (p. BAM-26)**
4. **Challenge Model (p. BAM-27)**
5. **Using the Challenge Model (p. BAM-28)**
6. **Governing Practices at the Facility Level (p. BAM-29)**

ICRC-LEADERSHIP DEVELOPMENT PROGRAM OVERVIEW

The **ICRC-Leadership Development Program (ICRC-LDP)** develops teams to learn the leading, managing, and governing practices that make it possible to achieve results to improve rehabilitation centers' services. ICRC-LDP builds on lessons learned from implementation in more than 40 countries.

At the heart of the program is the improvement team formed by all staff at the rehabilitation center. Led by their managers, they learn a proven method of leading and managing to address challenges and produce measurable results.

Participants in this program learn how to:

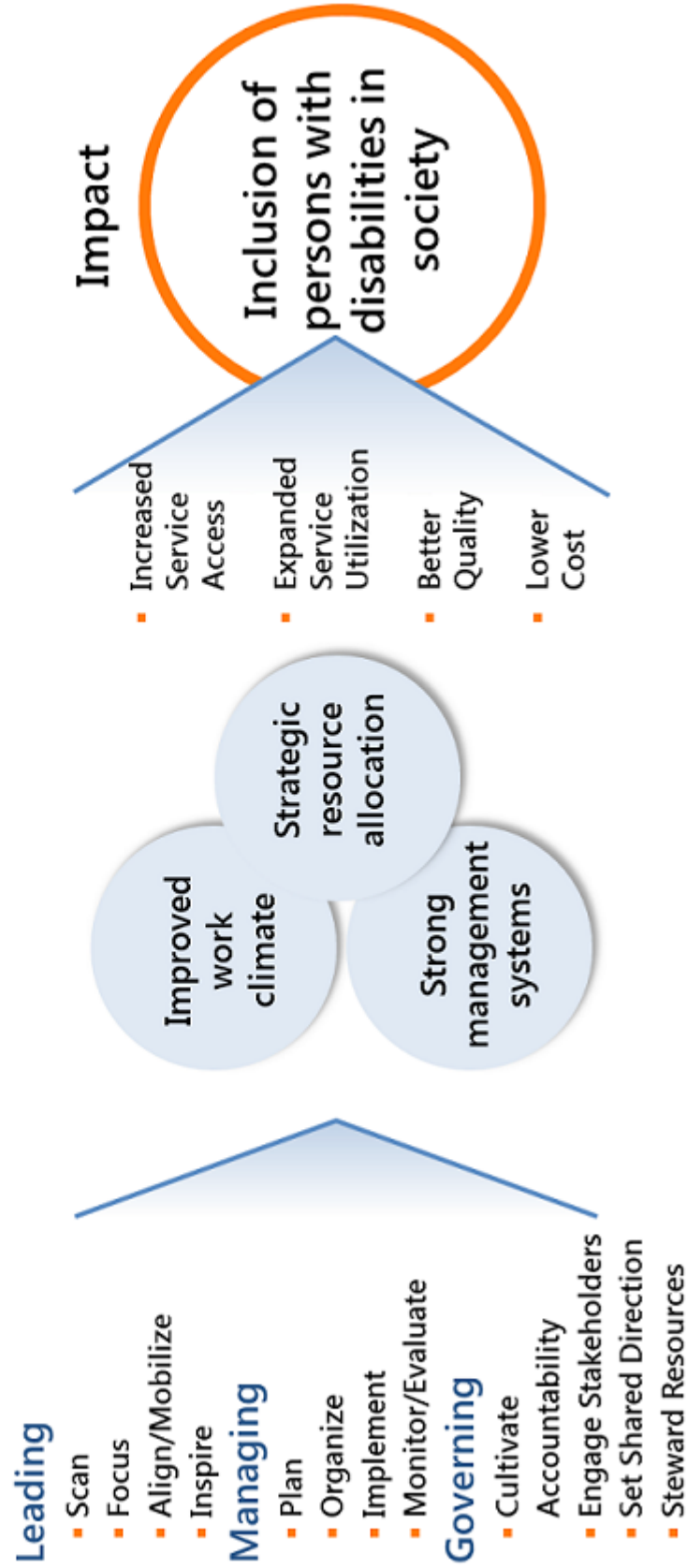
- Lead, manage, and govern to achieve results in priority service delivery areas;
- Apply reliable tools and processes for defining and addressing challenges;
- Build a workgroup climate that supports commitment to continuous improvement.

