



**USAID**  
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**LEADERSHIP, MANAGEMENT  
& GOVERNANCE PROJECT**   
*Inspired Leadership. Sound Management. Transparent Governance.*

A 10-STEP PROCESS TO  
EFFECTIVE LEADERSHIP

**LDP**



MODULAR LEADERSHIP DEVELOPMENT PROGRAM  
FOR PHYSICAL REHABILITATION CENTERS

DEVELOPED FOR THE INTERNATIONAL COMMITTEE OF THE RED CROSS



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Adapted from the Leadership Development Program Facilitator's Guide  
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## FOREWORD

The International Committee of the Red Cross Leadership Development Program (ICRC-LDP) Manager's Guide is a complete curriculum adapted from the LDP+ Facilitator's Guide. It enables managers from rehabilitation centers to implement the program with their teams in their own facilities, using available local resources.

The Leadership Development Program Plus (LDP+) is the enhanced version of the Leadership Development Program (LDP) that was first delivered by Management Sciences for Health (MSH) in 2002. It builds on the unique features of the LDP: an experiential learning and performance improvement process that empowers people at all levels of an organization to learn leadership and management practices; face challenges; and achieve measurable results.

Since Management Sciences for Health first introduced the LDP, participating organizations in more than 40 countries have used this proven process to transform how teams improve health services. Working on real challenges over time, workplace teams have received feedback and support from coaches and facilitators to:

- **Create an inspiring shared vision for addressing a priority area;**
- **Apply leading and managing practices to improve teamwork and effectiveness;**
- **Use the Challenge Model process to identify and achieve desired measurable results;**
- **Align stakeholders around a common challenge.**

This guide is for managers of physical rehabilitation services to use and learn from as they implement an ICRC-LDP. It presents them with the foundations of this program and explains how to conduct all the necessary activities. It is designed to be easy to use and adaptable to suit the specific needs of an organization.

This version of the guide was adapted by Lourdes de la Peza, Principal Technical Advisor at MSH's Leadership Management and Governance Project, and reviewed by Liz McLean, Senior Technical Advisor; Kate Wilson, Technical Advisor; and Sarah Bittman, Project Specialist for the Leadership Management and Governance Project, funded by USAID. Allison DeFranco provided content on inclusion and disability rights.

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## INTRODUCTION

**T**he ICRC Leadership Development Program (ICRC-LDP) offers a process for physical rehabilitation service managers, working with their actual work teams, to learn leading and managing practices that make it possible to face challenges and achieve measurable results. Conducting 10 four-hour sessions, one every two weeks, they inspire and teach their coworkers to apply these practices to real workplace challenges. Managers provide feedback and support throughout the process, which lasts roughly six months.

This approach to leadership development differs from traditional leadership training programs that introduce leadership theories and behaviors in a course setting. The ICRC-LDP is designed to be conducted by managers with their own teams in their work environment to link learning to measurable organizational results.

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## OVERVIEW OF THE CONTENTS OF THIS GUIDE

This guide gives managers of physical rehabilitation services the steps they need to implement an ICRC-LDP. It presents the foundations of the program and explains how to conduct all the necessary activities. By design, it is easy to use and adaptable enough to suit the specific needs of an organization.

The *Manager's Guide* includes:

- Background for managers to use in preparing for all ICRC-LDP modules;
- Notes for facilitating the modules, including how to ensure workshop sessions are accessible to participants with disabilities;
- Handouts for participants;
- Information on how to monitor and evaluate leadership projects and measure results.

