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

LEADERSHIP DEVELOPMENT PROGRAM PLUS

LDP+

A GUIDE FOR
FACILITATORS

Section 3:
Workshops



A Country-Led Process for
Focusing Health Teams on
Priority Health Results

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A Country-Led Process for
Focusing Health Teams on
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Yale Global Health Leadership Institute



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LEADING AND MANAGING WORKSHOP I

SCHEDULE AND OBJECTIVES: WORKSHOP #1

PURPOSE

Introduce the LDP+ frameworks, concepts, and tools.

OBJECTIVES

- To introduce the program's timeline, objectives, and process
- To align participants' expectations with the LDP+ objectives
- To introduce the leading, managing, and governing practices and conceptual models
- To introduce the concept of work climate
- To draft a Challenge Model that will enable Improvement Teams to launch their improvement project

SESSIONS

- **Session 1:** Welcome and Overview
- **Session 2:** Overview of Leadership and Management Development
- **Session 3:** Work Climate
- **Session 4:** Personal Purpose and Vision
- **Session 5:** Creating a Vision of the Priority Health Area
- **Session 6:** The Challenge Model
- **Session 7:** Monitoring and Evaluation
- **Session 8:** The Leadership Practice of Scanning

SCHEDULE

Facilitators should schedule a morning and afternoon break each day.

	DAY ONE	DAY TWO	DAY THREE
AM	Opening (15 min.) Session 1: Welcome and Overview (1 hr. 15 min.) Session 2: Overview of Leadership, Management, and Governance Development (1 hr. 45 min.)	Reflection (20 min.) Session 5: Creating a Vision of the Priority Health Area (2 hr.) Session 6: The Challenge Model (45 min.)	Reflection (30 min.) Session 6 conclusion: The Challenge Model (1 hr. 45 min.)
	Lunch Break		
PM	Session 2 continued: Overview of Leadership, Management, and Governance Development (1 hr. 15 min.) Session 3: Work Climate (30 min.) Session 4: Personal Purpose and Vision (1 hr.) Closing Reflection (10 min.)	Session 6 continued: The Challenge Model (2 hr. 45 min.) Closing Reflection (30 min.)	Session 7: Monitoring and Evaluation (1 hr. 30 min.) Session 8: The Leadership Practice of Scanning (2 hr.) Workshop Evaluation (10 min.)

NOTE: If you can, add more time for the opening, based on your experience. If 15 minutes seems unrealistic, adjust the schedule accordingly.

PREPARATIONS: MATERIALS

Print and bind the LDP+ handouts as a separate document to distribute to participants. Invite participants to bring this booklet and their supplies to all subsequent workshops.

Each session will tell you to direct participants to the handouts in this booklet, as appropriate. You can find all of the components of this guide, including the Handout Booklet, on LeaderNet in the Resources section. Start at <http://leadernet.org>.

NOTE: LeaderNet is a global community of practice for managers who lead and LDP+ and Virtual Leadership Development Program (VLDP) facilitators. To use LeaderNet, first go to <http://leadernet.org/> and register (there is no cost).

You will remind participants to bring their workshop supplies for each consecutive workshop, as these will not be provided again (unless notebooks are full). This is considered good stewardship of resources.

You will also need a variety of supplies for each session, for example, flipcharts, paper, and pencils. The required supplies are also listed with each session and each activity. Sometimes you will need to prepare flipcharts ahead of time.

Read all of the materials in advance of the meeting. Use the information provided on timing in the facilitators' notes to determine how much time to give participants to complete forms, work individually, in pairs, groups, etc.

NOTE: About Certificates—These will be provided at the end of the entire program when Improvement Teams have shown evidence of their leadership as manifested in achievement of, or progress towards their desired measurable results.

REFLECTION

Reflection. There is time for reflection at the end of each day so that participants can talk about what they learned and what seemed most important to them. If you want, you can insert a brief moment of reflection in the morning about the content of the previous day to find out if participants gained new insights overnight.

NOTE: Regular reflection is an important leadership practice. It enables people to have time to think about what they have learned and how to apply it.

EVALUATIONS

Workshop evaluation. To evaluate the workshop, copy and give out Handout #40 *Workshop Evaluation Form*.

Progress monitoring. The success of the program is measured by monitoring the progress that the Improvement Teams make toward their measurable results. The technical coaching team will help the Improvement Teams to monitor their progress.

BETWEEN WORKSHOPS #1 AND #2

Full team meetings. Participants hold meetings with the rest of their teams back at their work sites to report on what they learned in the workshop and to review the results of their scanning.

Coaching sessions. Members of the LDP+ Technical Coaching Team work with the Improvement Teams between each workshop. In these meetings, they review progress and topics covered in the workshop as well as provide feedback and support to the Improvement Teams as the Improvement Teams formulate their challenges.

SUSTAINING THE LDP+

The LDP+ is designed so that organizations can sustain it on their own, using their own resources. The Governing Body of the LDP+ — people at other levels in the health system — support the Improvement Teams to sustain the program. To sustain the LDP+, it needs to be scaled up to reach additional, broader audiences. This requires a plan for developing new facilitators and finding new resources. The Governing Body leads this process.

WORKSHOP I: DAY ONE

SESSION 1: WELCOME AND OVERVIEW

Opening

- 1.A Welcome, Expectations, and Ground Rules
- 1.B Overview of LDP+ Program

SESSION 2: OVERVIEW OF LEADERSHIP, MANAGEMENT, AND GOVERNANCE DEVELOPMENT

- 2.A What do Leaders Do?
- 2.B Linking Improved Leading, Managing, and Governing to Improved Health Outcomes

— LUNCH BREAK —

- 2.C Applying Governing Practices

SESSION 3: WORK CLIMATE

- 3.A What is Workgroup Climate?

SESSION 4: PERSONAL PURPOSE AND VISION

- 4.A Personal Purpose—Why are We Here?
 - 4.B Personal Vision
- Closing

SESSION 1. WELCOME AND OVERVIEW

PURPOSE

Introduce the LDP+ frameworks, concepts, and tools.

OBJECTIVES

- To welcome participants, understand their expectations, and set ground rules
- To orient participants to the LDP+ agenda and timeline
- To explain how leaders develop through challenge, feedback, and support

PREPARATIONS

- Read the facilitator notes for this session and practice leading each session.
- Write your own notes to guide you as you are in front of the room.
- Prepare the required flipcharts.
- Customize the LDP+ Overview, Timeline, and Agenda, as needed.

MATERIALS

- Flipchart—easel and paper
- Tape
- Markers
- Self-stick notes or note cards
- Half sheets of paper

HANDOUTS

- #2 LDP+ Timeline & Deliverables
- #29 Schedule and Objectives: Leading and Managing Workshop #1
- #30 LDP+ Overview
- #31 Leadership Development Triangle

Opening

➤ DURATION 15 minutes

Ask participants to sit together, as a team, with the other people from their work sites.

This is a time for administrative and logistical announcements.

NOTE: Distribute the entire handout workbook and instruct participants to bring their copy to all subsequent workshops.

I.A Welcome, Expectations, and Ground Rules

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

➤ DURATION 45 minutes

- ### ➤ MATERIALS
- ❑ Flipchart with LDP+ Schedule and Objectives
 - ❑ Handout: #29 Schedule and Objectives: Leading and Managing Workshop #1
 - ❑ Prepared flipchart with the question: *If this program were extremely successful, what would you get from it?*

➤ PROCESS:

STEP I. Welcome (15 minutes)

WELCOME everyone.

Introduce the facilitators and local authority and/or organizational sponsor(s).

To participants:

SAY: *Please introduce yourself by saying your name and where you are from. We will go around the room.*

DIRECT participants to Handout #29 *Schedule and Objectives: Leading and Managing Workshop #1*. **REVIEW** the LDP+ objectives:

SAY: *Participants in this program 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 priority health area.*
- *Build a team climate that supports commitment to continuous improvement.*

STEP 2. Expectation exercise (15 minutes)

SAY: *If this program were extremely successful, what would you get from it?*

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

Speaking to the entire group (pairs stay together), ask each pair to give one idea. Ask someone to **RECORD** the ideas on a flipchart.

STEP 3. Establish ground rules (15 minutes)

To the entire group:

SAY: *The word “dialogue” comes from the Greek 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 your organization or facility is facing and the leading, managing, and governing 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 from the larger group of what stopped people from speaking.

SAY: *Discuss this question at your table: “What can we ask of each other to make this an effective workshop?”*

Take responses from the group—one idea only from each table—then go to the next table.

Continue until there are no more new ideas.

Ask someone to **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 workshops.

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

NOTE: Make sure the facilitators do not take on the responsibility of enforcing the ground rules. Remind the group that adherence to the ground rules is everyone's responsibility, because everyone agreed to them.

I.B Overview of LDP+ Program

This exercise shows participants how they will develop their leading, managing, and governing practices and achieve an important measurable result through the LDP+.

- **DURATION** 30 minutes
- **MATERIALS**
 - ❑ Handouts: #30 LDP+ Overview; #2 LDP+ Timeline & Deliverables; #31 Leadership Development Triangle
 - ❑ Flipchart with blank pages
- **PROCESS:**

STEP 1. Present the overview and timeline for the LDP+ (15 minutes)

USE Handout # 1 LDP+ Overview and Handout #2 LDP+ Timeline & Deliverables to explain the structure, components, critical success factors, and timing of the LDP+.

Have participants discuss these handouts in their Improvement Teams.

ASK: *Does anyone have a question?*

STEP 2. Developing managers who lead through challenge, feedback, and support (15 minutes)

SAY: *In the LDP+, you and your team will carry out an improvement project back at your work site.*

This project will enable you and your team to produce a result over the next several months that is important to you.

This project will require new managing, leading, and governing practices.

Your Improvement Team will use a tool called the Challenge Model to help you choose a challenge and develop a plan that leads to measurable results.

Discuss how the LDP+ uses the natural process of leadership development, which is facing challenges while receiving feedback and support.



DRAW the Leadership Development Triangle on a flipchart.

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

What is the result of giving people a challenge with too much feedback? (Might use the feedback and not their own ideas and initiative.)

What is the result of giving them too much support? (Might not feel the need to stretch themselves.)

Explain that leadership capacity develops by giving people challenges and then providing them with appropriate support and feedback as they address each challenge.

