

LDP

MODULAR LEADERSHIP DEVELOPMENT PROGRAM
FOR PHYSICAL REHABILITATION CENTERS

Board Alignment Meeting BAM

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Board Results Presentation Meeting BRP



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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 MODULE 10

Evaluating and Starting the Process Again

PURPOSE

Evaluate the results of the ICRC-LDP and prepare to continue the performance improvement process.

MODULE OBJECTIVE

- To evaluate how far the team progressed toward achieving the desired measurable result, and what actions contributed to their level of success
- To practice how to tell the story of their improvements to the Board of Directors or other stakeholders
- To evaluate individual and team learning during the program
- To identify a new challenge and how to continue the performance improvement process

LEARNING OBJECTIVES

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

- Analyze their data to evaluate their progress in relation to their desired measurable result
- Identify which actions contributed to achieving their results
- Explain how leading, managing, and governing practices facilitated facing the challenge
- Tell a compelling story about their work to address the team challenge
- Identify the main individual and team learning during the ICRC-LDP
- Propose a new challenge and steps to continue the performance improvement process

MODULE CONTENT AND SCHEDULE

Full module duration: 4 hours

ACTIVITY		TIME
A.	Welcome, homework review, and module overview	15 minutes
B.	Analyzing the challenge results	45 minutes
C.	Telling the story	60 minutes
Break		15 minutes
D.	Identifying a new leadership challenge	45 minutes
E.	Evaluating the program and defining next steps	60 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).
- Remind the person in charge to collect the data to update the monitoring and evaluation worksheet and bring it to the session.
- Think about potential challenges and steps for the team to start the process again.

MATERIALS

- Flipcharts—easel and paper
- Tape
- Colored markers

PREPARED FLIPCHARTS

- Module 10 objectives and schedule
- The Challenge Model with the rehabilitation center mission, 2 or 3 strategic priorities, the vision developed with the group in Module 2, and the current situation related to the 2 or 3 strategic priorities.
- List of the titles of Modules 1 through 9
- The definition:
Managers who lead enable others to face challenges and achieve results.
- ICRC-LDP objectives (from Module 1)
—*Lead and manage to enable others to face challenges and achieve results;*
—*Apply tools and processes for defining and addressing challenges;*
—*Produce measurable results that support the organization's mission and shared vision of the workgroup;*
—*Build a workgroup climate that supports commitment to continuous improvement.*
- Three blank flipcharts with titles:
Enabling others, Facing challenges, Producing results

HANDOUTS

- *Monitoring and Evaluation Planning Worksheet* filled in (p. 10-17)
- *Questions for Data Analysis* (p. 10-18)
- *Difficulties Faced and Actions Taken to address the Challenge* (p. 10-19)
- *Telling Your Story* (p. 10-20)
- *Developing SMART Results* (p. 10-21)

Activity A. Homework Review and Module Overview

This exercise reviews what participants learned during the last module, reviews how they have practiced actions to maintain the team inspired, and explains the objectives of the present module.

Duration

15 minutes

Materials

- Blank flipchart
- Flipchart: Module 10 objectives and schedule

Process

STEP 1. Review of Module 9 inspiring practices homework (10 minutes)

In the large group:

SAY: *We are about to start the final module of the ICRC-LDP. Before starting, let's review Module 9.*

SAY: *In Module 9, we discussed alternative ways to keep our team inspired in order to improve teamwork. What were some of the actions we discussed?*

Allow participants to respond. If necessary complete with: building trust, give acknowledgment, leading through breakdowns.

SAY: *We said that to introduce this practice we need to do it frequently until it becomes a new habit in our team routine.*

ASK: *What can we do to increase our mutual trust?*

Allow participants to respond. If necessary, complete with some examples.

SAY: *To practice building trust, we can:*

- Listen to everyone’s contributions and take all suggestions into account.
- Be transparent about what are we doing and engage other members of the team.
- Be accountable for our responsibilities. If we won’t be able to meet a deadline, inform one another as soon as we are aware of it and offer options, etc.

ASK: *Did we do something in the past weeks that can contribute to building trust within our team? Can you give me some examples?*

Allow participants to respond. If necessary complete with additional examples.