This guide presents the ICRC-LDP process in a logical and thorough way. There are detailed instructions on how to proceed through each step and about the work to be done between modules. The guide covers the following:

- Board Alignment Meeting
- Module 1: Leading, Managing, and Governing for Results
- Module 2: Vision, Mission, and Scanning the Current Situation
- Module 3: The Team Challenge and Measurable Result
- Module 4: Focusing and Root Cause Analysis
- Module 5: Interventions and Action Plan
- Module 6: Aligning and Mobilizing
- Module 7: Teamwork, Leadership Approaches, and Gender
- Module 8: Working Effectively in Teams
- Module 9: Inspiring
- Module 10: Evaluating and Starting the Process Again
- Board Results Presentation Meeting

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## A TRANSFORMATIONAL APPROACH

The ICRC-LDP is a process that can transform how people use leading and managing practices and produce results important to an organization's success. It establishes a reliable way of initiating changes and monitoring the impact of those changes over time.

Managers who implement an ICRC-LDP own the process of developing people who can effectively lead and manage to carry out the mission of the organization.

Work teams that collaborate on a leadership project are at the heart of the program. Through the ICRC-LDP, teams learn a proven method of leading and managing.

Through the ICRC-LDP, participating teams learn to:

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

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## LEADER SHIFTS WILL OCCUR

The ICRC-LDP is designed to foster a series of "leader shifts"—changes in how participants think about leading, managing, and governing. The following table illustrates the leader shifts that most commonly occur as participants work together toward a shared vision and measurable results in a priority area.

LEADER SHIFTS	
Shift perspective from...	To...
Individual heroics	Collaborative actions
Despair and cynicism	Hope and possibility
Blaming others for problems	Taking responsibility for challenges
Scattered, disconnected activities	Purposeful, interconnected actions
Focus on individual needs	Concern for the common good

ICRC-LDP also fosters shifts in thinking about governance: 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.

GOVERNANCE SHIFTS	
Shift perspective from...	To...

Unclear roles and management systems	Transparency in all structures and systems
Decisions made by a few at the top	Engagement with the full spectrum of stakeholders
Resources allocated without strategy for addressing strategic priorities	Use of resources to serve beneficiaries in priority areas
Not feeling responsible for achieving results	Being accountable for delivering results and reporting them in a transparent manner
Friendship-based appointments	Competency-based appointments
Male-dominated decision making	Cultivating male and female engagement in decision making

These shifts help participants to move gradually from:

- Work based on heroic actions taken alone ➤ Collaborative actions that build on the strength of groups to produce sustainable results;
- A state of despair or cynicism, where they see unsolvable problems and obstacles ➤ Confidence that a better future is possible;
- Blaming others for problems or failures ➤ Taking initiative, owning challenges, and working together to do something about them;
- Frantic days filled with unrelated activities, or multiple groups working at cross-purposes ➤ Working purposefully toward achieving results that matter;
- Preoccupation with individual needs ➤ Serving a greater good and inspiring others to do the same.

These shifts are not easy to make or sustain, but—through challenge, feedback, and support—ICRC-LDP encourages individuals to think and work differently with others in challenging conditions.

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## ORIENTATION TO ICRC-LDP FOUNDATIONAL CONCEPTS

It is important that managers understand the fundamental ideas on which the ICRC-LDP process depends before they begin an ICRC-LDP. A brief description of each of these key concepts follows.

- ICRC-LDP's state-of-the-art learning methodology;
- Core program models;
- Key roles for participants and others;
- Critical success factors.

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## ICRC-LDP LEARNING METHODOLOGY

**Experiential learning.** In leadership modules sessions, participants learn by doing and then reflecting on their experiences in leading and managing. In the modules, they learn leading and managing practices that validate their own experiences. They apply these practices to real workplace challenges and engage in continuous reflection and improvement in their teams. This continuous cycle of application and reflection moves teams through the experiential learning cycle.



