

LDP

MODULAR LEADERSHIP DEVELOPMENT PROGRAM
FOR PHYSICAL REHABILITATION CENTERS

Board Alignment Meeting **BAM**

Leading, Managing, & Governing

1



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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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Leading, Managing & Governing for Results

PURPOSE

Introduce the ICRC-LDP process, frameworks, concepts, and tools

MODULE OBJECTIVE

- To become familiar with ICRC-LDP process and content
- To align participants' expectations with the ICRC-LDP objectives
- To introduce the leading, managing, and governing for results model and leading, managing, and governing practices framework

LEARNING OBJECTIVES

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

- Describe ICRC-LDP process, content, participants' expectations, and ground rules
- Describe the four leading and four managing practices and explain how they are related to the participants' work
- Explain how leading, managing, and governing practices are linked to physical rehabilitation results
- Give examples of how governing practices can be applied to participants' day-to-day work at the facility level

MODULE CONTENT AND SCHEDULE

Full module duration: 4 hours

ACTIVITY		TIME
A.	Welcome, Program Overview Expectations, and Ground Rules	60 minutes
B.	Understanding Leading and Managing Practices	60 minutes
Break		15 minutes
C.	Linking Leading, Managing, and Governing to Results	45 minutes
D.	Applying Governing Practices	45 minutes
E.	Homework and closing	15 minutes

PREPARATIONS

- Read the *Manager's Guide* notes for this module. You might want to add your own notes to further guide you.
- 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).
- Post the flipchart pages around the room and cover the headings.

MATERIALS

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

PREPARED FLIPCHARTS

- ICRC-LDP objectives (see p. 1)
- Question: What do you hope to get out of this program?
- Developing Managers Who Lead Triangle (p. 1-20)
- ***“Governance 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. 1-19)
- Developing Managers Who Lead Triangle (p. 1-20)
- Conceptual Model: Leading, Managing, and Governing for Results (p. 1-21)
- Practices for High-Performing Physical Rehabilitation Centers (p. 1-22)
- Governing Practices at the Facility Level (p. 1-23)

HOMEWORK

Examples of governance practices to apply at facility level

Activity A. Program Overview, Expectations, and Ground Rules

This exercise sets the tone for the ICRC-LDP by laying out the program objectives and structure, soliciting what participants hope to gain, and setting ground rules.

Duration 60 minutes

Materials

- ❑ Handouts: *ICRC-LDP Overview* (p. 1-19), *Developing Managers Who Lead Triangle* (p. 1-20)
- ❑ Flipchart with ICRC-LDP objectives (see Step 1)
- ❑ Flipchart with the question:
What do you hope to get out of this program?
- ❑ Flipchart with blank pages

Process

STEP 1. Review the ICRC-LDP overview (10 minutes)

SAY: *Welcome to the ICRC-Leadership Development Program (ICRC-LDP). Over the next hour, we will review the program objectives, content, and structure, and we will discuss what our expectations and concerns are, as well as what ground rules we want to follow in order to make this program a success.*

 **Point out** the flipchart with the ICRC-LDP objectives and read aloud:

SAY: *Through this program we will learn how to:*

- 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 organizational mission and shared vision of the workgroup;*
- Build a workgroup climate that supports commitment to continuous improvement.*

 **Distribute** and review with the group the *ICRC-LDP Overview*.

Have participants discuss the *ICRC-LDP Overview* in pairs.

ASK: *Does anyone have a question?*

STEP 2. Developing managers who lead through challenge, feedback, and support (20 minutes)

SAY: *In the ICRC-LDP, we as a team will carry out a leadership project to improve the rehabilitation center's services.*

This project will enable us to produce a result during the next six months that is important for our service delivery. When we have finished the program, we will know how to use tools and techniques to face challenges and develop projects to continue facing challenges as part of our routine work.

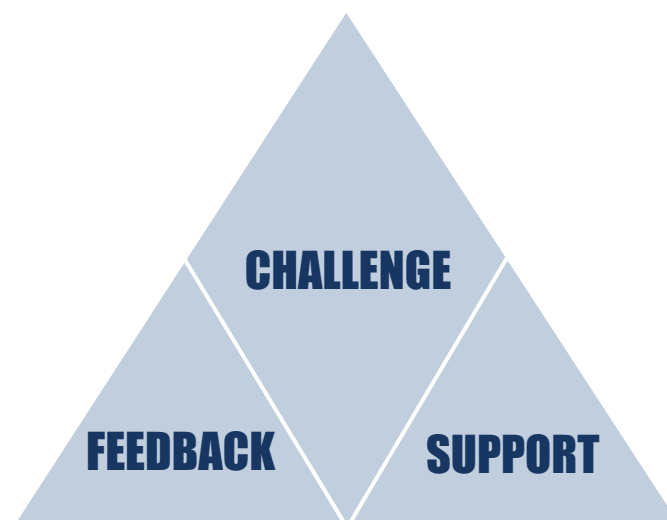
This project will require new managing and leading practices.