SAY: *To practice giving acknowledgment, we suggested in the last module that we can start acknowledging people in our meetings who have made a special contribution, among other things.*

ASK: *Did we do something in the past weeks to acknowledge team members’ contributions? Can you give me some examples?*


Allow some responses and then continue

SAY: *[Name] volunteered to make posters to remind us about building trust and giving recognition.*

ASK: *Was it done? What was it?*

Provide recognition to all team members who contributed to the homework assignments. Summarize the importance of continuing to build trust and providing recognition to maintain the team’s level of inspiration and engagement.

STEP 2. Overview and agenda for Module 10 (5 minutes)

 **Show the flipchart** with Module 10 objectives and schedule. Review the workshop’s objectives and the schedule.

Activity B. Analyzing the Results

This exercise helps participants to analyze the data related to their measurable result(s) and the actions taken that led to the result(s).


Duration 45 minutes

Materials

- ❑ Blank flipchart
- ❑ Handouts: *Monitoring and Evaluation Planning Worksheet* filled out, (p. 10-17), *Questions for Data Analysis* (p. 10-18), *Difficulties Faced and Actions Taken to Address the Challenge* (p. 10-19)

Process

STEP 1. Analyze the data using the monitoring and evaluation planning worksheet (15 minutes)

 **Distribute** the handout, *Monitoring and Evaluation Planning Worksheet*, filled in. Ensure that participants with disabilities have copies that are accessible to them.

SAY: *The monitoring and evaluation planning worksheet helped us to track progress toward our results.*

It is an important tool to record our indicator, the numerator and denominator, baseline, and target.

Each month, we have recorded our progress toward achieving our target (the numerator/denominator value for that month).

This table also served as a record of the data source, the method for collecting data, how frequently the data was to be collected, and the person responsible.

SAY: *Now we will analyze and interpret the data in our worksheet.*

Analyze means to examine something in detail to understand its nature better, especially to study its parts or structure to understand how they form the whole.

Interpret means to explain the meaning of something, especially to draw significance or cause and effect out of data.

SAY: *We need to be able to show through analysis and interpretation the progress we have made toward achieving our result(s).*

 **Distribute** the handout, *Questions to Analyze Data*. Ensure that participants with disabilities have copies that are accessible to them.

SAY: *In pairs, analyze our data collected in the monitoring and evaluation worksheet, using the questions provided in the handout.*

Allow pairs to analyze data for 5 minutes, then reconvene and make a summary of the analysis in the large group.

SAY: *Now that you have analyzed the data in pairs, we will share our analysis together.*

ASK: *Did we reach our target for our measurable result?*

Do the indicator values increase or decrease over time? If so, what caused the increase/decrease?


Do the data values increase/decrease slowly or quickly?

What other observations can you make?

Allow each pair to give their answers. Discuss and come to an agreement.

 **Write** the consensus for each question on the flipchart. Read aloud while you write.

STEP 2. Understanding effective actions (30 minutes)

 **Distribute** the handout *Difficulties Faced and Actions Taken to Address the Challenge*. Ensure that participants with disabilities have copies that are accessible to them.

SAY: *We have analyzed the data together. Now let's go deeper to analyze what difficulties we faced, what steps we took to overcome them, and which leading, managing, and governing practices we applied.*

Allow pairs to answer the questions for 10 minutes, then reconvene and make a summary of the analysis in the large group.

SAY: *Now that you have analyzed the difficulties in pairs, we will share and come to a consensus.*

ASK:

What difficulties did we encounter in implementing our action plan?

What actions did we take to overcome these difficulties? Did these actions succeed? Why? Why not?

Beyond the changes in our indicators, what other effects of our intervention did you observe?

How did our team apply leading, managing, and governing practices to carry out our intervention?

Allow each pair to give their answers. Discuss and come to an agreement.

 **Write** the consensus for each question on the flipchart.

Activity C. Telling Your Story

This exercise helps teams to tell the story of their improvements.

- **Duration** 60 minutes
- **Materials** □ Handout: *Telling Your Story* (p. 10-20)
- **Process**

STEP 1. Drafting and practicing your story (40 minutes)

👉 **Distribute** the handout *Telling Your Story*, ensure that participants with disabilities have copies that are accessible to them, and ask participants to work in pairs or trios.

