

LDP

MODULAR LEADERSHIP DEVELOPMENT PROGRAM
FOR PHYSICAL REHABILITATION CENTERS

Board Alignment Meeting **BAM**

Leading, Managing, & Governing **1**

Mission, Vision, & Scanning **2**

Team Challenge & Measurable Result

3



Focusing & Root Cause Analysis **4**

Interventions & Action Plan **5**

Align & Mobilize **6**

Teamwork Leadership Approaches **7**

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Inspiring **9**

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Board Results Presentation Meeting **BRP**



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**LEADERSHIP, MANAGEMENT
& GOVERNANCE PROJECT**



Inspired Leadership. Sound Management. Transparent Governance.

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ICRC-LDP MODULE 3

The Team Challenge and Measurable Result

PURPOSE

Identify the team challenge and develop a measurable result.

MODULE OBJECTIVE

- To identify the team challenge
- To formulate a SMART result

LEARNING OBJECTIVES

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

- Identify a challenge that is under the team's control to address
- Formulate a SMART result related to the challenge selected

MODULE CONTENT AND SCHEDULE

Full module duration: 4 hours

ACTIVITY		TIME
A.	Welcome, homework review, and module overview	30 minutes
B.	Fill out the first steps of the Challenge Model	30 minutes
Break		15 minutes
C.	Developing a Measurable Result (pt 1)	150 minutes
D.	Homework and closing	15 minutes

PREPARATIONS

- Read and practice the *Manager's Guide* notes for this session.
- Prepare the required flipcharts and make copies of all handouts, including accessible format copies for participants with disabilities (e.g. large print, Braille, or providing all handouts on a USB for participants to access on computers during the session).
- Work through the Challenge Model using a personal example to make sure you master the process.

MATERIALS

- Flipcharts—easel and paper
- Tape
- Colored markers

PREPARED FLIPCHARTS

- Module 3 objectives and schedule
- Assignments from Module 2
- Challenge Model with the rehabilitation center mission, 2 or 3 strategic priorities, and the vision developed with the group in Module 2 written on it.
- ***“An indicator is a marker of change over time that can be measured.”***

HANDOUTS

- *Challenge Model* (p. 3-15)
- *Using the Challenge Model* (p. 3-16)
- *Developing SMART Results, Sample SMART Results* (p. 3-17)
- *Numerators and Denominators for Indicators* (p. 3-18)
- *Elements of a Monitoring and Evaluation Plan* (p. 3-19)
- *Common Data Sources* (p. 3-20)
- *Monitoring and Evaluation Planning Worksheet* (p. 3-21)

HOMEWORK

Collect baseline data and refine the target

Activity A.

Review the Learning and Homework from Module 2 and the Objectives for Module 3

This exercise reviews what participants learned during the last module and explain objectives of the present module.

Duration

30 minutes

Materials

- Prepared flipchart: Module 3 objectives and schedule
- Flipchart: Assignments from Module 2

Process

STEP 1. Review of Module 2 content (10 minutes)

In the large group:

SAY: *We are about to start ICRC-LDP Module 3. Before starting, let's review Module 2.*

ASK: *What did we learn in Module 2?*

👉 **Take notes** on the flipchart and make a summary about the main learning in Module 2.

👉 **Read** your notes aloud as you write them.

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

STEP 2. Overview and agenda for Module 3 (5 minutes)

👉 **Show the flipchart** with Module 3 objectives and schedule.

Review the workshop's objectives and schedule.

STEP 3. Report back on assignments (15 minutes)

👉 **Show the flipchart** with assignments from Module 2.

In plenary, ask each team to show the data they collected about the current situation related to the strategic priorities of the rehabilitation center.

👉 **Take notes** making a summary of the current situation on a flipchart. You will use this flipchart in the following activity.

Activity B.

Filling Out the First Steps of the Challenge Model

This exercise presents participants with a brief overview of the Challenge Model and gives them an opportunity to start filling it in.