We will use a tool called the Challenge Model to help us choose a challenge and develop a path that leads to measurable results.

SAY: *The ICRC-LDP uses the natural process of leadership development, which is facing challenges while receiving feedback and support.*

👉 **Draw** the Developing Managers Who Lead Triangle on a flipchart.

👉 **Distribute** the handout *Developing Managers Who Lead Triangle*.



Developing Managers Who Lead Triangle

Ask participants to share experiences facing challenges in pairs.

ASK: *Think of a time when you have had to face a challenge and you succeeded. Did you receive feedback and support? Share your story with your partner to your right.*

ASK: *What happens if a person faces a challenge without receiving appropriate feedback and support from others? (He or she could be overwhelmed.)*

What is the result of giving people who face a challenge too much feedback? (They might use the feedback and not their own ideas and initiative.)

What is the result of giving people too much support? (They might not feel the need to stretch themselves.)

SAY: *Leadership develops by giving people challenges and then providing them with appropriate support and feedback as they address each challenge.*

**The ICRC-LDP defines leading and managing in this way:
“Managers who lead enable others to face challenges and
achieve results.”**

SAY: *Facing one challenge after another is the way that human beings develop their strengths. However:*

—If we give them too much feedback, we frustrate them.

—If we give them too much support, we indulge them and make them dependent.

—When challenge, feedback, and support are in balance, it ensures a positive leadership development process.

SAY: *In the ICRC-LDP:*

—The Challenge is our team’s leadership project.

—Feedback is provided by the manager, who will also coach you between workshops.

—Support is provided by your team members and your manager.

Close after asking if there are any questions.

STEP 3. Expectation exercise (20 minutes)

SAY: *Consider your expectations of ICRC-LDP.*

What do you hope to get out of this program?

Take about five minutes to think about this and then write down your answers. When you are done, share your answers with a person next to you.

Speaking to the entire group (pairs stay together), ask each pair to give one idea.

👉 **Write** the ideas on a flipchart.

👉 **Read** aloud what you write as you write it.

STEP 4. Establish ground rules (10 minutes)

To the entire group:

SAY: *The word “dialogue” comes from the Latin words “dia logos,” which translates as “meaning flowing through the words.”*

A dialogue is not a debate or a conversation in which we try to force our point of view on others.

It is a process to get to a higher level of shared understanding.

This program is a dialogue about the challenges our center is facing and the leadership and management practices that will be needed to meet those challenges.

SAY: *Think of a time when you were in a group where conversation was difficult and it was hard to express your point of view freely.*

ASK: *What happened?*

What stopped you from expressing yourself freely?

Write this down and share it with one person next to you.

Ask for some examples of what stopped people from speaking from the large group.

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

Take responses from the group.

👉 **Write** the responses on a flipchart.

👉 **Add** your own requests to the participants' list.

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

ASK: *What will we do when ground rules are broken?*

Make sure that you, as a manager, don't take on the responsibility of enforcing the ground rules. Remind the group that adherence to the ground rules is everyone's responsibility.

Activity B.**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 in an organization.

Duration

60 minutes

Materials

- ❑ Handout *Conceptual Model: Leading, Managing, and Governing for Results* (p. 1-21)
- ❑ Handout *Practices for High-Performing Physical Rehabilitation Centers* (pp. 1-22)
- ❑ Prepared flipchart (covered) with definition: **Leading means mobilizing others to envision and realize a better future.**
- ❑ 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 paper, letter size
- ❑ Tape, markers

Process**STEP 1. Introduce leading as a practice (5 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 and

 **Read** the definition aloud: "Leading means mobilizing others to envision and realize a better future."

ASK: *Is this something that 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 only of people you know personally and learn about their practices.

STEP 2. Individually reflect on what it means to lead (15 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 that makes him or her effective in leading others.

Ask participants to pair up and share their reflections with one another.