SAY: *We just reviewed the good results we got by implementing our Action Plan.*

SAY: *It is not just important to achieve results, but to be able to tell the story so the stakeholders—for example, the Board of Directors, governmental bodies, clients, donors, and community—are aware of our results and able to support us in future efforts.*

ASK: *To whom we should tell our story?*

Take some answers from the group and come to a consensus about to whom you should present the results. If they don't do this, propose presenting the story to the Board of Directors, or relevant governing body.

SAY: *In order to be ready to tell our story, in this session we will practice how to tell a good story about the results we achieved and the actions we used to achieve them.*

Refer to the handout, *Telling Your Story*, and explain:

SAY: *To tell a good story we can have a simple outline to refer to:*

- What was the setting of the story?
- What was the challenge the team was facing?
- What were the main activities they used to address the challenge?
- What were the results they achieved?

SAY: *Work in pairs and write a story by answering these questions. The story will simply describe the challenges we were facing, the interventions we used, and the results we achieved.*

After writing your story, each of you will practice telling the story to your partner for 3 to 5 minutes, maximum.

STEP 2. Sharing your story with others (20 minutes)

Ask for volunteers to present their story in 3 to 5 minutes. Allow other participants to give feedback based on the handout *Telling Your Story*.

SAY: *To shorten it to between 3 and 5 minutes takes repeated practice, but in the end we will have an effective story that will impress our stakeholders. Continue practicing with your partners, and we will select a presenter later when we decide where to present our results.*

Activity D. Identify New Leadership Challenges

This important exercise gives the team a chance to identify the next leadership challenge they will work on together.

The team should leave this final module with clarity about how they will take on their next challenges using ICRC-LDP methods and how they will sustain and expand the ICRC-LDP process.

■ **Duration** 45 minutes

■ **Materials**

- Prepared flipchart with the Challenge Model with the rehabilitation center mission, 2 or 3 strategic priorities, the vision developed with the group in Module 2 and the current situation related to the 2 or 3 strategic priorities written on it.
- Handout: *Developing SMART Results* (p. 10-21)

■ **Process**

STEP 1. Explore possible challenges (10 minutes)

👉 **Show and point out** the flipchart with the Challenge Model, filled in.

SAY: *At the top of the Challenge Model, we have the rehabilitation center's mission and strategic priorities.*

Based on our mission and strategic priorities, in Module 2 we worked together to create our rehabilitation center's shared vision. Between Module 2 and Module 3 we scanned our current situation related to our rehabilitation center priorities. In Module 3, we selected a measurable result that was very important to achieve and that was under our sphere of control to address.

SAY: *We will use the next 15 or so minutes to decide what challenge we would like to take on next.*

ASK: *Using our organization's mission and strategic priorities to guide us toward a shared vision, what could be our next measurable result that is within our sphere of control?*

Have participants brainstorm possible results.


 **Write** 4 or 5 of their responses on a blank flipchart.

STEP 2. Selecting a measurable result (15 minutes)

SAY: *Do you remember the SMART criteria that are essential to identify a measurable result?*

Allow participants to describe the criteria; if necessary, complete the list.

SAY: *The result must be SMART: Specific, Measurable, Appropriate, Realistic, and Time-bound.*

 **Distribute** the SMART criteria and example handout. Ensure that participants with disabilities have copies that are accessible to them.

Divide the group in pairs. Assign one pair to work on each result on the flipchart. If there are more pairs than results, two pairs may work on the same result.

SAY: *Now you will look closely at one possible result our team could work towards. Go through the SMART criteria on the handout one by one. As you do this, revise the result as much as necessary to meet each criterion.*

SAY: *Remember that to be specific, your measurable result must contain an indicator.*

ASK: *What was our measurable result of our first challenge?
What was the indicator?*

SAY: *Now we will repeat the process.*

SAY: *For the measurable result you were assigned, select an indicator that applies to your facility or community and that will let us know if we are getting closer to our result.*

SAY: *Agree on one indicator of success in achieving your SMART result and identify your data source.*

Write down your measurable result and ask yourself these three questions:

—Can the indicator be measured?

—Would our team have easy access to the data source?