Activities at the core of the ICRC-LDP process

- Ten 4-hour modules, one every 2 weeks over the period of 6 months.
- Ongoing work of teams between workshops to apply leading and managing practices to their challenges.
- Coaching and feedback from managers.

PARTICIPANTS	WHO THEY ARE AND WHAT THEY DO
Governing Body	Made up of the Board of Directors, (or other relevant oversight body in public centers) uses effective governance practices to oversee and sustain the ICRC-LDP process.
Teams	<p>Formed by all staff at the rehabilitation center. These teams will:</p> <ul style="list-style-type: none"> ■ Actively participate in all modules; ■ Support each other to learn and apply the leading and managing practices; ■ Identify challenges, develop Action Plans, and mobilize resources to achieve results; ■ Complete a leadership project and present results to key stakeholders; ■ Continue to address new challenges after the modules are completed.
Managers	<p>Managers of the teams who participate with their teams as ICRC-LDP as module facilitators. Managers typically will:</p> <ul style="list-style-type: none"> ■ Adjust the ICRC-LDP time line and program materials, as needed; ■ Prepare and facilitate the 10 4-hour modules; ■ Coach teams to ensure their teams develop and implement their Action Plans.

Conceptual Model: Leading, Managing and Governing for Results at Physical Rehabilitation Centers



PRACTICES FOR HIGH PERFORMING PHYSICAL REHABILITATION CENTERS

LEADING

SCAN

- Identify client and stakeholder needs and priorities
- Recognize trends, opportunities, and risks that affect the organization
- Look for best practices
- Identify staff capacities and constraints
- Know yourself, your staff, and your organization—values, strengths, and weaknesses

ORGANIZATIONAL OUTCOME

Managers have up-to-date, valid knowledge of their clients, and the organization and its context; they know how their behavior affects others.

FOCUS

- Articulate the organization's mission and strategy
- Identify critical challenges
- Link goals with the overall organizational strategy
- Determine key priorities for action
- Create a common picture of desired results

ORGANIZATIONAL OUTCOME

The organization's work is directed by a well-defined mission and strategy, and priorities are clear.

ALIGN & MOBILIZE

- Ensure congruence of values, mission, strategy, structure, systems, and daily actions
- Facilitate teamwork
- Unite key stakeholders around an inspiring vision
- Link goals with rewards and recognition
- Enlist stakeholders to commit resources

ORGANIZATIONAL OUTCOME

Internal and external stakeholders understand and support the organization's goals and have mobilized resources to reach these goals.

INSPIRE

- Match deeds to words
- Demonstrate honesty in interactions
- Show trust and confidence in staff, acknowledge the contributions of others
- Provide staff with challenges, feedback, and support
- Be a model of creativity, innovation, and learning

ORGANIZATIONAL OUTCOME

The organization's climate is one of continuous learning, and staff show commitment, even when setbacks occur.

MANAGING

PLAN

- Set short-term organizational goals and performance objectives
- Develop multi-year and annual plans
- Allocate adequate resources (money, people, and materials)
- Anticipate and reduce risks

ORGANIZATIONAL OUTCOME

The organization has defined results, assigned resources, and developed an operational plan.

ORGANIZE

- Develop a structure that provides accountability and delineates authority
- Ensure that systems for human resource management, finance, logistics, quality assurance, operations, information, and marketing effectively support the plan
- Strengthen work processes to implement the plan
- Align staff capacities with planned activities

ORGANIZATIONAL OUTCOME

The organization's work is directed by a well-defined mission and strategy, and priorities are clear.