SAY: *Write what this person does (or did), using the half-sheets of paper on your table. Describe each of the practices using just a few words, and write them in bold capital letters two inches high. Use a separate sheet for each practice.*

Be as concrete as you can. For example, write, “listens 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)

Use 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 Board of Directors as a governing body.

STEP 4. Explain the leading and managing practices (15 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.

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.

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

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

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

Monitoring and evaluating. *Observing, examining, and assessing progress*

STEP 5. Validate the practices (15 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. Please let me know if you need assistance with placing your half-sheet on the flipchart and I will come around and do that for you.*

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** copies of *Practices for High-Performing Physical Rehabilitation Centers*. Ensure that participants with disabilities have copies that are accessible to them.

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: *So far in this session, we have addressed two of the three categories of practices of managers who lead: leading and managing. Later today we will explore the third category – governing practices – in the last session.*

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

Activity C.

Linking Improved Leading, Managing, and Governing to Improved Service Delivery Outcomes

This exercise introduces participants to the Concept Model: Leading, Managing, and Governing for Results, which demonstrates the link between managers' practices and their results in physical rehabilitation.

Duration 45 minutes

Materials ☐ Handout: Conceptual Model: Leading, Managing, and Governing for Results (p. 1-21, distributed in the previous activity)

Process

STEP 1. Introduce the Concept Model: Leading, Managing, and Governing for Results (10 minutes)

SAY: *At the core of developing health care managers' capacity is this belief: The proof of good leadership lies in achieving measurable improvements in client outcomes.*

ICRC-LDP focuses on improving physical rehabilitation outcomes through better delivery of services for clients.

Go through and explain the handout *Conceptual Model: Leading, Managing, and Governing for Results*.

SAY: *Applying the leading, managing, and governing practices listed on the left of the model can bring about changes in organizational effectiveness.*

STEP 2. Reflections on the model in pairs and plenary (35 minutes)

SAY: *In pairs, use the Concept Model to talk about your work.*

Discuss how the model shows the relationships between the practices, the three circles in the middle, and the effectiveness of services and health outcomes on the right. Think about specific examples of a practice, change in systems or work climate, changes in service and changes in rehabilitation and health indicators.

Be prepared to give a brief summary of your team's discussion, when asked.

ASK: *Who would like to share what they discussed?*

After the discussion:

 **Point out** the three circles.

SAY: *The three circles in the middle are critical contributors to improved services and health outcomes. Throughout the program we will see how we can make changes that will lead to improved services and client outcomes for all three circles.*

Activity D. Applying Governing Practices

This activity will enable participants to understand the governing practices and how they apply to the responsibilities of an improvement team.

Duration

45 minutes

Materials

- ❑ Prepared flipchart:
“Governance 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. 1-21, distributed Activity B), *Practices for High-Performing Physical Rehabilitation Centers* (p. 1-22, distributed Activity B), *Governing Practices at the Facility Level* (p. 1-23)

Process

STEP 1. Put governance in context (5 minutes)

SAY: *Earlier we explored the leading and managing practices that are two elements of leadership. Now we will explore the third element—governing practices.*


Emphasize these points:

SAY:

- 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.*

STEP 2. Apply practices of good governance to ICRC-LDP (10 minutes)

 **Distribute** the handout *Governing Practices at the Facility Level*. Ensure that participants with disabilities have copies that are accessible to them.

 **Point out** the broad definitions and goals in the left-hand column, which apply to working groups at all levels.

Bring participants' attention to the second and third columns—actions and tools specific to facility-based teams like theirs.

ASK: *How do these practices apply in our own workplace?*

SAY: *Before our next module, you will work in subgroups to brainstorm ideas on how to use the governance practices in our rehabilitation center.*

STEP 3. Focus on governing (10 minutes)

ASK: *What does it mean to govern?*

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

SAY: *Governance 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.

STEP 4. Explain governance practices (20 minutes)

Refer back to the handout *Practices for High-Performing Physical Rehabilitation Centers* and briefly go over each of the four governing practices.

Homework

Examples Of Governance Practices To Apply At Facility Level

SAY:

As we said before, leadership is learned by practicing it in our day-to-day work. For every module, we will have an assignment to be completed between modules.

For our next module we will work on identifying governance practices that can be applied in our rehabilitation facility. It will be a good reference for us when we move forward on our improvement projects.

Divide participants into four teams and assign one practice on the handout to each team.

SAY:

You already have the handout about how governing practices apply at the health-facility level. It includes some ideas that physical rehabilitation center staff in many countries have found useful.