NOTE: The LDP+ defines leading as:

“Mobilizing others to envision and realize a better future for all.”

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 spoil them and make them dependent.

When challenge, feedback, and support are in balance, they ensure a positive leadership development process.

SAY: *In the LDP+:*

- *The challenge is your team’s improvement project.*
- *Feedback is provided by the facilitators, your managers, and your coaches.*
- *Support is provided by your team members, your managers, and the facilitators.*

HAND OUT the Leadership Development Triangle.

Close after asking if there are any questions.

SESSION 2. OVERVIEW OF LEADERSHIP, MANAGEMENT, AND GOVERNANCE DEVELOPMENT

PURPOSE

Introduce the Integrated Practices for High Performing Health Systems, and the Conceptual Model: Leading, Managing and Governing for Results

OBJECTIVES

- To identify the eight leading and managing practices and how they link to achieving results. (The governing practices are covered in a later session.)

PREPARATIONS

- Read the facilitator notes for this session.
- Prepare the required flipcharts.
- Prepare nine flipchart pages, eight with one leading or managing practice written at the top of each page (e.g., scanning, focusing, etc.), and one with the heading, “other.”
- Post the flipchart pages around the room and cover the headings.

MATERIALS

- Flipchart—easel and paper
- Tape
- Markers
- Self-stick notes or note cards
- Half sheets of paper

HANDOUTS

- #32 *Conceptual Model: Leading, Managing, and Governing for Results*
- #33 *The Practices of Leading, Managing and Governing*
- #34 *Integrated Processes of Managing and Leading*
- #35 *Governing Practices at the Health Facility Level*

2.A What Do Leaders Do?

This exercise enables participants to use their own experience of leading and managing to understand the leading and managing practices. (The governing practices are covered in a later session.) Participants will gain a shared understanding that leading and managing practices are carried out at all levels in an organization.

- **DURATION** 1 hour 15 minutes
- **MATERIALS**
 - ❑ Set up the room with a separate table for each Improvement Team.
 - ❑ Flipchart with blank pages
 - ❑ Prepared flipchart (covered) with the definition: *A Manager Who Leads is someone who mobilizes other to envision and realize a better future for all and who plans and used resources efficiently to produce intended results.*
 - ❑ Nine prepared flipcharts posted around the room, but covered (folded over). Each should have a heading, as follows: *Scanning, Focusing, Aligning and Mobilizing, Inspiring, Planning, Organizing, Implementing, Monitoring and Evaluating, and Other*
 - ❑ Handouts: #33 *The Practices of Leading, Managing and Governing*; #34 *Integrated Processes of Managing and Leading*
 - ❑ Half sheets of paper
 - ❑ Self-stick note cards
- **PROCESS:**

As participants settle in, ask them to sit with their work teams.

STEP 1. Introduce 'Managers Who Lead' (15 minutes)

SAY: *This morning we are going to explore what it means to lead and manage. We will talk more about what it means to govern later in the program.*

SAY: *Give me some names of people who you consider a leader.*

Take responses from some participants.

NOTE: Repeat the instructions if participants start to give you definitions of leadership. You want the participants to name people.

ASK: *Can one be a leader when not in a position of power?*

Some people think that one has to have charisma (check if this word is known) to be a leader. What do you think?

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.

STEP 2. Individually reflect on what it means to lead (15 minutes)

SHOW the flipchart you prepared with this definition: *A Manager Who Leads is someone who mobilizes other to envision and realize a better future for all and who plans and used resources efficiently to produce intended results.*

ASK: *What would it be like if you had people who lead and manage well at all levels in your sector/system/organization?*

What would be possible that is now not possible?

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.

Start a discussion.

SAY: *Now we are going to see if the practices of managing and leading that we have found in our research, are valid for you as well.*

To do this, we will look at people who are excellent managers who lead.

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

STEP 3. Discuss leading practices (15 minutes)

SAY: *Think of a person (still alive or dead), who you have known up close and who you consider to be a good ‘manager-who-leads’.*

Visualize this person in action and write down the kinds of things this person did that show that s/he is a good example of what we understand good managing and good leading to be.

NOTE: It is important to visit each group to make sure people are not writing characteristics 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.”

Have participants share at their tables and come to agreement on actions that are good examples of managing and leading in their context. Ask them to write each on the pieces of paper provided in a few words, using large capital letters. Encourage them to add any details in small letters on the back.

NOTE: When groups start writing their note cards, catch any that are not actions and clarify that they are not looking at personality characteristics or even values—they are simply looking at actions. The more you catch before the plenary, the fewer problems you will have in the next exercise.

NOTE: Remind the participants that this is not a theoretical exercise. Whatever they put on their cards should be behaviors and actions they have witnessed. Often groups, especially intellectuals, stray into ‘shoulds’ and ‘oughts’ rather than what they have observed.

STEP 4. Put leading, managing, and governance in context (5 minutes)

SAY: *Leading, managing, and governing are interdependent and closely linked. They reinforce each other and interact to achieve a desired result.*

Today we looking at the first two elements—leading and managing—in order see whether these practices ring true for managers who lead in your context. Later, we will focus on governance: the element that has special meaning for the Governing Body.

STEP 5. Explain the leading practices and compare the practices to the actions identified (10 minutes)

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

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

Let's look at each one.

Ask the participants what each word means to them. Ask for examples and, if necessary, provide examples yourself. If needed, provide the definitions below:

- **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.*

SAY: *Everyone please stand up with your note cards from the previous exercise. Stick each one on the flipchart page that best describes the practice you identified.*

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

NOTE: Check what people put on the 'Other' flipchart. Many times, these are personality traits.

STEP 6. Explain the managing practices and compare the practices to the actions identified (10 minutes)

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.

Ask the participants what each word means to them. Ask for examples and, if necessary, provide examples yourself. If needed, provide the definitions below:

- SAY:**
- **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.*

SAY: *Everyone please stand up with and review the cards you posted.*

ASK: *Do any of the cards placed on the "Other" flipchart belong under the managing practices? Are any of the cards you posted under the leading practices better described by the managing practices?*

SAY: *Please move the cards between the flipcharts as you wish.*

After all the note cards are posted, **READ ALOUD** (or have one of the participants read) the practices on each flipchart.

Then check those on the "Other" flipchart and see if they fit on one of the other flipcharts.

NOTE: If people disagree on where to put a card, ask the group that produced it about what they meant. Ideally, the "Other" flipchart will be empty after this step is completed.

If the size of the group and the space allow this, invite people to **WALK** around the room with you as you read the notes on each flipchart.

STEP 7. Review the Practices (5 minutes)

DIRECT participants to Handout #33 *The Practices of Leading, Managing and Governing* and Handout #34 *Integrated Processes of Managing and Leading*.

SAY: *In 2001, managers around the world were interviewed and asked about public health leaders they see as an example to others. By asking them what these leaders did, the practices were identified.*

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

POINT OUT to participants that this morning they have addressed two of the three categories of practices of managers who lead. Remind them again that they will explore the third category – governing practices – and the governing body's role of ensuring gender equity in leadership development in tomorrow's session.

NOTE: By presenting the Integrated Processes and Practices after the groups create their key practices, you affirm the group members' experiences with good leading and managing practices.

TIP: Participants can find more information on the leading and managing practices, and more, on the LeaderNet blog (<http://leadernet.org/blog/>) and through the publication *ABCs for Managers who Lead* (<http://leadernet.org/resource/abcs-for-managers-who-lead/>).

2.B Linking Improved Leading, Managing, and Governing to Improved Health Outcomes

This activity introduces participants to the Conceptual Model: Leading, Managing and Governing for Results, which demonstrates the link between managers' practices and their results in health care.

- **DURATION** 30 minutes
- **MATERIALS**
 - ❑ Handout: #32 Conceptual Model: Leading, Managing and Governing for Results
- **PROCESS:**

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

In the large group:

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

The LDP+ focuses on improving health outcomes through better delivery of health services.

DIRECT participants to Handout #32 Conceptual Model: Leading, Managing and Governing for Results.

SAY: *Earlier today we went deep into the leading and managing practices. In the next workshop session, we will dive deeply into the governing practices.*

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 (20 minutes)

SAY: *At your table, use the Conceptual Model to talk about your work.*

Discuss how the model shows the relationships among the practices, the three circles in the middle, and the effectiveness of services and health outcomes on the right.

Be prepared to give a brief summary of your Improvement Team's discussion when asked.

NOTE: By asking people in the Improvement Teams to reflect on the model, you help them relate it to their own experiences and make it their own.

CIRCULATE while the teams are discussing, listen so that you will know whether everyone understands the model. Then ask everyone to come back to the large group, or if the group is very large, ask a few tables to share their discussions.

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

2.C Applying Governing Practices

Through this activity, participants will understand the governing practices and how they apply to the responsibilities of the Improvement Teams.

- **DURATION** 1 hour 15 minutes
- **MATERIALS**
 - ❑ Prepared flipchart with the statement:
Governance is setting strategic direction, establishing policy, raising and allocating resources, and overseeing the achievement of results in a way that is responsive to the people an organization serves.
 - ❑ Handouts: #32 *Conceptual Model: Leading, Managing and Governing for Results*; #33 *The Practices of Leading, Managing and Governing*; #35 *Governing Practices at the Health Facility Level*
- **PROCESS:**

As participants settle in, ask them to sit with their work teams.

STEP I. Put governing in context (15 minutes)

SAY: *Earlier we explored the leading and managing practices. Now we will explore the third element—governing practices.*

Emphasize these points:

- *Leading, managing, and governing are interdependent and reinforce each other.*
- *There is some overlap among leading, managing, and governing practices. Nevertheless, all three elements are essential to achieving a measurable result.*
- *Effective leadership is a prerequisite for effective governance and effective management.*

Remind participants of the relationship among these three elements of leadership. **REFER** back to Handout #32 *Conceptual Model: Leading, Managing, and Governing for Results*.

STEP 2. Introduce governing (15 minutes)

ASK: *What does it mean to govern?*

Have participants discuss in pairs the meaning of governing and share their definitions in plenary.

SHOW the prepared flipchart labeled “Governance is...” and relate it to the definitions that came out of the paired discussions.

Facilitate a conversation about governing bodies.