Duration 30 minutes

Materials

- ❑ Prepared flipchart with the Challenge Model with the rehabilitation center's mission, strategic priorities, and vision as developed with the group in Module 2 written on it.
- ❑ Handouts: *Challenge Model* (p. 3-15), *Using the Challenge Model* (p. 3-16)

Process

STEP 1. Introduce the steps to filling out the Challenge Model (10 minutes)

 **Point out** the steps on the Challenge Model flipchart you have prepared.

SAY: *The Challenge Model helps you to move from vision to action. It helps you make a careful diagnosis of where you want to go and where you currently are before you decide on a plan of action.*

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

SAY: *This handout explains the steps we reviewed in Module 2 and will help you as we fill out the Challenge Model.*

Ask participants to read aloud, one by one, the eight steps to fill out the Challenge Model. Give an example from your personal life after one participant has read each step. For instance, after participants have read steps 1, 2 and 3:

SAY: *Let me give you an example. If my vision is to have a slim and fit body, what could be my current situation? Maybe my current situation is "I am overweight."*

After participants have read Step 4, continue with the example:

SAY: *If my current situation is that I am overweight, what can be a measurable result to pursue? Maybe to lose 20 pounds.*

Continue with the example after reading Steps 5 and 6:

SAY: *If my measurable result is to lose 20 pounds, what can be my obstacles? Maybe the obstacles are that I never exercise and I eat junk food.*

After reading the eight steps you close with the explanation:

SAY: *If my obstacles were that I never exercise and I eat junk food, what can be my priority actions? I can run or walk 30 minutes every day and bring healthy food from home instead of buying junk food in the street.*

Based on my priority actions, I can develop an action plan with specific immediate actions, like going to the market to buy healthy ingredients to prepare my lunch, making room in my schedule for exercise, etc.

As you can see, instead of sitting around wishing for change and doing nothing about it, the Challenge Model provides a practical way to go from vision to action.

Refer to prepared flipchart with the Challenge Model with the rehabilitation center's mission, 2 or 3 strategic priorities, and the vision developed with the group in Module 2 written on it.

SAY: *We will begin to fill out the Challenge Model in this module with one key challenge we are facing in our rehabilitation center. We will complete it in the next module.*

STEP 2. Start filling out the Challenge Model (5 minutes)

 **Point out** “Mission” and “Vision” on the Challenge Model flipchart.

SAY: *At the top of the Challenge Model, I wrote 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. I have transcribed it here.

STEP 3. Describe the current situation (15 minutes)

 **Point out** “Current Situation” on the Challenge Model flipchart.

SAY: *As a homework assignment, you did a scanning exercise about our rehabilitation center’s current situation in relation to its strategic priorities.*

 **Point** to the flipchart prepared in Activity A with the summary of the current situation based on what the team prepared as homework.

SAY: *Here we have a summary of the current situation you did as a homework assignment.*

 **Read** the summary aloud.

ASK: *What are the most important factors of the current situation? Can we summarize them in 3 to 5 bullets?*

 **Fill out** the “current situation” in the Challenge Model with 3 to 5 bullets of the most important factors discussed with the group.

Activity C. Developing a Measurable Result

Participants use what they have learned about their current situation to select a result for this ICRC-LDP that is SMART: Specific, Measurable, Appropriate, Realistic, and Time-bound.

Duration


150 minutes

Materials

- Handouts: *Developing SMART Results*, *SMART Results Sample* (p. 3-17), *Numerators and Denominators for Indicators* (p. 3-18), *Elements of a Monitoring and Evaluation Plan* (p. 3-19), *Common Data Sources* (p. 3-20), *Monitoring and Evaluation Planning Worksheet* (p. 3-21)
- Flipchart: Challenge Model
- Flipchart: “An indicator is a marker of change over time that can be measured.”
- Blank Flipchart

Process

STEP 1. Propose measurable results for this ICRC-LDP (15 minutes)

 **Point out** “Current Situation” and “Measurable Result” on the Challenge Model flipchart.

ASK: *Given the current situation we just described, what might be a result that would demonstrate progress toward one of the organization’s strategic priorities?*

It’s very important that the result is both under our control to be achieved and can be measured. We need to be able to know for sure that we are making progress.

Have participants brainstorm possible results.

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

People will often answer by describing an activity (for example, to train, to improve, to collect, etc.). Emphasize that a result is not an action or activity, but refers to the outcome of the activity. See example at the bottom of the handout “Developing SMART Results.”

STEP 2. Introduce SMART criteria (15 minutes)

SAY: *There are five criteria that are essential to an ICRC-LDP result that a team can achieve and measure. The result must be **SMART**: **S**pecific, **M**easurable, **A**ppropriate, **R**ealistic, and **T**ime-bound.*

 **Distribute** handout *Developing SMART Results*.

Review the S, M, A, R, and T of SMART criteria and point out the example of a SMART result at the bottom of the handout.

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. We will 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.

Be ready to explain your revisions at the end of this activity.

Introduce each criterion as described below. The teams will then work on one criterion at a time and revise their results as they go along.