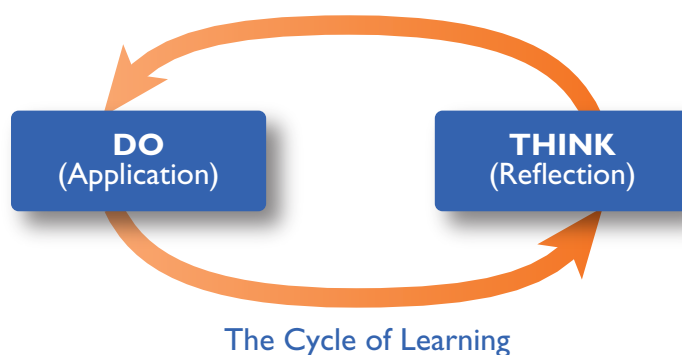
**Challenge, feedback, and support.** The ICRC-LDP process provides challenge, feedback, and support to enable participants to develop their leadership and management capabilities. Teams, together with their managers, choose the challenges they want to address, and receive feedback and support from each other and their managers as they work toward achieving results.

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## CORE ICRC-LDP MODELS

### Leading, Managing, and Governing for Results:

This model shows how leading and managing practices affect organizational factors that lead to improved client and service outcomes.



### Challenge Model:

Each team completes this model for its organization. This process guides the team to a fuller understanding of its organization's mission and creation of a shared vision. The team then identifies a measurable result that will move it closer to its mission and vision. With an agreed-upon goal, the team can then make a plan for implementing and monitoring priority actions to achieve their desired result. Participants often write out a completed model in their own language and post it at their work sites to publicize their plans and progress.



Developing Managers Who Lead Triangle

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? ]

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## PARTICIPANTS

There are three types of participants in the ICRC-LDP: governing body, participant teams, and managers.

### Governing Body:

Made up of the Board of Directors; it uses effective governance practices to oversee and sustain the ICRC-LDP process. In the case of physical rehabilitation centers integrated within the public system, references to the governing body can refer to the government body responsible for oversight of the public physical rehabilitation center.

### Teams:

Formed by all staff at the rehabilitation center. These teams will:

- 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:

Managers of the teams participate as ICRC-LDP module facilitators. Managers typically will:

- Adjust the ICRC-LDP timeline and program materials, as needed;
- Prepare and facilitate the ten 4-hour modules;
- Coach teams to ensure that they develop and implement their Action Plans.

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## CRITICAL SUCCESS FACTORS

The following are of critical importance to the success of the ICRC-LDP process:

- **Keep it simple.** ICRC-LDP is developed to be effective without professional facilitation. This means there is no need to use PowerPoint, overhead projectors, or other technologies during the modules. Flipcharts, boards, and handouts will be enough to facilitate the sessions. Please note that it is important for managers to ensure that participants with disabilities can access the information and materials provided during the sessions. For example, if a manager writes something on a flip chart they should read it aloud as they write so that participants who are low vision or blind have access to the information.
- **Everything gets done.** All of the main activities in the process must be completed. The ten modules that form the ICRC-LDP's core have specific outcomes that must be achieved. The same team members need to participate fully and consistently throughout the process, including attending all of the modules and implementing the team's leadership project.
- **Coach and support the team between modules.** Teams are more effective when they receive feedback and support between modules. The manager gives feedback about the Challenge Model and Action Plan and encourages participants to reflect on their progress toward achieving results.

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## ICRC-LDP MANAGER/FACILITATOR BELIEFS AND PRACTICES ENCOURAGE ACTIVE LEARNING

The following LDP facilitation beliefs, and the practices that support these beliefs, help the manager to lead a program in a way that motivates the participants to learn to lead effectively and are critical to leading an ICRC-LDP. People who have successfully developed, led, and championed the LDP are committed to the following:

- **Belief in the value of all participants, regardless of their gender, organizational level or status.** We facilitate in a way that respects and values the intelligence, styles of learning, experience, skills, and wisdom of our participants. We care about our participants and their development. This is the primary assumption for ICRC-LDP facilitation.
- **We believe that promoting gender equity at all levels of the rehabilitation systems** will produce positive service delivery outcomes. We provide all participants, male and female with an opportunity to voice their ideas and share their experiences.
- **We believe in ensuring full inclusion and accessibility for persons with disabilities.** We provide accommodations to participants with disabilities to ensure full access and inclusion. Additionally, we recognize the importance of consulting with persons with disabilities and disabled people's organizations (DPOs) to improve our service provision for persons with all types of disabilities.
- **Belief that people will learn what they need to learn.** When participants are clear about their intentions and have access to the knowledge and skills they need to achieve their desired results, they willingly learn. Having clarity of purpose helps people put knowledge to use and helps groups to align their goals and purposes. We support the participants as they clarify their purposes. We give them feedback about their progress so they can learn and develop.
- **Belief that knowledge must be linked to action.** Knowledge is demonstrated by results, and action is guided by knowledge. We learn from reflection upon our results and can apply lessons learned from past experiences. The ICRC-LDP draws on the real challenges that participants are facing and provides knowledge that helps them move towards their desired results.
- **Belief in the power of shared learning and discovery.** By sharing our perceptions with others, we test our assumptions and arrive at a deeper level of understanding. We believe it is important that participants reflect on their own experiences and deepen their understanding of them. The ICRC-LDP creates many opportunities for participants to reflect on and share their knowledge.
- **Belief in the creative spirit of every human being.** Each of us has the capacity to be creative. We encourage participants to imagine, dream, and create the future.

### Principles for inclusion and integration of participants with disabilities:

- *Consider the audience and their needs when defining the length of breaks*
- *When working in pairs, aides or interpreters are not considered part of a "pair."*
- *Change visioning exercises for some verbal exercises*
- *Provide appropriate handouts for people with limited vision*

## MANAGERS AS FACILITATORS ARE CONTINUOUSLY LEARNING

Just like the teams working on their leadership projects, managers use assessment and reflection to learn how to best conduct the ICRC-LDP. Managers listen to participants during every module to learn their needs and challenges and to ensure that they are responding appropriately.

Managers lead in a way that encourages every ICRC-LDP to sustain and replicate itself. They demonstrate through their openness to learning and improvement that ICRC-LDP facilitation does not require a certain kind of expertise, but that all who are committed can lead this program.

To create an environment of inquiry and dialogue, managers ask questions that spark these interactions. Questions are generally open-ended—there is no possibility of a quick “yes” or “no” response, and there is no one right answer. The ICRC-LDP’s open-ended questions seek to expand perceptions and encourage curiosity.

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## ACTIVITIES AT THE CORE OF THE ICRC-LDP PROCESS

The ICRC-LDP process is built around the following activities:

- **Ten 4-hour modules, designed to be delivered one module every 2 weeks over a period of 6 months.**
  - **Alternatively, the modules can be delivered in 2-hour sessions every week over a period of 6 months.**
- **Ongoing work of teams between workshops to apply leading and managing practices to their challenges.**
- **Coaching and feedback from managers.**

The modules are organized around the eight leading and managing practices: scan, focus, align and mobilize, inspire, plan, organize, implement, and monitor and evaluate.

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## FACILITATION TIPS FOR MANAGERS

Whether you are a seasoned or first-time manager/facilitator, these tips will help you in the ICRC-LDP facilitation process. The many lessons learned during years of conducting the LDP have shaped this list. While some tips may seem obvious, all are practical and effective.

### Preparation Before Starting

- **Read.** Read all the facilitation notes in the ICRC-LDP Facilitator’s Guide prior to the start of the program to become familiar with the exercises and the way each session builds on the one before it.
- **Read again.** Read each session again before delivering the session. Write your own notes to refer to while facilitating.
- **Practice.** Practice delivering a few sessions with a small group to become comfortable with the materials and to prepare for questions that might surprise you.
- **Stick to the facilitation notes.** While skilled facilitators may see opportunities to improvise or expand an exercise with additional materials, we ask that you not change the

wording of the questions or statements written within each exercise. These have been carefully tested and are essential to the design of the experiential leadership development process. When questions or statements are overlooked or changed, you might miss making critical points and connections.