As a team, you need to have a brief meeting to carefully read the description of the governing practice assigned to your team. And on a piece of flipchart paper, list specific activities related to this practice that your team can carry out to support your ICRC-LDP improvement project.

Bring the flipchart with you to present in the next module.

Handouts—Module 1

Leading, Managing and Governing

- 1. ICRC-LDP Overview (p. 1-19)**
- 2. Developing Managers Who Lead Triangle (p. 1-20)**
- 3. Concept Model: Leading, Managing and Governing for Results (p. 1-21)**
- 4. Practices for High-Performing Physical Rehabilitation Centers (p. 1-22)**
- 5. Governing Practices at the Facility Level (p. 1-23)**

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:

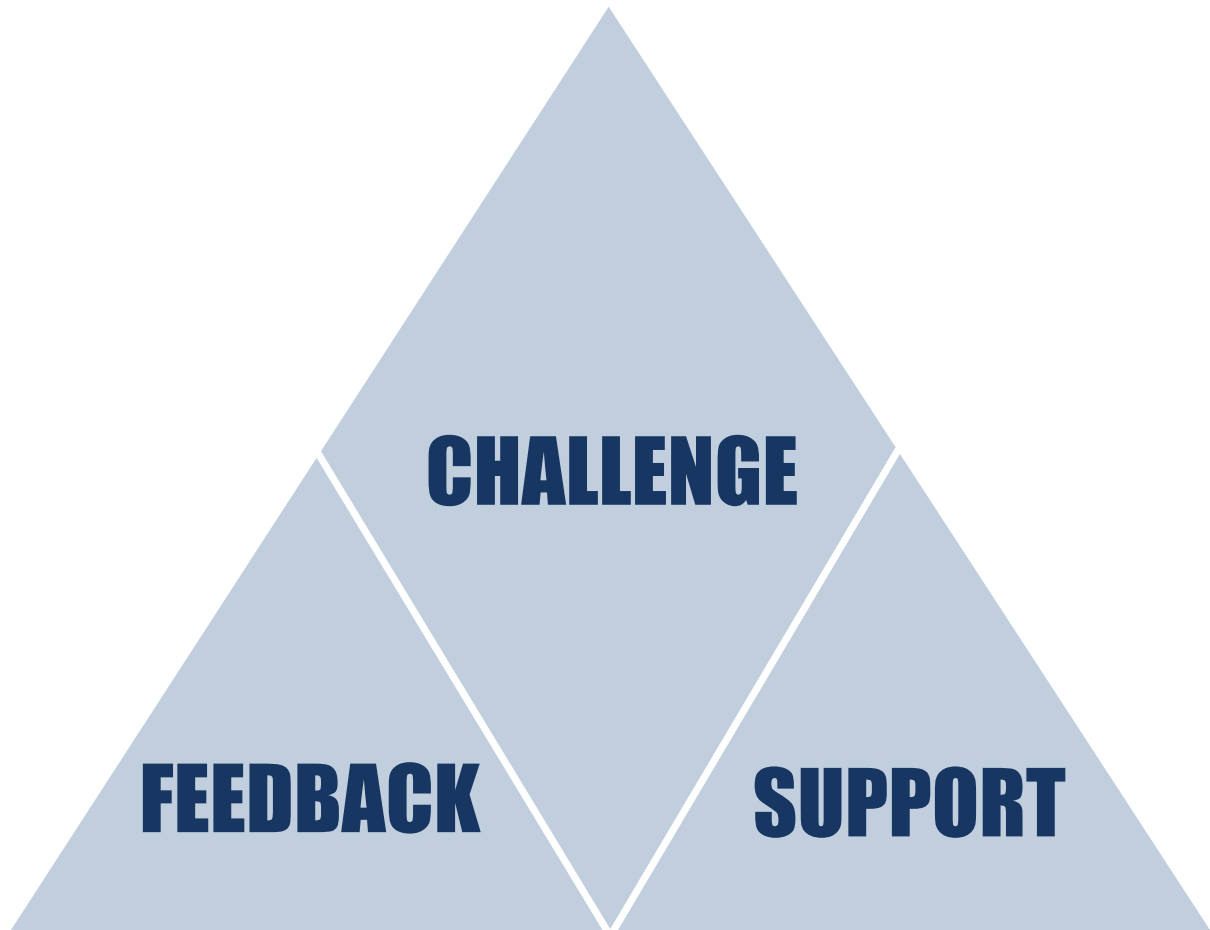
- Lead, manage, and govern to achieve results in priority service delivery areas;
- Apply reliable tools and processes for defining and addressing challenges;
- Build a workgroup climate that supports commitment to continuous improvement.