—Would the team be able to collect the data without added costs?

Give the pairs time to write down their measurable result, indicator, and data source.

STEP 3. Select the team's next SMART result (20 minutes)

Review in plenary the measurable results and indicators selected by each pair and provide feedback as to whether the indicator can be measured and whether the team will be able to collect the data.

Finally, discuss and come to a consensus on the measurable result you will pursue from this point forward.

Activity E.

Review of the Entire ICRC-LDP Highlights and Lessons Learned

This closing exercise helps participants see the flow of the entire ICRC-LDP as they consider highlights, reflect on learning, and decide how to continue the performance improvement process.

Duration

60 minutes

Materials

- ❑ Prepared flipchart with a list of Modules 1 through 9.
- ❑ The definition:
Managers who lead enable others to face challenges and achieve results.
- ❑ ICRC-LDP objectives (from Module 1)
—*Lead and manage to enable others to face challenges and achieve results;*
—*Apply tools and processes for defining and addressing challenges;*
—*Produce measurable results that support the organization's mission and shared vision of the workgroup;*
—*Build a workgroup climate that supports commitment to continuous improvement.*
- ❑ Three blank flipcharts with titles:
Enabling others, Facing challenges, Producing results

Process

STEP 1. Review the program from beginning to end (10 minutes)

 **Show flipcharts** with titles of sessions and read aloud.

Check to verify that people remember the sessions.

ASK: *What sessions really stand out in your memory?*

Collect responses (recording is optional).

STEP 2. Explore what participants learned (15 minutes)

Read the definition from the flipchart:

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

 **Show the prepared flipchart** of the objectives from Module 1 and read them:

SAY: Near the beginning of Module 1, we said you would learn how to do several things during the ICRC-LDP:

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

Ask the following questions.

 **Write** the responses on the prepared flipchart with the appropriate title:

ASK: What have you learned about enabling others?
What have you learned about facing challenges?
What have you learned about achieving results?
What have you learned about building a workgroup climate that supports commitment to continuous improvement?

STEP 3. Explore personal commitments (10 minutes)

ASK: You have learned a lot about leading in the workplace. What do you personally commit to bring to leading the process of achieving results in the rehabilitation center?

Try to be specific, not vague, about your commitment.

Write down your answers in a piece of paper.

TIP: To illustrate what you are asking the participants to do, share examples of what you are committed to in your own leadership.

STEP 4. Voice commitments to whole group (15 minutes)

In the large group, ask every person to share his or her commitment.

SAY: *Making a specific personal commitment will help you to contribute more effectively to our team and our clients.*

It adds power to your commitment to speak it aloud.

STEP 5. Taking responsibility for next steps (10 minutes)

SAY: *Now that we have some results to show, let's organize to present them to the board. We need to prepare a poster or PowerPoint presentation and practice. I will finalize a date with the board (or relevant governing body) and let you know.*

Ask for volunteers to prepare the poster or PowerPoint presentation, and to be presenters. Define dates to finalize the presentation and when are you going to practice.

ASK: *How can we continue working together to address the challenges we face as a team?*

Allow participants to respond. If necessary, suggest ideas. Come to a consensus about whether you will continue having periodic meetings.

ASK: *How frequently can we meet? How will we coordinate the meetings? Are we going to introduce new themes to enrich our knowledge and skills?*

Allow participants to respond. If necessary, suggest ideas. Take notes about the next meeting date and time, who will be responsible to plan it, etc.

Close the session by recognizing participants' efforts and encouraging the team to continue the process.

SAY: *We have finished one phase of our leadership development. It is just the first step. We should continue working and learning together in a continuous process. Learning and improving is not a fixed goal, but our journey.*

Handouts—Module 10**Evaluating the Process and Starting Again**

- 1. Monitoring and Evaluation Planning Worksheet (filled in) (p. 10-17)**
- 2. Questions for Data Analysis (p. 10-18)**
- 3. Difficulties Faced and Actions Taken to address the Challenge (p. 10-19)**
- 4. Telling Your Story (p. 10-20)**
- 5. Developing SMART Results (p. 10-21)**