IMPLEMENT

- Integrate systems and coordinate work flow
- Balance competing demands
- Routinely use data for decision-making
- Co-ordinate activities with other programs and sectors
- Adjust plans and resources as circumstances change

ORGANIZATIONAL OUTCOME

Activities are carried out efficiently, effectively, and responsively.

MONITOR & EVALUATE

- Monitor and reflect on progress against plans
- Provide feedback
- Identify needed changes
- Improve work processes, procedures, and tools

ORGANIZATIONAL OUTCOME

The organization continuously updates information about the status of achievements and results, and applies ongoing learning and knowledge.

GOVERNING

CULTIVATE ACCOUNTABILITY

- Sustain a culture of integrity and openness that serves the public interest
- Establish, practice and enforce codes of conduct upholding ethical and moral integrity
- Embed accountability into the institution
- Make all reports on finances activities, plans, and outcomes available to the public and the stakeholders
- Establish a formal consultation mechanism through which people may voice concerns and provide feedback

ORGANIZATIONAL OUTCOME

Those who govern are accountable to those who are governed. The decision making is open and transparent. The decisions serve public interest.

ENGAGE STAKEHOLDERS

- Identify and invite participation from all parties affected by the governing process
- Empower marginalized voices, including women, by giving them a voice in formal decision-making structures and processes
- Create and maintain a safe space for the sharing of ideas
- Provide an independent conflict resolution mechanism
- Elicit and respond to all forms of feedback in a timely manner
- Establish alliances for joint action at whole-of-government and whole-of-society levels

ORGANIZATIONAL OUTCOME

The jurisdiction/sector/organization has an inclusive and collaborative process for making decisions to achieve the shared goals.

SET SHARED DIRECTION

- Prepare, document and implement a shared action plan to achieve the mission and vision of the organization
- Set up accountability mechanisms for achieving the mission and vision using measurable indicators
- Advocate on behalf of stakeholders' needs and concerns
- Oversee the realization of the shared goals and the desired outcomes

ORGANIZATIONAL OUTCOME

The jurisdiction/sector/organization has a shared action plan capable of achieving objectives and outcomes jointly defined by those who govern and those who are governed.

STEWARD RESOURCES

- Ethically and efficiently raise and deploy the resources to accomplish the mission and the vision and to serve stakeholders and beneficiaries
- Collect, analyze, and use information and evidence for making decisions
- Align resources in the health system and its design with the shared goals
- Build capacity to use resources in a way that maximizes the health and well-being of the public
- Inform and allow the public opportunities to monitor the raising, allocation and use of resources, and realization of the outcomes

ORGANIZATIONAL OUTCOME

The institution has adequate resources for achieving the shared goals, and the resources are raised and used ethically and efficiently to achieve the desired objectives and outcomes.

THE CHALLENGE MODEL

Mission/Priority Health Area:

Vision:

Measurable result:

Priority actions

Obstacles and root causes

Current situation:

Challenge:

[How will we achieve our desired result in light of the obstacles we need to overcome?]

USING THE CHALLENGE MODEL

STEP 1

Review your organizational mission and strategic priorities

With your team, agree on a common understanding of your organization's mission and strategic priorities. This understanding will help shape your vision within the context of your organization's priorities.

STEP 2

Create a shared vision of the future

With your team, imagine what you and others envision when your team has made its contribution to improvements in your organization's strategic priorities. This shared vision will inspire the team to face each new challenge.

STEP 3

Assess the current situation

With your team, scan your internal and external environments within the context of your organization's priorities. Consider such factors as the prevalence of the problem, government policies, and current interventions. This will help you form an accurate picture of the conditions that can affect your team's progress toward your shared vision.

STEP 4

Agree on one measurable result

Based on your organization's priorities and your current situation, define a measurable result that can be achieved within the time frame of this ICRC-LDP. This desired measurable result is what will drive your work together and allow you to monitor and evaluate your progress toward achieving it.

Your team will most likely need to adjust the result as you gain more information about the current situation and the obstacles you need to overcome.