STEP 3. Make your result specific (“S”) with an indicator (45 minutes)

SAY: *In order to be specific, the result must contain an indicator.*

ASK: *What is an indicator?*

Take some responses and acknowledge participants’ definitions.

Read the definition of an indicator from the flipchart: *An indicator is...*

SAY: *An indicator is like a road sign—a milestone along a road. When we measure the indicator, it shows whether we are on the right road, how far we have gone, and how far we still have to go to reach our destination (our measurable result).*

SAY: *You can measure most indicators directly through observation.*

You need to ask yourself: “How will I know that the desired result has been achieved?”

Further explain indicators with a common example.

ASK: *Can you think of an indicator that nurses and doctors commonly use?*

Acknowledge participants' suggestions. If no one has mentioned body temperature, propose it as another example.

SAY: *If someone has a high temperature or fever, his or her temperature is an indicator that the person is sick.*

If the fever goes up, we know the patient is getting sicker.

If it goes down, we know the patient is getting better.

Temperature is an indicator of someone's state of health.

ASK: *How do we measure this indicator?*

Take some responses. “Thermometer” should be one of the responses.

SAY: *The thermometer is the instrument or tool we use to measure temperature.*

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

 **Distribute** the handouts *Elements of a Monitoring and Evaluation Plan* and *Common Data Sources*. Ensure that participants with disabilities have copies that are accessible to them.

SAY: *Look at the requirements for an indicator on the handout *Elements of a Monitoring and Evaluation Plan*.*

*Then look at the description of a data source on the *Common Data Sources* handout.*

Use these descriptions to agree on one indicator of success in achieving your SMART result. Be sure that the indicator you choose will contribute to the strategic priority.

Write down your data sources: Where could you get the data to measure your indicator? Would it be from health facility service statistics, the District Health Information System, the Demographic and Health Survey? Use the handout to help you.

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 time to the pairs to select an indicator and data sources related to their measurable result.

Review in plenary the 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.

Indicators should be expressed in neutral terms without words like “improved” or “decreased” (e.g., the indicator is “temperature” not “higher or lower temperature.”). The words “increase” or “improve” can be put in the measurable result statement.

STEP 4. Make your result measurable (“M”) with a baseline and target (30 minutes)

SAY: *The measurable result always states a baseline value for the indicator at the beginning of the process, before activities begin. The result also states the target: the value of the indicator that the team is aiming to achieve for the current project.*

Gathering baseline data provides the starting point for tracking changes in an indicator over the life of an improvement project. We will track the indicators month by month to show how we have progressed toward the target.

SAY: *The baseline and target always have a numerator and a denominator:*

Let's take a look at how we can select a numerator and denominator for the indicator your team has chosen.

Review the handouts *Numerators and Denominators for Indicators* and *Monitoring and Evaluation Planning Worksheet* and invite them to fill out the *Monitoring and Evaluation Planning Worksheet*.

SAY: *You can obtain baseline data from such documents as the Demographic and Health Survey, health facility service statistics, the national or regional Health Information System, or the Health Management Information System.*

We don't have access to all these data sources today, but you do have general knowledge of the current situation in your locality.

Use what you know to come up with possible baseline and target values for your indicator. We will collect hard data as homework between this and the next module.

Participants work in their teams to establish a baseline and target for the indicator of their SMART result.

STEP 5. Make your result appropriate ("A") Realistic ("R") and Time-Bound ("T") (15 minutes)

Ask participants to remain in pairs and discuss the next three SMART criteria.

They should draw on their previous analysis of the current situation in their locality and their own knowledge.

STEP 6. Share SMART results (30 minutes)

Invite each pair to present its proposed result. Determine together whether each result meets all SMART criteria.

Encourage discussion and debate.

D. Homework

Collect Baseline Data and Refine the Target

SAY:

In order to have accurate data, we need to scan the baseline of the indicators each pair of participants has selected and propose a target based on that.

Using the baseline and proposed targets, in the next module we will decide which will measurable result we will pursue first. Once we have achieved it, we will take on a new one, in a continuous improvement process.

Each pair needs to organize themselves to collect the baseline data for their indicator and propose a target. Bring this information to our next module.