MONITORING AND EVALUATION PLANNING WORKSHEET

INDICATOR	INDICATOR DEFINITION	BASELINE	MO 1	MO 2	MO 3	MO 4	MO 5	MO 6	TARGET	DATA SOURCE	DATA COLLECTION FREQUENCY	RESPONSIBILITY
	What is the definition of the numerator? What is the definition of the denominator?	What is the value of the indicator the month before beginning ICRC-LDP activities?							What goal have you set for the value of the indicator by the end of ICRC-LDP activities?	Where will we get the data to measure this indicator?	How often will we collect the data?	Who is the person responsible for data collection?
		Numerator										
		Denominator										
		Percent										

QUESTIONS FOR DATA ANALYSIS

What questions can the data in the M&E Planning Worksheets answer?.

1. Did we reach our target for our measurable result? .

2. Do the indicator values increase/decrease over time? If so, what caused this? (Variations in data could be caused by the team or other conditions, like the weather, community activities, political changes, or other reasons).

3. Do the data values increase/decrease slowly or quickly? Why so?

4. What other observations can you make??

DIFFICULTIES FACED AND ACTIONS TAKEN TO ADDRESS THE CHALLENGE

Use the matrix below to summarize any difficulties your team encountered while working toward your measurable result, and how you addressed those difficulties.

What difficulties did your team encounter in implementing your Action Plan?	What actions did your team take to overcome these difficulties?	Did these actions succeed? Why or why not?

Beyond the changes in your indicators, what other effects of your intervention did you observe?

How did your team apply leading, managing, and governing practices to carry out your intervention?

TELLING YOUR STORY

Your team has accomplished something important, and the time has come to let other people know about it—to tell your story.

Everyone likes a good story!

Your story should have four parts: the **setting**, the **challenge**, the **activity**, and the **results**.

Here are some suggested questions you could consider as you write the story. The way you answer them will help bring your story to life.

The setting

- Who are we? What kind of organization or agency are we, and what is our purpose?
- What kind of people do we serve? How do they live? What do they believe? What are their concerns?

The challenge

- What was the priority health area and indicator our team was addressing?
- What was our baseline data? Where were we before we started this LDP+ process?
- What was our measurable result? What were the main obstacles to achieving our result?

The results

- What result was achieved?
- What was the value of the indicator at the end of the implementation period?
- What were the most significant changes we brought about for the people we serve?
- What changes did we bring about in the way our team works?

The activity

- What intervention did we choose to address these obstacles?
- What did we need to change?
- How did we work together as a team to make those changes? What were the different roles we played?
- What leading, managing and governing practices were applied?

A quote

Can you enrich your story by including one or more direct quotes from people whose lives were affected by this intervention? A real-life quote will give your story a strong emotional impact.

DEVELOPING SMART RESULTS

To meet the SMART criteria, results must be:

S SPECIFIC	The result is clear enough so that others can understand what it will look like when it is accomplished.	<input type="checkbox"/> Does your result have an indicator of what will change over time? <input type="checkbox"/> Is your result limited to 1 to 2 indicators?
M MEASURABLE	Progress towards the result can be measured using numbers, rates, proportions or percentages.	<input type="checkbox"/> Does the result state a baseline value for the indicator? <input type="checkbox"/> Does it state a target value for the indicator? <input type="checkbox"/> Is the indicator expressed in numbers as well as in percentages?
A APPROPRIATE	<input type="checkbox"/> Is the result aligned with the strategic priority of your organization and your team?	
R REALISTIC	<input type="checkbox"/> Can your team achieve this result with your current activities and resources?	
T TIME-BOUND	<input type="checkbox"/> Does your result have a start date and an end date?	

Example of a SMART result for an improvement project whose priority health area is preventing the spread of HIV & AIDS:

Between January and July 2012, the number of fully functioning voluntary counseling and testing sites in the district will increase by 50%, from 6 to 9.

By looking at the measurable result, you will see that it is Specific, Measurable, and Time-bound.

Start and end dates: *Between January and July 2012* (Time-bound)

Indicator: *the number of fully functioning voluntary counseling and testing sites in the district* (Specific)

Percent, baseline, target: *will increase by 50%, from 6 to 9.* (Measurable)

By looking at data sources and discussing their situation, team members would be able to confirm that it was Appropriate and Realistic.



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