ASK: *What are some examples of governing bodies in our locality?*

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

WRITE responses on a flipchart

STEP 3. Apply practices of good governance to the LDP+ (45 minutes)

REFER back to the Handout #33 *The Practices of Leading, Managing and Governing* and briefly go over each of the four governing practices.

DIVIDE participants into four small groups and assign one practice to each group.

SAY: *Read the description of your small group’s governing practice.*

Discuss how this Governing Body can use this practice to support the LDP+.

On a piece of flipchart paper, list specific activities related to this practice that the Governing Body will do to support the LDP+.

In plenary, ask each small group to briefly describe what their practice is and the ways in which the Governing Body will apply it to support the LDP+.

SESSION 3. WORK CLIMATE

PURPOSE

Introduce the concept of workgroup climate.

OBJECTIVES

- Participants will reflect on their own experience of what makes an effective work climate and apply this learning to their current work team.

PREPARATIONS

- Read the facilitator notes for this session.
- Prepare the required flipcharts.

MATERIALS

- Flipchart—easel and paper
- Tape
- Colored markers

HANDOUTS

None

3.A What is Workgroup Climate?

This exercise introduces the concept of workgroup climate.

- **DURATION** 30 minutes
- **MATERIALS**
 - Prepared flipchart with these two questions:
 - *Why do you think the workgroup was unproductive or unsuccessful?*
 - *What were your feelings about the environment of that workgroup?*
 - Prepared flipchart with these two questions:
 - *Why do you think the workgroup was productive or successful?*
 - *What were your feelings about the environment of that workgroup?*
 - Prepared (covered) flipchart with these statements:
 - *Workgroup climate is what it feels like to work in an organization.*
 - *Climate affects people's motivation and behavior.*
 - *Many factors (for example, communication, structure, policies) combine to create workgroup climate.*
 - *The most important factor is a manager's actions.*
- **PROCESS:**

As participants settle in, ask them to sit with their work teams.

STEP I. Define workgroup climate (15 minutes)

In the large group:

SAY: *Think of a time when you were part of a workgroup that was not productive or was not successful. What was it like to be a member of that workgroup?*

Guide a discussion using the prepared flipchart with the questions about an unproductive workgroup climate.

ASK: *Why do you think the workgroup was unproductive or unsuccessful?*
What were your feelings about the environment of that workgroup?

WRITE the words people use on the flipchart.

SAY: *Now think of a time when you were a member of a workgroup that was productive and successful in achieving results. What was it like to be a member of that workgroup?*

PUT the second flipchart with the questions in front of the room.

ASK: *Why do you think that workgroup was able to be productive or successful?
What were your feelings about the environment of that workgroup?*

Discuss one question at a time and **WRITE** the words people use on this flipchart. Now both the negative and positive responses are in view.

ASK: *What do we need to do to create a positive work climate?*

After discussing this question, **UNCOVER** the prepared flipchart with the definition of work climate.

STEP 2. In teams: Explore behaviors that contribute to a positive or a negative workgroup climate (15 minutes)

ASK: *How do leading, managing and governing well contribute to better climate?
What do you personally do to contribute to a positive climate in your team?*

SAY: *In your team, talk about your team's workgroup climate and actions you can take to improve it.*

In plenary: Discuss the actions the teams could take to improve work climate.

NOTE: This question allows you to check whether participants see how the leading, managing, and governing practices contribute both directly and indirectly to better services. Participants will now understand they have some control over these practices as they apply them in their daily work.

SESSION 4. PERSONAL PURPOSE AND VISION

PURPOSE

Introduce participants to the concepts of purpose and vision as preparation for using the Challenge Model.

OBJECTIVES

- To articulate a personal purpose
- To create a personal vision

PREPARATIONS

- Read and practice the facilitator notes for this session.
- Prepare the required flipcharts.

MATERIALS

- Flipchart—easel and paper
- Tape
- Colored markers
- Crayons, bright colored pencils, or felt pens

HANDOUTS

None

4.A Personal Purpose—Why Are We Here?

This brief exercise presents the concept of purpose so that participants may explore and apply it to their lives and their organization/facility.

➤ **DURATION** 20 minutes

➤ **MATERIALS** None

➤ **PROCESS:**

STEP 1. Personal purpose (20 minutes)

SAY: *Each of us brings a contribution.*

We know that when we are present, we bring something unique to the situation.

For example, some people bring humor, others bring order, and some bring clarity.

Think for a minute about a time when you felt you were really contributing. What did you bring to the situation?

Take a minute and write that down. Next, use what you wrote to draft a purpose statement for yourself.

SAY: *Form pairs and share what you wrote with one another.*

ASK: *Who would like to share their purpose?*

NOTE: Be aware that personal purpose statements are sometimes expressed in very general terms. Inquire to see if people can be more specific.

ASK: *Why is it important to have a purpose? [You can prompt if necessary with probes like: Does it give you clarity about what to do and where to spend your energy? Does it help you focus?]*

4.B Personal Vision

This exercise helps participants imagine the future and refine their personal purpose.

- **DURATION** 40 minutes
- **MATERIALS**
 - ❑ Prepared flipchart with the statements:
 - *A vision is a picture we create in our minds of a desirable future toward which we can begin to act.*
 - *Visioning enables us to play an active role in creating the future*
 - ❑ Writing paper or notecards
- **PROCESS:**

STEP 1. Introduction (10 minutes)

SAY: *Humans have a wonderful ability to create things in our minds, to dream, and to imagine the future.*

Trees and dogs can't do this.

Unfortunately, people can misuse this capacity by imagining the worst possible outcomes.

Let us instead use our minds to imagine a better, more pleasing future.

Most good outcomes in the world were first imagined by someone.

In order to play a role in creating the future, you must first imagine what you want to happen.

READ from the flipchart:

SAY: *A vision is a picture we create in our mind of a desirable future toward which we can begin to act.*

Visioning enables us to play an active role in creating the future.

STEP 2. Visualization exercise (20 minutes)

SAY: *Relax and think about yourself two years from now.*

Imagine what you most want. Nothing will get in your way or stop you. If anything were possible, what would you really want to see?

You can close your eyes if it helps you to visualize.

NOTE: Speak slowly and carefully—allow time for participants to silently reflect on each of these questions.

SAY: *Think about your health and fitness.*
Visualize yourself as you most want to see yourself.
What do you see yourself doing or feeling?

[Pause]

SAY: *Think about one particular relationship.*
What would you most like it to be?
Imagine a picture of yourself in this relationship the way you ideally want it to be.

[Pause]

SAY: *Now think about your work and what you most want to contribute in your work.*
Imagine yourself doing work that you love.
Whom are you serving?
What are you doing?
Create this picture in your mind.

Pause for a while to give people a chance to develop this vision.

SAY: *Now slowly come back to the present.*
Open your eyes.
Take a piece of paper and write one sentence about each of the three areas you imagined: health, relationship, and work.
Write each vision in the present tense—see yourself actually doing something, for example, “I am playing with my son, and we are laughing together.”

Ask participants to **PICK** a partner for paired sharing of their visions.

They should speak in the present tense. **WRITE** on a flipchart “I am ...,” “I have ...,” and so on to give examples.

The listener should listen only—no comments!

After two minutes, the pair of partners switch roles.

STEP 3. Large group discussion to debrief (10 minutes)

ASK: *What was it like to listen to another person telling you what he or she would like to create?*

What was it like to tell another person what you would like to create? [You can prompt if necessary with probes like: Was it inspiring? Was it embarrassing?]

Was it hard or easy to share your vision?

How can we take time to hear each other's visions more often?

 **DURATION** 10 minutes

ASK: *What did you learn today? What stands out for you?*

SAY: *Each of you should take a few minutes to write down your answers.*

When you are done, discuss your answers with a person next to you.

After about 5 minutes, addressing the entire group:

SAY: *Would each pair please share one of your answers with the group? We will go around the room.*

Continue to hear pairs' answers until there are no more.

WORKSHOP I: DAY TWO

SESSION 5: CREATING A VISION OF THE PRIORITY HEALTH AREA

Reflection

- 5.A Exploring the Priority Health Area
- 5.B Shared Vision of the Priority Health Area—in a Picture

SESSION 6: THE CHALLENGE MODEL

- 6.A Distinguishing Challenges from Problems

— LUNCH BREAK —

- 6.B Introduction to the Challenge Model
 - 6.C From Personal Vision to Action—Using the Challenge Model
 - 6.D Analyzing the Current Situation
 - 6.E Developing a Measurable Result
- Closing

SESSION 5. CREATING A VISION OF THE PRIORITY HEALTH AREA

PURPOSE

To inspire teams and gain their commitment to a vision for the priority health area

OBJECTIVE

- To create a shared vision for the priority health area

PREPARATIONS

- Read through the facilitator notes for this session.
- Prepare the required flipcharts.

MATERIALS

- Flipchart—easel and paper
- Tape
- Colored markers

HANDOUTS

None

Reflection

➤ DURATION 20 minutes

Ask participants to sit in their work teams and conduct a brief reflection.

ASK: *Of all the things we did and topics we discussed yesterday, what stood out or resonated with you?*

NOTE: When participants speak to the entire group, it provides an opportunity for them to begin seeing themselves in the facilitator role.

5.A Exploring the Priority Health Area

Focus the Improvement Teams on a common priority health area for the LDP+.

➤ DURATION 60 minutes

- ### ➤ MATERIALS
- ❑ Prepared flipchart with national data and, as much as possible, regional and local data on the priority health area selected for the LDP+. Include:
 - prevalence of the health conditions or diseases in this health area
 - government policies in this health area
 - 2–3 proven health interventions that the government is promoting
 - 2–3 national/regional indicators

➤ PROCESS:

STEP I. Present data on the priority health area (30 minutes)

SHOW the flipchart with the priority health area that has been selected as the focus for the LDP+ and explain the reasons for the selection.

OR: Ask the LDP+ Champion or a member of the Technical Coaching Team to share the flipcharts with the national and/or regional data on prevalence, policies, interventions, and indicators regarding the health area.

STEP 2. Discuss the local situation (30 minutes)

ASK: *In what ways do you think the situation in your [district/region] is similar to the national data you have just seen?*

In what ways do you think it is different?

Draw on the knowledge of the Champion, members of the Technical Coaching Team, and other informed participants to guide the discussion.