STEP 5

Identify the obstacles and their root causes

Make a list of obstacles that you and your team will have to overcome to reach your stated result. Consider gender equity issues, access issues for persons with disabilities, and the four broad categories into which most obstacles fall: policies and procedures; providers; equipment, infrastructure, and supplies; clients and communities. Use a root cause analysis tool to make sure you are addressing the causes and not just the symptoms.

STEP 6

Define your key challenge

State what your team plans to achieve (your measurable result) in light of the root causes of the obstacles you have identified. (It helps to begin your challenge statement with: "How will we...?")

STEP 7

Develop an Action Plan

Develop an Action Plan that lists the priority actions needed to meet your challenge. Include estimates of the human, material, and financial resources needed and the time line for implementing your actions.

STEP 8

Implement your plan, monitor progress, and evaluate results

Work together as a team to implement the plan. Regularly monitor your progress toward your measurable result and, at the end, evaluate your result.

GOVERNING PRACTICES AT THE FACILITY LEVEL

How Facility-Level Managers Who Lead can Practice Good Governance (within the LDP context)

Governing Practices	Actions at the Service-Delivery Level	Selected Tools
CULTIVATE ACCOUNTABILITY Foster a decision-making environment based on systems and structures that support integrity, transparency, participation, and inclusion. Goal: <i>Create and sustain a culture of accountability by establishing and practicing conduct that upholds transparency, integrity, participation, and inclusion.</i>	<ol style="list-style-type: none"> 1. Create mechanisms to share information and reward behaviors that reinforce transparency, integrity, participation, and inclusion. 2. Share reports on finances, activities, and plans with managers, service delivery providers, clients, community members, and other stakeholders. 3. Establish processes to continuously assess the appropriateness and effect of decisions. 4. Establish a formal consultation mechanism through which staff, clients, and other stakeholders may voice concerns. 	<ul style="list-style-type: none"> ■ Participatory budgeting process ■ Citizen report cards and community scorecards
ENGAGE STAKEHOLDERS Identify, engage, and collaborate with diverse stakeholders representing the full spectrum of interested parties. Goal: <i>Establish procedures and an environment that encourages staff, clients, community members, and representatives of other sectors to participate in public health decisions that affect their lives and work.</i>	<ol style="list-style-type: none"> 1. Systematically elicit and respond to feedback on services from all stakeholders. 2. Hear and respond to marginalized voices, particularly female staff and clients, by giving them a place in formal decision-making and oversight structures. 3. Participate in relevant coalitions, networks, and alliances in support of priority health areas. 	<ul style="list-style-type: none"> ■ Stakeholder analysis tool ■ Gender assessment instrument ■ Mechanisms for conflict resolution
SET SHARED DIRECTION Develop a collective vision of the “ideal state” of a priority area and a process for reaching it. Goal: <i>Oversee the involvement of stakeholders in articulating a vision for a priority health area, determining the desired result, and overseeing the implementation of an Action Plan.</i>	<ol style="list-style-type: none"> 1. Be sure the shared vision and desired measurable result reflect stakeholders' needs and priorities. 2. Oversee the development and implementation of a shared Action Plan to achieve the desired result. 3. Disseminate the vision, result, and main activities in the Action Plan to all stakeholders. 4. Establish accountability mechanisms for achieving the result, using well-defined indicators to gauge progress. 	<ul style="list-style-type: none"> ■ The Challenge Model ■ Project management dashboards
STEWARD RESOURCES Build capacity of staff at all levels to manage human, financial, and technical resources responsibly. Goal: <i>Strengthen the capacity to absorb resources and deliver high-quality, affordable, and cost-effective services appropriate to the needs of the population.</i>	<ol style="list-style-type: none"> 1. Mobilize resources to carry out the facility's Action Plan, and use these resources wisely to serve beneficiaries and other stakeholders. 2. Collect, analyze, and use information to make sound decisions on the use of human, financial, and technical resources for implementation of the Action Plan and achievement of the desired result. 3. Place the priority health area on the local policy-making agenda. 4. Provide the public with information and opportunities to monitor the acquisition and deployment of resources. 	<ul style="list-style-type: none"> ■ Public expenditure tracking process ■ Stock record card for ordering and managing medicines and supplies



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