- **Ask.** Ask all participants if they need accommodations to fully participate in the workshop and plan for such accommodations. It is important to try to plan disability accommodations in advance of a workshop, but facilitators should also ask the group if they need any additional accommodations on the day of the workshop to ensure full accessibility for all participants. Although the workshops take place on site with rehabilitation center staff who work together every day and know each other, it is still important to find out if people may need certain accommodations during the workshop that managers may not be aware of in advance (e.g. someone may have a disability that is not apparent in their day to day work, but may require an accommodation during a training).

## During Modules

- **Allow time for learning and reflection.** The LDP allows participants to discover leading and managing practices for themselves. The facilitator materials are designed for this learning to emerge from the participants. Use flipcharts so that participants can see their own words and ideas being developed. To ensure accessibility, read aloud the information as you write it on the flipchart.
- **Ask, don't tell.** Some facilitators might want to give detailed and complete explanations because they worry that the participants need a complete grasp of concepts right away. However, the ICRC-LDP exercises are designed to enable participants to discover the meaning behind the concepts for themselves, rather than to have it told to them. This is a more powerful and long-lasting way to learn.
- **Be attentive to observe gender dynamics in the group** and invite tentative participants to express their opinions being sure that women and men have equal opportunities to express their point of view and facilitate the teamwork.
- **Allow enough time for discussion and group work.** These are critical elements of the program. Managers must consider the various reading and communication styles of the group, including persons with disabilities, and ensure that there is enough time for all participants to share their views during discussion and group work sessions.
- **Allow time for the process so teams will learn over time.** There needs to be sufficient time between workshops for participants to put their learning into practice. They will need to complete the assignments and use their leading and managing practices to move toward measurable results.
- **If you must omit sessions, assign them.** If you have to omit sessions from the module because of time constraints, participants can do the exercises from these sessions as homework. Give them clear instructions and provide time in the next module to review the outcome of these exercises. This is not recommended. It is best to cover all of the material in each module.
- **Keep the module sessions in order.** The sequence of module sessions is designed to enable participants to learn and implement the process of facing challenges and achieving results. The sequence builds a process for changing practices and attitudes within teams.

We encourage managers to follow the design and see for themselves how participants learn through this process. Remember, the key to leadership development is to provide people with challenges and then give them feedback and support. Caring about their development and listening to them is fundamental.

## Preparing for the ICRC-LDP Modules

- **Read** each session completely and write out your own notes to guide you while delivering—do not read from the Manager’s Guide notes during the session.
- **Practice** each exercise beforehand—this is essential!
- **Know the timing** of each exercise—some may go more quickly than the suggested time, while some may take longer.
- **Prepare** any necessary flipcharts or other materials in advance.
- Have the necessary **handouts** organized and ready.
- **Insert breaks** into the module schedule—be sure to include them in the overall timing of each module.

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## LEADERNET’S ONLINE RESOURCES SUPPORT THE LDP

There are many important support materials available at no cost in English, French, Portuguese, and Spanish on MSH’s LeaderNet website: <http://leadernet.msh.org/>. LeaderNet houses the standard LDP facilitator guide from which this program is adapted. Many of the handouts and materials are the same. There are also networking opportunities, message boards, archives, and more. Be sure to register for LeaderNet: from the LeaderNet main page, click on “Leadership Facilitators” in the left-hand navigation—there is no charge—and check out all that is available there!

The two resources noted below are of particular interest. They are both in the Leadership Facilitators section, under Resources.

- The video “Seeds of Success” documents the Egypt LDP in Aswan. This program has spread to 200 health units and met the challenge of reducing maternal mortality rates using only local resources.
- *Managers Who Lead: A Handbook for Improving Health Services* documents MSH’s experience with its partners around the world applying leadership and management concepts and best practices.