If available, use prepared flipcharts with local data to add to the discussion.

5.B Shared Vision of the Priority Health Area—In a Picture

This exercise guides Improvement Teams through the process of creating a shared vision using images and pictures rather than words. The drawing helps people connect with what is personally meaningful to them about the priority health area.

- **DURATION** 60 minutes
- **MATERIALS**
 - ❑ Flipchart for each Improvement Team
 - ❑ Assortment of colored markers or crayons for each table
 - ❑ Flipchart for the facilitator
- **PROCESS:**

STEP 1. Individually create a picture of a desired future state for the priority health area (10 minutes)

SAY: *This is a vision created by a team from a rural health unit that was working to improve maternal and child health:*

“Women come for prenatal visits in order to make sure the pregnancy progresses well. The children are vaccinated when their mothers come for their visits; the unit is clean and safe for the staff and patients alike.”

SAY: *Imagine it is 5 years from now. Your country/organization has been extraordinary successful in making strides in [priority health area]. You are taking a photographer and journalist on a trip through the country/region to show them the accomplishments. Where are you taking them? What are they seeing? What are people telling them? [Pause in between each].*

Give the photographer and journalist some time to take pictures, look at statistics, visit health centers, interview members of the staff and community. When you get back they show you their pictures and summarize their observations. [Then count to 3 to get people back to the present and open their eyes.]

Individually, draw pictures of what you saw during your imaginary journey.

NOTE: Assure people that this is not a drawing contest and that stick figures are fine. Explain that the reason you ask them to draw a picture, rather than use words, is to make sure the vision starts as something they can see. You can change the instructions as you see fit but do not remove the element of 'seeing' the desired future as 'seeing' and 'drawing' requires the participants to be very concrete about what they like to see.

STEP 2. Share drawings with other team members (5 minutes)

Ask the participants to show and explain their images with other members of their team.

STEP 3. Prepare one drawing per team (20 minutes)

Ask each team to **PREPARE** one large drawing (flipchart size) that captures the collective dream of the team members.

This process encourages participants to contribute elements that are important to them and leave out elements they do not consider as important.

NOTE: Do not allow teams to simply paste each other's pictures on one flipchart. This is an exercise of integration, not addition.

STEP 4. Present team drawings (15 minutes)

Ask each team to **PRESENT** its large drawing to the whole group.

If necessary, have the team clarify parts of the drawing that are not clear. The drawings can be added to and altered at any time.

While the teams present their drawings, ask a participant to **WRITE** a summary of the elements and concepts shown in the drawings on a flipchart.

Alternatively, have each team make a running list of the elements that recur in each of the presentations – this then becomes the raw material for writing a vision statement.

STEP 5. Review the elements and concepts represented in the drawings (10 minutes)

In the large group, review the elements and concepts that were recorded.

ASK: *How well do these elements capture what each of you hope to see?*

Once everyone has agreed on the elements teams can create their own vision statements or have a group of representatives from the teams create one for the group as a whole. In the latter case ask for volunteers and ask them to present a draft statement to the group before the end of the workshop.

SESSION 6. THE CHALLENGE MODEL

PURPOSE

Introduce and apply the Challenge Model.

OBJECTIVE

- To differentiate between a challenge and a problem
- To understand what is within one's control and influence and what is not
- To formulate a SMART result

PREPARATIONS

- Read and practice the facilitator notes for this session.
- Prepare the required flipcharts.
- Work through the Challenge Model on a personal example with one of your co-facilitators to make sure you master the process.
- Prepare a flipchart with a large Challenge Model drawn on it.

MATERIALS

- Flipchart—easel and paper
- Tape
- Colored markers

HANDOUTS

- *#4 The Challenge Model*
- *#5 Using the Challenge Model*
- *#6 Developing SMART Results*
- *#8 Elements of a Monitoring and Evaluation Plan*
- *#9 Numerators and Denominators for Indicators*
- *#10 Common Data Sources*

6.A Distinguishing Challenges from Problems

This exercise explores participants' positive experiences facing challenges.

- **DURATION** 45 minutes
- **MATERIALS**
 - Prepared (covered) flipchart with the statement:
 - *A problem is “out there” and is often blamed on external forces. A challenge includes a result that you care about and are committed to owning and taking on.*
- **PROCESS:**

As participants settle in, ask them to sit with their work teams.

STEP 1. What is a challenge? (15 minutes)

In the large group:

SAY: *Think of something that you have accomplished that required you to overcome big obstacles and that you are proud of.*

Turn to your neighbor. Tell him or her your story.

Partners, listen without asking questions.

After you are done, switch roles.

ASK: *Who heard an extraordinary story from their neighbor?*

NOTE: Do not ask people to tell their own stories but rather ask the other member of the pair to tell the story as it will be shorter and to the point. However, before they tell it they have to ask the person permission to share the story.

STEP 2. What does it take to face a challenge? (20 minutes)

SAY: *With your team, discuss what you learned from listening to these stories—including your own—about what it takes to face a challenge and overcome obstacles.*

Write a list.

Going around the room, ask each Improvement Team to give you one item from their list. (An example might be “persistence and hard work.”)

RECORD the items on a flipchart.

Continue going around the room until all items have been collected.

STEP 3. What is the difference between a problem and a challenge? (10 minutes)

ASK: *With your team, discuss what you think is the difference between a problem and a challenge.*

After you listen to some ideas from each Improvement Team, **REVEAL** the flipchart.

SAY: *A problem is “out there” and is often blamed on external forces.
A challenge includes a result that you care about and are committed to owning and taking on.*

Check for understanding by asking whether the difference is clear:

Encourage participants to think about whether problems they identify can be challenges they are willing to own and use to practice their leading, managing, and governing skills.

6.B Introduction to the Challenge Model

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

- **DURATION** 15 minutes
- **MATERIALS**
 - ❑ Prepared flipchart with the Challenge Model drawn on it
 - ❑ Handout: #5 Using the Challenge Model
- **PROCESS:**

STEP 1. Introduce the handout (5 minutes)

DIRECT participants to Handout #5 Using the Challenge Model.

SAY: *This handout explains the steps in the Challenge Model.*

You will begin to fill out the model in this workshop, then work on it with your full work team after the workshop, work on it some more during Workshop #2, and complete it at your work site with your whole team after Workshop #2.

STEP 2. Introduce the steps to filling out the Challenge Model (10 minutes)

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. In order to successfully complete a Challenge Model, you will need to use all of the leading and managing practices.*

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

POINT to the priority health area at the top of the Challenge Model.

SAY: *In Step 1, you will write the priority health area that has already been proposed.*

POINT to the vision “cloud.”

SAY: *In Step 2, your Improvement Team will write a statement that represents your shared vision of the future in your priority health area. You already developed it in your previous exercise.*

POINT to the current situation.

SAY: *In Step 3, your Improvement Team will assess the current situation in relationship to their vision by scanning your internal and external environments. You will consider positive and negative factors in the environment that can affect your ability to move towards your vision and to contribute to the priority health area indicators. Describe what is rather than what the problem is. This will help you identify the challenges and select your measurable result.*

POINT to the measurable result.

SAY: *In Step 4, your Improvement Team will agree on one result that will move you closer to your shared vision and to improved indicators for the priority health area.*

This result will be what your Improvement Team commits to achieving in the next six to eight months. It should be a “stretch” for your Improvement Team.

You will choose one or two key indicators and track those indicators. This is how you will monitor progress toward your measurable result and evaluate your achievements at the end of your LDP+ improvement project.

POINT to the bottom of the Challenge Model.

SAY: *In Step 5, your Improvement Team will identify the obstacles that you have to overcome to reach your result.*

Your Improvement Team will use tools to analyze the root, or underlying, causes of these obstacles so that you can address them.

POINT to the challenge and priority actions.

SAY: *In Step 6, your Improvement Team will frame your challenge.*

You will develop a written statement about your challenge, indicating the result you plan to achieve in light of the obstacles you will face.

POINT to the Challenge Model Priority Actions section.

SAY: *In Step 7, your Improvement Team will select priority actions or interventions to address the root causes.*

All the actions in your plan need to be ones you can implement at your level of authority.

SAY:

In Step 8, your Improvement Team will develop an Action Plan. This plan will include the human, material, and financial resources needed to implement your priority actions. It will also include a timeline for implementing the Improvement Team's actions.

Finally, the plan will include a description of how the Improvement Team will monitor progress toward your result.

All the actions in your plan need to be ones you can implement at your level of authority.

Monitoring your progress will help you adjust your plan as needed to keep moving toward your intended result.

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

6.C From Personal Vision to Action — Using the Challenge Model

This exercise helps participants learn to use the Challenge Model by applying it to a personal vision.

- **DURATION** 30 minutes
- **MATERIALS**
 - ❑ Handout: #4 *The Challenge Model*; #5 *Using the Challenge Model*
 - ❑ Prepared flipchart with seven points, see Step I below
- **PROCESS:**

STEP I. Demonstrate how to fill out the Challenge Model (10 minutes)

DIRECT participants to Handout #4 *The Challenge Model* and Handout #5 *Using the Challenge Model*.

Follow these steps, using your own personal vision or an example from a colleague or friend.

NOTE: For the personal application of the Challenge Model we use personal mission or purpose rather than priority health area. For organizations we would use the organizational mission.

- SAY:**
1. *Review your personal purpose and write it at the top of the Challenge Model.*
 2. *Next, look at your personal vision. Select one area to focus on.*
 3. *Write your current situation in relationship to that vision.*
 4. *Pick one measurable result that would help move you from your current situation to your vision. The result you pick should be possible to reach in the next three to six months.*
 5. *What is an obstacle to achieving this result? What is the root cause of this obstacle?*
 6. *State the challenge in a question at the bottom of the model.*
 7. *What one action can you take to move past this obstacle?*

**STEP 2. Complete the Challenge Model based on personal visions
(20 minutes)**

Ask participants to **FILL IN** and explain their Challenge Models to someone else.

In the large group, ask for a few volunteers to **SHARE** their Challenge Models.

6.D Analyzing the Current Situation

In this exercise, Improvement Teams develop an initial, detailed description of the current situation in relationship to the key indicators for the priority health area. This will help them choose the right measurable result.