Activities at the core of the ICRC-LDP process

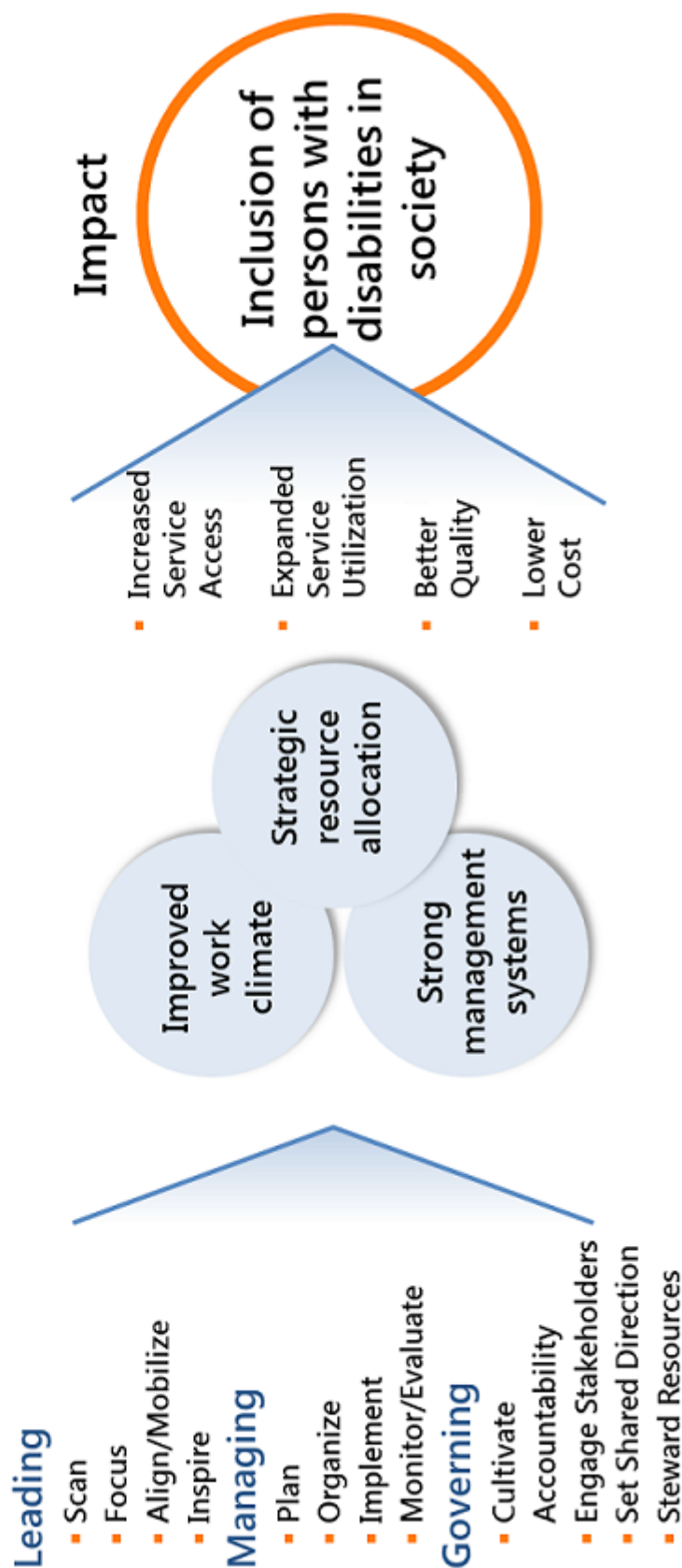
- Ten 4-hour modules, one every 2 weeks over the period of 6 months.
- Ongoing work of teams between workshops to apply leading and managing practices to their challenges.
- Coaching and feedback from managers.

PARTICIPANTS	WHO THEY ARE AND WHAT THEY DO
Governing Body	Made up of the Board of Directors, 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.

DEVELOPING MANAGERS WHO LEAD TRIANGLE



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 it 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.

GOVERNING PRACTICES AT THE FACILITY LEVEL

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

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 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 health and a process for reaching it. Goal: <i>Oversee the involvement of stakeholders in articulating a vision for a priority 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 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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