Handouts—Module 3

The Team Challenge and Measurable Result

- 1. Challenge Model (p. 3-15)**
- 2. Using the Challenge Model (p. 3-16)**
- 3. Developing SMART Results, Sample SMART Results (p. 3-17)**
- 4. Numerators and Denominators for Indicators (p. 3-18)**
- 5. Elements of a Monitoring and Evaluation Plan (p. 3-19)**
- 6. Common Data Sources (p. 3-20)**
- 7. Monitoring and Evaluation Planning Worksheet (p. 3-21)**

THE CHALLENGE MODEL

Mission/Priority Health Area:

Vision:

Measurable result:

Obstacles and root causes

Priority actions

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 physical rehabilitation 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.

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 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.

NUMERATORS AND DENOMINATORS FOR INDICATORS

What are Numerators and Denominators?

The numerator and the denominator represent two groups of people, events, or documents that you compare.

The numerator is a subgroup of the denominator. (An example is provided below.)

When you put the numerator over the denominator, you create a fraction (X/Y) that you can use to calculate percentages, proportions, and other rates to show how things are changing.

- **The numerator** is the actual number of people or events that exhibit a particular trait.
Example: The number of women attending antenatal clinics in Makumba District who receive counseling and testing services.
- **The denominator** is the total number of possible people or events that exhibit that trait.
Example: The total number of women attending antenatal clinics in Makumba District.

The denominator you choose should:

- be relevant to the intervention you are implementing.
- include only units (e.g., people, clinics, households) that could be affected by your intervention.

How do you use numerators and denominators?

If you simply count the number of women who received HIV counseling and testing in the past 6 months, and find that the number is 280, it is difficult to know if that is a significant achievement.

But you can know if this is a significant achievement if you know that 300 women attended antenatal clinics in Makumba District in the 6 months. If you know that, then you know that 80% percent of those women received counseling and testing services.

(280 out of 300 women, or $280/300 = .80 = 80\%$).

If the total number of women attending antenatal clinics in Makumba District was 600, then only 40% of those women received counseling and testing services

(280 out of 600 women, or $280/600 = .40 = 40\%$).

The numerator remains the same (280), but the denominator (either 300 or 600 in these cases) provides information on the scope of the result.

As you can see, different denominators can have dramatic effects on the results!

ELEMENTS OF A MONITORING AND EVALUATION PLAN

1. INDICATOR	An indicator is a measurement of progress towards a result. Each indicator should be stated using clear terms that are easy to understand, and should measure only one thing at a time. If there is more than one thing to measure in the indicator, it should be restated as separate indicators.
2. INDICATOR DEFINITION	Provide a detailed definition of the indicator and the terms used, to ensure that different people at different times would collect identical types of data for that indicator, and measure it the same way. When possible, include a numerator and denominator with the description of how the indicator measurement will be calculated.
3. BASELINE	Collect the measurement of indicators of the situation before activities begin. This provides the starting point for tracking changes in the indicators over the life of an Action Plan.
4. DATA SOURCE	Specify the data source for each indicator. Examples of data sources include facility records, surveys, Websites, published research, and health information systems (HIS). Consider the pros and cons of each source (accuracy, availability, cost, etc.) to ensure access to the data.
5. DATA COLLECTION METHOD	Specify the method or approach for collecting data for each indicator. For primary data (data that teams collect themselves), note the type of instrument needed to gather the data (e.g., structured questionnaire, direct observation form, scale to weigh infants). For indicators based on secondary data (data from existing sources), give the method of calculating the indicator.
6. FREQUENCY OF DATA COLLECTION	Note the timing of data collection for each indicator. Depending on the indicator, this may be monthly, quarterly, annually, or less frequently. Baseline data are collected for each indicator before activities begin.
7. RESPONSIBILITY FOR COLLECTING DATA	Identify who is responsible for data collection. Responsibility should be assigned to a specific office, team, or individual.

COMMON DATA SOURCES

1	POLICY OR GOVERNMENTAL PROGRAM LEVEL	<ul style="list-style-type: none"> ■ Official documents and records (legislative and administrative documents) ■ National budgets or other accounts ■ Policy inquiries ■ Websites
2	SERVICES LEVEL	<ul style="list-style-type: none"> ■ Facility records (service statistics, HMIS data, financial data) ■ Inventories or facility assessment surveys ■ Provider performance or competency assessments, training records, quality-of-care data ■ Client visit registers
3	POPULATION LEVEL	<ul style="list-style-type: none"> ■ Government census ■ Vital registration systems (birth and death certificates) ■ Sentinel surveillance systems ■ Household or individual surveys
4	INDIVIDUAL LEVEL	<ul style="list-style-type: none"> ■ Case surveillance for specific diseases ■ Medical records ■ Interview data (e.g., client exit interviews) ■ Observation of provider-client interactions

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										



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