- **DURATION** 30 minutes
- **MATERIALS**
 - ❑ Prepared flipchart with the Challenge Model drawn on it
 - ❑ Flipchart with the priority health area indicators.
 - ❑ Flipchart paper for the Improvement Teams.
- **PROCESS:**

STEP I. Describe the current situation (20 minutes)

POINT OUT the “Current Situation” on the Challenge Model flipchart.

Ask participants to look at the flipchart with the priority health area indicators and agree on one indicator that they think will be important for their Improvement Team to focus on.

Have participants work in their Improvement Teams.

SAY: *With your Improvement Team, consider the indicator that you have agreed on for the priority health area.*

Together, consider the positive and negative factors that could make it easier or harder for your Improvement Team to contribute to that indicator.

Write your ideas on flipcharts, separating them into positive and negative factors.

NOTE: Suggest that the Improvement Teams look at factors such as organizational and personal needs, concerns, time available, and strengths and weaknesses of the Improvement Team. They might also look at external factors such as community priorities, human and financial resources, and government policies and laws.

SAY: *You may not know all the details without doing more scanning to collect missing data or to check the truth of your assumptions. But you can use your combined experience and knowledge to give a reasonably accurate picture of the current situation. Part of your homework between workshops #1 and #2 is to collect accurate data related to your baseline.*

NOTE: You can remind the participants that these are only examples. Encourage them to come up with other factors that could have an effect on achieving the measurable result.

STEP 2. Share and learn (10 minutes)

Invite each Improvement Team to come to the front and **PRESENT** their work.

6.E Developing a Measurable Result

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

➤ **DURATION** 1 hour 30 minutes

- **MATERIALS**
- ❑ Handouts: #6 *Developing SMART Results*; #8 *Elements of a Monitoring and Evaluation Plan*; #10 *Common Data Sources*
 - ❑ Prepared flipcharts:
 - Challenge Model
 - Priority health area and 2–3 indicators
 - Statement: *An indicator is a marker of change over time that can be measured.*
 - ❑ Blank flipchart

➤ **PROCESS:**

STEP 1. Propose measurable results for this LDP+ (10 minutes)

POINT OUT the “Current Situation” and “Measurable Result” areas on the Challenge Model flipchart.

Then **POINT OUT** the indicators from the presentation on the priority health area.

ASK: *Given the current situation you just described, what might be a result that would demonstrate progress toward one of these indicators?*

It’s very important that the result can be measured. You need to be able to know for sure that you are making progress.

Have Improvement Teams brainstorm possible results they would like to see in their work.

NOTE: People will often answer by describing an activity (for example, to train, to improve, to collect). Emphasize that a result is not an action or activity, but refers to the outcome of the activity. See the example on page 2 of the Handout #6 *Developing SMART Results*.

STEP 2. Introduce SMART criteria (20 minutes)

SAY: *There are five criteria that are essential to an LDP+ result that an Improvement Team can achieve and measure. The result must be SMART: Specific, Measurable, Appropriate, Realistic, and Time-bound.*

DIRECT participants to Handout #6 *Developing SMART Results*.

Review the S, M, A, R, and T of SMART criteria and **POINT OUT** the example of a SMART result on page 2 of the handout.

NOTE: In some cases, participants may be familiar with A and R instead referring to Achievable and Relevant, but the meaning is the same.

Ask participants to work in their Improvement Teams to select a result that they would like to achieve.

SAY: *Now that you have selected a result, we will go through the SMART criteria on the handout one by one.*

As you do this, revise the result as much as is 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 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 (60 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 sight, verbal communication, and/or writing.*

You need to ask yourself: “What can I see, hear, or read that would indicate 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 even 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.*

REFER to the prepared flipchart with the priority health area indicators.

SAY: *For your SMART result, you will select an indicator that applies to your facility or community. It may be the same as one of the higher-level priority health area indicators, or it may be a lower-level indicator that will contribute to one of the higher-level indicators on the flipchart.*

DIRECT participants to Handout #8 *Elements of a Monitoring and Evaluation Plan*.

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 this information to agree on one indicator of success in achieving your SMART result. Be sure that the indicator you choose is a priority health area indicator, or will contribute to a priority health area indicator.

ASK: *Write down your data sources: From where you could get the data to measure your indicator?*

If nobody mentions them, suggest health facility service statistics, the district-level health information system, and the Demographic and Health Survey, and direct participants to Handout #10 *Common Data Sources*.

SAY: Discuss in your team:

- *Can the indicator be measured?*
- *Would an Improvement Team have easy access to the data source?*
- *Would the team be able to collect the data without added costs?*

NOTE: 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.

Closing

➤ **DURATION** 30 minutes

ASK: *What did you learn today? What stands out for you?*

Each of you should take about five minutes to write down your answers.

When you are done, discuss your answers with a person next to you.

After about 10 minutes, addressing the entire group:

SAY: *Would each pair please share one of your answers with the group? We will go around the room.*

Continue to hear pairs' answers until there are no more.

WORKSHOP I: DAY THREE

SESSION 6: THE CHALLENGE MODEL (CONCLUSION)

Reflection

6.F Developing a Measurable Result (continued)

6.G First Draft of the Challenge Model

— LUNCH BREAK —

SESSION 7: MONITORING AND EVALUATION

7.A Why Monitor and Evaluate?

7.B Preparing a Monitoring and Evaluation Plan

SESSION 8: THE LEADERSHIP PRACTICE OF SCANNING

8.A Scanning

8.B Improving Listening Skills—A Scanning Skill

8.C Next Steps—Reflecting on WSI and Preparing for WS2

Workshop Evaluation

Reflection

➤ DURATION 30 minutes

Ask participants to sit in their work teams and conduct a brief reflection.

ASK: *Of all the things we did and topics we discussed yesterday, what stood out or resonated with you?*

6.F Developing a Measurable Result (continued)

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

➤ DURATION 1 hour 30 minutes

- ### ➤ MATERIALS
- ❑ Handouts: #6 Developing SMART Results; #9 Numerators and Denominators for Indicators; #10 Common Data Sources
 - ❑ Prepared flipcharts:
 - Challenge Model
 - Priority health area and 2–3 indicators
 - Statement: *An indicator is a marker of change over time that can be measured.*
 - ❑ Blank flipchart

➤ PROCESS:

REFER to Handout #6 *Developing SMART Results*.

SAY: *Bring out the SMART result you were beginning to draft yesterday. At the end of the day, we had started to think about the “Specific” part of the SMART criteria. Let’s now turn to the next criterion, “Measurable.”*

STEP I. Make your result measurable (M) with a baseline and goal (30 minutes)

SAY: *The measurable result always states a baseline value for a quantitative indicator at the beginning of the LDP+, before activities begin. The result also states the goal: the value of the indicator that the Improvement Team is aiming for at the end of LDP+ activities.*

Gathering baseline data provides the starting point for tracking changes in a quantitative indicator over the life of an improvement project.

Improvement Teams track the value of their indicators month by month in their Monitoring and Evaluation Plan to show how they have progressed towards the desired result.

SAY: *The baseline and desired result/goal always have a numerator and a denominator.*

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

Review Handout #10 *Common Data Sources*.

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

You may not have access to all the data sources today, but you do have general knowledge of the priority health area and the current situation in your locality. When you return to your work environment, you can revise the measurable result and indicator based on accurate data.

Use what you know to come up with possible baseline and goal values for your indicator.

REFER to Handout #9 *Numerators and Denominators for Indicators*. Ask participants to work in their Improvement Teams to establish a baseline and goal value for the indicator of their SMART result.

STEP 2. Make your result appropriate (A) and Realistic (R) (15 minutes)

Participants remain with their Improvement Teams and discuss the next two SMART criteria.

They draw on their previous analysis of the current situation in their locality and their knowledge of their own Improvement Teams' resources.

STEP 3. Make your result Time-bound (T) (15 minutes)

The Improvement Teams define the time period within which they would implement the LDP+ improvement project to achieve their desired result. For the purposes of this LDP+, the results should be achievable within six to eight months.

STEP 4. Share SMART results (30 minutes)

Invite each Improvement Team to **PRESENT** its proposed result. Determine together whether each result meets the SMART criteria.

Encourage discussion and debate.

6.G First Draft of the Challenge Model

In this activity, participants begin using the Challenge Model to frame the improvement project.

- **DURATION** 15 minutes
- **MATERIALS** Large flipchart paper and markers for each Improvement Team
- **PROCESS:**

STEP I. Teams start filling in their Challenge Models (15 minutes)

HAND OUT flipchart paper for each Improvement Team to draw its own Challenge Model.

SAY: *In your Improvement Team, fill in the parts of the Challenge Model that we have covered: priority health area, vision, current situation, and measurable result.*

In plenary, each Improvement Team **PRESENTS** its draft Challenge Model.

Emphasize that this is just a draft and that each Improvement Team will continue to work on its Challenge Model with the rest of their Improvement Team colleagues at home.

Remind them that as the Improvement Teams learn more about the current situation, they are likely to want to adjust their measurable results so that they are SMARTer.

SESSION 7. MONITORING AND EVALUATION

PURPOSE

Introduce participants to monitoring and evaluation (M&E) concepts as they relate to the LDP+, and identify activities for monitoring and evaluating their improvement projects.

OBJECTIVE

- To prepare an M&E plan for their improvement project

PREPARATIONS

- Read the facilitator notes for this session.
- Prepare the required flipcharts.

MATERIALS

- Flipchart—easel and paper
- Tape
- Colored markers

HANDOUTS

- #8 *Elements of a Monitoring and Evaluation Plan*
- #25 *Monitoring and Evaluation Plan*
- #36 *Exercise: Creating an M&E Plan*

7.A Why Monitor and Evaluate?

This exercise instills an M&E way of thinking and makes sure that all improvement projects have an M&E plan.

➤ **DURATION** 15 minutes

- **MATERIALS**
- ❑ Prepared (covered) flipchart with the statement:
 - *To monitor is.../ To evaluate is...*

Monitor: *To regularly track changes in indicators over time in order to manage the implementation of an Action Plan.*

Evaluate: *To understand and explain whether and why results were or were not achieved.*
 - ❑ Prepared (covered) flipchart with the statement:
 - *Why monitor and evaluate?*

The purpose of good M&E practice is to properly monitor, measure, and demonstrate results.

If you do not measure, you cannot know and show how much you have improved.

➤ **PROCESS:**

As participants settle in, ask them to sit with their work teams.

STEP I. Why are monitoring and evaluation important? (15 minutes)

SAY: *Monitoring and evaluating is one of the eight practices of managers who lead. We have already touched on it in our planning process.*

There are many definitions for those two terms. Here are the definitions we use in the LDP+.

REVEAL the definitions on the flipchart *"To monitor is .../To evaluate is ..."*

ASK: *Why do we want to monitor?*

RECORD answers on a flipchart.

ADD, if the following are not mentioned:

- *To provide feedback*
- *To promote support*
- *To develop and adjust program activities and budgets*
- *To show and celebrate progress*

After responses are obtained, **REVEAL** the prepared flipchart, “Why monitor and evaluate?” and read the purpose of good M&E practice.

SAY: *In your LDP+ improvement project, you will use a monitoring and evaluation plan to monitor progress toward your measurable result.*

7.B Preparing a Monitoring and Evaluation Plan

This exercise will help participants think through the steps of preparing an M&E plan so that they can monitor their progress towards their measurable result.



DURATION

1 hour 15 minutes



MATERIALS

- Handouts: #25 *Monitoring and Evaluation Plan*; #36 *Exercise: Creating an M&E Plan*; #8 *Elements of a Monitoring and Evaluation Plan*



PROCESS:

STEP I. Going from a Measurable Result to an M&E Plan (30 minutes)

DIRECT participants to Handout #25 *Monitoring and Evaluation Plan*. Go over the titles and explanations of each column of the worksheet.

DIRECT participants to Handout #36 *Exercise: Creating an M&E Plan*. Read together the details of the Monapo plan.

Ask participants to work with their Improvement Teams to answer the questions on the Monapo handout.

In plenary, ask how the Improvement Teams answered the questions on the handout.

ACKNOWLEDGE the correct answers:

1. **What indicator could the Improvement Team use to monitor its progress towards the measurable result?**
The number of clients that receive a family planning service for the first time at Monapo Health Center each month.
2. **What is the definition of the numerator and denominator for the indicator?**
Numerator: The number of new family planning clients each month at Monapo Health Center.
Denominator: The number of women of reproductive age living within four miles of Monapo Health Center.
3. **From where will the Improvement Team get the numerator and denominator data to measure the indicator?** *Good places to consider would be the monthly health facility service statistics for the numerator and local census data for the denominator. (Teams may propose other data sources that would also be correct.)*
4. **Who will collect the data?** *The health facility manager or whoever collects the facility statistics.*

5. What is the baseline numerator? When will baseline data be collected? *150 new family planning clients; data collected in June 2013.*
6. What is the desired result? When will data be collected to see if the Improvement Team has met the goal? *225 new family planning clients; data to be collected in December 2013.*

If no Improvement Team has a correct answer to a question, **REFER** to Handout #8 *Elements of a Monitoring and Evaluation Plan*, to help them correct their answers.

STEP 2. Creating Your M&E Plan (30 minutes)

SAY: *We now know what indicator we will use to monitor our measurable result.*
We also know which data sources will provide us with the necessary information.

DIRECT participants to Handout #25 *Monitoring and Evaluation Plan*.

- Review the questions on the worksheet.
- Check for understanding.

SAY: *Write your measurable result and indicator(s) on the worksheet.*
Then answer the questions in each of the columns and complete the worksheet.

CIRCULATE and help Improvement Teams, as needed.

STEP 3. Sharing and learning (15 minutes)

Invite Improvement Teams to share by **POSTING** their Monitoring and Evaluation Plans on the wall and have others get up and look.

If there are only a few Improvement Teams, they can **PRESENT** their work, one at a time, to the large group.

NOTE: If Improvement Teams do not finish, completing this worksheet becomes part of their assignment.

SESSION 8. THE LEADERSHIP PRACTICE OF SCANNING

PURPOSE

Improve participants' scanning ability.

OBJECTIVE

- To define scanning
- To identify methods of scanning
- To identify stakeholders
- To practice using listening as a form of scanning

PREPARATIONS

- Read the facilitator notes for this session.
- Prepare the required flipcharts.
- Prepare copies of Handout #40: *Workshop Evaluation Form*.
- Review assignment.

MATERIALS

- Flipchart—easel and paper
- Tape
- Colored markers

HANDOUTS

- #2 *LDP+ Timeline & Deliverables*
- #3 *Improvement Team Meeting Form*
- #10 *Common Data Sources*
- #37 *Tool: Client Exit Interview*
- #38 *Focus Group Guiding Questions*
- #39 *LDP+ Assignment for Workshop #2*
- #40 *Workshop Evaluation Form*

8.A Scanning

This exercise introduces participants to the concept of scanning and scanning methods. This will help them as they select a challenge and an improvement project.

- **DURATION** 15 minutes
- **MATERIALS**
 - ❑ Blank flipchart
 - ❑ Handouts: #37 Tool: Client Exit Interview; #38 Focus Group Guiding Questions; #10 Common Data Sources
- **PROCESS:**

STEP 1. Introduce the concept of scanning (5 minutes)

ASK: *What do you have to do or find out about in order to better understand the current situation as it relates to the result you want to achieve?*

WRITE people's responses on a flipchart. Add any of the following if they are not mentioned:

- People's health care needs
- Service statistics
- Resource usage and needs
- Your team members' strengths, needs, and concerns

STEP 2. Identify scanning methods (10 minutes)

ASK: *At your table, discuss the scanning methods available to you.*

GO AROUND the room and **WRITE** responses on a flipchart.

REVIEW the Handout #37 Client Exit Interview, Handout #38 Focus Group Guiding Questions, and Handout #10 Common Data Sources.

SAY: *A client exit interview helps us to understand our clients' needs and hear directly from them. That way we don't have to rely only on our own perceptions or opinions.*

The Focus Group Guiding Questions help us to identify the needs of a particular segment of the population.

Existing management information systems provide routine data on clients' use of services and the financial picture.

ASK: *How can we use these methods to scan in order to better understand our baseline and better pick our measurable result?*

Discuss and choose some scanning methods to use.

8.B Improving Listening Skills—A Scanning Skill

Listening is an important scanning skill. This exercise helps participants reflect on their listening habits and how they affect the work climate.

NOTE: For this exercise it is better that people pair up with someone they don't usually work with.

➤ **DURATION** 45 minutes

➤ **MATERIALS** None

➤ **PROCESS:**

STEP I. Practice “bad” listening and share what it feels like (15 minutes)

In the large group:

SAY: *Select a partner.*

Decide who the “talker” is and who the “listener” is.

The talker talks for about two minutes about something that he or she thinks is important.

The listener shows signs of not listening.

Switch roles: The second person talks while the first person shows signs of not listening.

ASK: *How did that feel?*

Has this happened to you?

Have you been a bad listener to others?

What happens when people have bad listening habits?

TAKE a few responses after each question.

STEP 2. Practice “good” listening and share what it feels like (15 minutes)

Repeat Step 1, but this time the listener demonstrates that he or she is listening carefully to what the other person is saying.

ASK: *How did that feel?*

Has this happened to you?

Have you been a good listener to others?

What are the consequences of people practicing good listening habits?

TAKE a few responses after each question.

STEP 3. Reflect on the effects of listening well or poorly (15 minutes)

Summarize the impact of bad and good listening on motivation and organizational effectiveness.

Make links between listening and scanning for information.

ASK: *What lessons do you take from this exercise?*

COLLECT a few responses.

8.C Next Steps—Reflecting on Workshop #1 and Preparing for Workshop #2

This activity reviews Workshop #1 and presents the assignment and expectations for Workshop #2.

- **DURATION** 60 minutes
- **MATERIALS**
 - ❑ Three flipcharts
 - ❑ Handouts: #2 LDP+ Timeline & Deliverables; #39 LDP+ Assignment for Workshop #2; #3 Improvement Team Meeting Form to be used with the team in the workplace
- **PROCESS:**

As participants settle in, ask them to sit with their work teams.

STEP 1. Overall review of the LDP+ and previous sessions (20 minutes)

ASK: *What have we done since our first day?*

On three blank flipcharts, one for each day, **WRITE** the activities that people remember. **FILL IN** the missing activities.

ASK: *What was most important for you?*

Collect responses.

ASK: *What is one thing that you can apply when you get back to work?*

Collect responses.

REVIEW Handout #2 LDP+ Timeline, from the first day. **POINT OUT** where we are in the process and what will happen next.

STEP 2. Review the assignment (20 minutes)

DIRECT participants to Handout #39 *LDP+ Assignment for Workshop #2* and Handout #3 *Improvement Team Meeting Form*.

READ each assignment aloud (or have someone read it):

SAY: *The assignment after Workshop #1 and before Workshop #2 is to hold two meetings with the rest of your team in the workplace:*

The first meeting is to share what you have learned and to gather your team's feedback. Review the following:

- *Priority health area*
- *Shared vision*
- *Challenge Model, as currently filled out*
- *Monitoring and Evaluation Plan*

The second meeting is to review the results of team members' scanning. The scanning should include gathering accurate data for the indicator and the Monitoring and Evaluation Plan.

Use the Improvement Team Meeting Form to design the scanning meeting as well as any other meetings between workshops.

Ask if there are questions.

STEP 3 Explain the coaching visits (10 minutes)

Explain that each Improvement Team has a coach from the Technical Coaching Team, and tell each team who their coach is. If possible, **SET A DATE** for the coaching visits. The visits last for a few hours.

Encourage all the members of the Improvement Team to be present at the coaching visit. Include in the coaching visit all members of the team, including those who are not coming to the LDP+ workshops.

STEP 4. Next steps (10 minutes)

ANNOUNCE dates for the Workshop #2, which is on Focusing, Planning, Aligning, and Mobilizing.

EMPHASIZE that the same people are expected to come to the next workshop because each workshop builds on the one before it.

- If one team member is not able to come, the Improvement Team needs to find a replacement.
- Make sure the replacement team member becomes familiar with the Workshop #1 content and the outcomes of activities.

Make sure everyone knows:

- The second workshop will last three full days.
- Each Improvement Team will **PRESENT** the results of its assignment at the start of the workshop. Teams should arrive fully prepared.

Ask each team to make sure someone is prepared to **REVIEW** on the first day of the next workshop what he or she learned in this workshop, how he or she applied it, and what he or she changed as a result of this learning.

Workshop Evaluation

Evaluation gives participants a chance to share what they learned and their opinions, and facilitators to gain information about what was most successful and what can be improved.

➤ **DURATION** 10 minutes

➤ **MATERIALS** □ Handout: #40 Workshop Evaluation Form

➤ **PROCESS:**

DISTRIBUTE copies of Handout #40 Workshop Evaluation Form and give people 10 minutes to complete it.

Ask participants for truthful feedback about what they have learned in the workshop. Let them know they are not expected to put their names on the forms.

While the participants are completing the Evaluation Form and Feedback, **COLLECT** and **PHOTOGRAPH** the Challenge Models the groups developed during this Workshop so that you may have them ready for participants to use to practice providing feedback during Workshop #2. They will also be used by coaches during Technical Coaching Team Meeting #2 (See Section 2: Technical Coaching Team Meetings).



Leading and Managing WORKSHOP 2

SCHEDULE AND OBJECTIVES: WORKSHOP #2

PURPOSE

Apply the leading, managing, and governing practices to move from vision to action.

OBJECTIVES

- To introduce tools and techniques to understanding focusing as a leadership practice
- To understand the effect of gender on leadership approaches
- To identify obstacles and their root causes
- To propose priority actions with a gender perspective
- To learn how to focus on priorities to achieve important results
- To create action plans that will guide teams toward their measurable results

SESSIONS

- **Welcome back and assignment review:** Review what participants learned during Workshop #1
- **Session 9:** Mobilizing for Results: Learn how to mobilize stakeholders
- **Session 10:** Focusing: Understand focusing as a leadership practice
- **Session 11:** Focusing the Plan: Identify priority actions and learn how to focus personally and as a team to achieve important results
- **Session 12:** From Vision to Action: Create Action Plans that will guide the Improvement Teams toward their measurable result

SCHEDULE

Facilitators should schedule a morning and afternoon break each day.

	DAY ONE	DAY TWO	DAY THREE
AM	Opening (15 min.) Welcome Back and Assignment Review (3 hr.)	Reflection (20 min.) Session 9: Mobilizing for Results (conclusion) (1 hr.) Session 10: Focusing (1 hr: 15 min.)	Reflection (20 min.) Session 11: Focusing the Plan (2 hr: 50 min.)
<i>Lunch Break</i>			
PM	Assignment Review (conclusion): (1 hr., or as needed, depending on number of teams) Session 9: Mobilizing for Results (3 hr: 5 min.) Closing Reflection (30 min.)	Session 10: Focusing (conclusion) (3 hr: 20 min.) Closing Reflection (30 min.)	Session 11: Focusing the Plan (1 hr.) Session 12: From Vision to Action (1 hr: 45 min.) Workshop Evaluation (10 min.)

PREPARATIONS

Read all of the materials in advance of the meeting. Use the information provided on timing in the facilitators' notes to determine how much time to give participants to complete forms, work individually, in pairs, groups, etc.

REFLECTION

Reflection. There is time for reflection at the end of each day so that participants can talk about what they learned and what seemed most important to them. If you want, you can insert a brief moment of reflection in the morning about the content of the previous day to find out if participants gained new insights overnight.

NOTE: Regular reflection is an important leadership practice. It enables people to have time to think about what they have learned and how to apply it.

EVALUATIONS

Workshop evaluation. To evaluate the workshop, copy and give out Handout #40 *Workshop Evaluation Form*.

Progress monitoring. The success of the program is measured by monitoring the progress that the Improvement Teams make toward their measurable results. To support this, the Technical Coaching Team should ensure that the Improvement Teams continuously monitor their progress against their baseline using clear indicators.

BETWEEN WORKSHOPS 2 AND 3

Full team meetings. Participants hold meetings with the rest of their teams back at their work sites to report on what they learned in the workshop and to review the results of their scanning.

Coaching sessions. Members of the LDP+ Technical Coaching Team work with the Improvement Teams between each workshop. In these meetings, they review progress and topics covered in the workshop as well as provide feedback and support to the Improvement Teams as the teams work on their Challenge Models and prepare their Action Plans.

WS2
DAY 1
SCHEDULE

WORKSHOP 2: DAY ONE

WELCOME BACK AND REVIEW

Opening

Review the Learning from Workshop 1 and the Objectives for Workshop 2

— LUNCH BREAK —

Review the Learning from Workshop 1 and the Objectives for Workshop 2 (continued)

SESSION 9: MOBILIZING FOR RESULTS

9.A Balancing Two Approaches to Leadership

9.B Understanding the Effect of Gender on Leadership Approaches

9.C Analyzing Stakeholder Needs and Interests—A Scanning and Mobilizing Exercise

Closing

WELCOME BACK AND ASSIGNMENT REVIEW

Opening



DURATION

15 minutes

Ask participants to sit in their teams from their work sites.

This is a time for administrative and logistical announcements.

Review the Learning from Workshop #1 and the Objectives for Workshop #2

This exercise reviews what participants learned during the last workshop.

- **DURATION** 2.75–3.75 hours
- **MATERIALS**
 - ❑ Prepared flipchart with Workshop #2 objectives
 - ❑ Flipchart with Assignment for Workshop #2
 - ❑ Handouts: #41 *Schedule and Objectives: Leading and Managing Workshop #2*; #39 *LDP+ Assignment for Workshop #2*
- **PROCESS:**

STEP 1. Review of Workshop #1 content (20 minutes)

In the large group:

SAY: *Now we will hear from a participant about what we learned during the previous workshop.*

You will have asked the participant at the end of Workshop #1 to speak to the group. After that person finishes,

ASK: *What questions does anyone have at this point in the process?*

STEP 2. Overview and agenda for Workshop #2 (10 minutes)

DIRECT participants to Handout #44 *Schedule and Objectives: Leading and Managing Workshop #2*.

Review the workshop's objectives and schedule.

STEP 3. Report back on assignments (2–3 hrs.)

REVIEW Handout #39 *Assignment for Workshop #2*. Invite each Improvement Team to the front of the room to **PRESENT**. Depending on the number of Improvement Teams, allow about 20–30 minutes per team for the presentation, feedback, and questions.

- Have Improvement Teams **SHOW** their revised Challenge Models. They should explain how they moved forward and refined the work they did in Workshop #1.

NOTE: Allow questions and clarifications but keep the focus on contributing to the teams rather than on criticizing them.

BREAK FOR LUNCH at an appropriate time so that each team has time to present without feeling rushed, and participants have plenty of time to ask questions.

Resume and **COMPLETE** the team presentations.

STEP 4. Wrap up (10 minutes)

ASK: *Where did you see signs of scanning activities?*

HIGHLIGHT the data-gathering methods that the Improvement Teams used and their effectiveness in gathering key information.

ASK: *What would have happened if teams had not scanned in this way?*

What have we learned about scanning?

SESSION 9. MOBILIZING FOR RESULTS

PURPOSE

Learn how to mobilize stakeholders.

OBJECTIVE

- To mobilize resources to achieve your desired measurable results

PREPARATIONS

- Read the facilitator notes for this session.
- Prepare the required flipcharts.

MATERIALS

- Flipchart—easel and paper
- Tape
- Colored markers

HANDOUTS

- *#42 Self-Assessment on Leadership Approaches*
- *#43 Two Approaches to Leadership*
- *#44 Gender Exercise*
- *#45 Basic Gender Concepts*
- *#46 Stakeholder Analysis Worksheet*
- *#47 Resource Mobilization Request Form*

9.A Balancing Two Approaches to Leadership

This exercise demonstrates that both relational and positional leadership approaches contribute to positive results.

- **DURATION** 50 minutes
- **MATERIALS**
 - Handouts: #42 Self-Assessment on Leadership Approaches; #43 Two Approaches to Leadership
- **PROCESS:**

As participants settle in, ask them to sit with their work teams.

STEP 1. Review activity objectives (5 minutes)

SAY: *It is important to understand different leadership approaches in your team and how best to work together to use all of your strengths.*

When we finish this activity, you will

- *Understand relational and positional leadership approaches.*
- *Be aware of how both relational and positional leadership contributes to results.*
- *Recognize the importance of balancing both approaches in a work group or team.*

STEP 2. Self-assessment of leadership approaches (15 minutes)

DIRECT participants to Handout #42 Self-Assessment on Leadership Approaches.

SAY: *This will help you to assess the approach that you use most often in work situations.*

Please read the statements and circle 1, 2, 3, or 4 to indicate how often you use this approach when you work in a group.

For example, if you take responsibility for leading the group to results most of the time, you would circle 4 in the first table.

Only choose one number for each set of 1–4.

After they have filled out the Assessment:

SAY: *Once you have circled one number for each set of statements, look and see whether you have circles on more 1s and 2s, or more 3s and 4s.*

SAY: *If you find that you have more 1s and 2s, then you tend to use the relational approach more often.*

If you have more 3s and 4s, then you tend to use the positional approach more often.

Discuss this in pairs for five minutes.

STEP 3. Balancing leadership approaches in a team (30 minutes)

DIRECT participants to Handout #43 *Two Approaches to Leadership*.

SAY: *Look at the descriptions of the two different types of leadership.*

Relational leadership depends more on the strength of one's relationships.

Positional leadership depends more on one's position of authority.

Note the important statement at the top of the handout: "Effective leaders balance relational and positional approaches."

Compare your self-assessment with the descriptions of these two approaches to leadership. Consider how closely these descriptions fit your usual behavior.

SAY: *Form pairs and spend five minutes each discussing how you might balance the two approaches.*

Lead a large-group discussion on the effects of these two approaches to leadership.

ASK: *What effects can each of the two approaches have on how members of a team work together?*

In our teams, how can we honor and appreciate others who use more relational or positional approaches to leadership than we do?

What commitments can your team make to appreciate others approaches to leadership?

In plenary, have groups **REPORT** out the results of their discussions.

9.B Understanding the Effect of Gender on Leadership Approaches

In this session participants explore how gender roles affect leadership approaches and to support women and men to lead together with dignity and respect.

- **DURATION** 1 hour 30 minutes
- **MATERIALS** □ Handouts: #44 Gender Exercise; #45 Basic Gender Concepts
- **PROCESS:**

STEP 1. Clarify the definitions and implications of “sex” and “gender” (30 minutes)

DIRECT participants to Handout #44 *Gender Exercise* and Handout #45 *Basic Gender Concepts*.

SAY: *We are discussing gender. We need to be sure we are using the same definitions for key gender concepts.*

On the handout you see the definitions of gender and sex.

Gender is a culturally-defined set of economic, social, and political roles, responsibilities, rights, entitlements obligations, associated with being female and male, as well as the power relations between and among women and men, boys and girls.

Sex is the biological differences between females and males.

Now, let’s review the definitions of sex, gender, gender equity and gender equality, gender- based violence, empowerment and male involvement, in the handout.

Allow participants time to review the handout and take any clarifying questions in plenary.

STEP 2. Consider traditional leadership roles of women and men (30 minutes)

SAY: *If we want our Improvement Teams to work well, we need to foster gender equity in leadership.*

ASK: *In your context, in what ways are the opportunities to be in leadership positions the same or different for men and women?*

SAY: *Women (as a group, not all) have historically been excluded from most formal positions of leadership, authority, and power. They have usually been held responsible for building and maintaining relationships.*

Although women may have had some influence over the resources needed to carry out important activities, they have rarely had control over these resources.

Men (as a group, not all) have historically held leadership positions with greater authority and formal power.

This has enabled men to have more control over the resources needed for important activities.

STEP 3. Consider how we can meet our commitment to gender equity in leadership (30 minutes)

SAY: *Effective female and male leaders use both relational and positional leadership approaches.*

It is in everyone's best interest when both women and men are able to be effective leaders who use both approaches.

Ask the teams to discuss the following question for 10 minutes:

How can our Improvement Team encourage and support women and men to use both positional and relational leadership approaches?

In plenary, have groups **REPORT** out the results of their discussions.

Tips for Facilitator:

1—Maintain the inquiry mode during the facilitation. Recognize that gender issues can touch our own deeper feelings and may tempt us to advocate for our point of view.

2—Emphasize gender equity and access to leadership roles for both females and males.

3—Avoid transforming the session into a forum for complaints, and try to focus the attention on the future: Ask “What can we do to improve both women’s and men’s leadership?”

9.C Analyzing Stakeholder Needs and Interests—A Scanning and Mobilizing Exercise

This exercise helps participants to identify their stakeholders and understand their needs and interests using the practices of focusing, planning, scanning and mobilizing.

➤ **DURATION** 45 minutes

➤ **MATERIALS**

- ❑ Prepared flipchart with the definition of stakeholders: *Stakeholders are those individuals or groups who have a stake in your achievement of the result you have selected. This includes those who can affect, and are affected, by the result—in positive or negative ways.*
- ❑ Handout: #46 Stakeholder Analysis Worksheet

➤ **PROCESS:**

STEP I. Identify stakeholders (20 minutes)

ASK: *What do we mean by the word “stakeholder?”*

Take a few answers.

SAY: *Stakeholders are those individuals or groups who have an interest in the result you have selected.*

- *Stakeholders include anyone who can help you succeed—or make it hard for you. A stakeholder is also anyone who will be affected when you achieve your result. Will they be happy? Unhappy?*

REVIEW Handout #46 Stakeholder Analysis Worksheet.

STEP 2. Identify stakeholder interests and concerns (25 minutes)

REFER to the flipchart with the definition of stakeholders.

SAY: *In your team, brainstorm a list of all stakeholders for your Improvement Team's leadership project and circle the five most critical ones. You can indicate a very influential person, a group, and organization, or a team.*

Put these in the left column of the worksheet.

For each stakeholder, discuss the questions in the next three columns:

- *What is the stakeholder interested in?*
- *What is the stakeholder's biggest concern?*
- *What do you need to do to get the stakeholder's support?*

Complete the worksheet and discuss next steps with your team.

We will use this information in a session tomorrow in order to think through how these stakeholders can be mobilized to support the implementation of your Action Plans and your achievement of results.

Closing

 **DURATION** 30 minutes

ASK: *What did you learn today? What stands out for you?*

Each of you should take about five minutes to write down your answers.

When you are done, discuss your answers with a person next to you.

After about 10 minutes, addressing the entire group:

SAY: *Would each pair please share one of your answers with the group? We will go around the room.*

Continue to hear pairs' answers until there are no more.

WS2
DAY2
SCHEDULE

WORKSHOP 2: DAY TWO

SESSION 9: MOBILIZING FOR RESULTS (CONCLUSION)

Reflection

9.D Mobilizing Stakeholders to Commit Resources

SESSION 10: FOCUSING

10.A What is Focusing?

10.B Recognizing your Sphere of Influence

— LUNCH BREAK —

10.C Identify Obstacles to Reaching the Result

10.D Diagnosing Root Causes—The Five Whys Technique

Closing

Reflection

 **DURATION** 20 minutes

Ask participants to sit in their work teams and conduct a brief reflection.

ASK: *Of all the things we did and topics we discussed yesterday, what stood out or resonated with you?*

NOTE: When participants speak to the entire group, it provides an opportunity for them to begin seeing themselves in the facilitator role.

Remind participants that you are picking up where you left off on Day One with the exploration of mobilizing stakeholders.

9D. Mobilizing Stakeholders to Commit Resources

This exercise demonstrates how mobilizing resources requires analysis and planning.

- **DURATION** 60 minutes
- **MATERIALS**
 - ❑ Handouts: #47 Resource Mobilization Request Form; #46 Stakeholder Analysis Worksheet
 - ❑ Blank flipchart

NOTE: Activities for mobilizing resources need to be inserted into the Action Plan that will be developed in the next session. This is “aligning and mobilizing” at work!

➤ **PROCESS:**

STEP I. Mobilizing support from stakeholders (5 minutes)

DIRECT participants to Handout #47 Resource Mobilization Request Form.

SAY: *We will use the Stakeholder Analysis that you completed yesterday as a basis for this exercise.*

SAY: *As we discussed, key stakeholders are people or groups who have a stake in the result you have selected.*

This includes those who can affect your progress as well as those who are affected by your result.

Whether the impact by them or on them is positive or negative—they are your stakeholders and you need to enlist their support or reduce their negative impact.

Without stakeholders’ support, we would probably not make much progress toward our desired results.

STEP 2. Planning for mobilization (30 minutes)

SAY: Review *Handout #46 Stakeholder Analysis Worksheet*: who the stakeholders are, their interests and concerns, and what you need to do to get their support.

In the left column of the Resource Mobilization Request Form, write in the name of each stakeholder from whom you need a particular resource.

SAY: *Examples of resources are money, volunteer labor, access to people of influence, or materials.*

For each resource needed, fill in the columns across the sheet: what exactly do you want from that stakeholder, who will make the request, and by when?

STEP 3. Sharing and learning together (25 minutes)

Invite each Improvement Team to **READ** one row (i.e., about one stakeholder and one set of resources) from their worksheets.

Repeat the process until all the Improvement Teams have shared everything on their worksheets.

ASK: *What are some of the activities that you need to include in your Action Plan to make sure you actually get the resources you need?*

Take responses and **RECORD** them on a flipchart.

- Examples might be visits, meetings, telephone conversations, sending materials, and inviting or accompanying others on a field trip to see something in action.
- This is a chance for Improvement Teams to gain new ideas from the exchange.

SAY: *As you begin to work on your Action Plans, add any activities you need to act upon to mobilize resources.*

SAY: *Use your Resource Mobilization Request Form as a monitoring tool in your upcoming meetings with your teams.*

Now that you have the names of people responsible for making each request for resources, you can support and hold each other accountable to follow through.

NOTE: When indicating who will make each request, exclude the names of people who are not part of the Improvement Team or are not present in the room. Accountability has to lie with the Improvement Team!

SESSION 10. FOCUSING

PURPOSE

Explore focusing as a leadership practice and review focusing tools and techniques.

OBJECTIVES

- To explain focusing
- To explain focusing tools and techniques
- To identify obstacles that block getting to a desired result
- To apply a root cause analysis

PREPARATIONS

- Read the facilitator notes for this session.
- Prepare the required flipcharts.
- Select one measurable result to use for the activity, “Obstacles to Reaching the Result,” and write it on a flipchart. Practice your use of the Five Whys Technique with one of your co-facilitators. Select an example to use with which you are comfortable.

MATERIALS

- Flipchart—easel and paper
- Tape
- Colored markers

HANDOUTS

- #33 *The Practices of Leading, Managing and Governing*
- #48 *Sphere of Influence*
- #49 *Categories of Obstacles*
- #50 *Gender Equity Analysis Tool*
- #51 *The Five Whys Technique*

10.A What is Focusing?

This exercise explores the importance of focusing within an organization.

- **DURATION** 30 minutes
- **MATERIALS**
 - ❑ Handout: #33 *The Practices of Leading, Managing and Governing*
 - ❑ Blank flipchart
- **PROCESS:**

STEP 1. The leadership practice of focusing (10 minutes)

In the large group:

- ASK:** *What does focusing mean?*
- Why is it important for leaders to focus?*
- What happens when a group or organization does not have a clear focus?*

RECORD answers on a flipchart.

Review the definition of focusing from Handout #33 *The Practices of Leading, Managing and Governing*.

- SAY:** *Focusing means:*
- *To determine key priorities for action, and*
 - *To create a common picture of desired results.*
- SAY:** *The organizational outcome of good focusing is:*
- *The organization's work is directed by a well-defined mission and strategy, and priorities are clear.*

STEP 2. Priorities (10 minutes)

To the large group:

- SAY:** *For teams to focus, you need to know the focus of your larger institution.*
- In the last workshop, we discussed the priority health area and indicators that would focus our Improvement Teams' work.*

WRITE priority health area and indicators on a flipchart.

STEP 3. Organizational focus (10 minutes)

In the large group:

ASK: *Other than the priority health area and indicators, what else does your organization have that you can use as a focusing tool? (mission, strategy, annual goals, etc.)*

SAY: *Now that we have looked at focusing, in the next session we will take a closer look at what is in our sphere of influence.*

10.B Recognizing Your Sphere of Influence

This exercise helps people think about what is under their control to change and what is not, given their role or position in their organization. This discussion will help to focus their Action Plans.

➤ **DURATION** 45 minutes

➤ **MATERIALS**

- ❑ Large flipchart with three concentric circles of increasing diameter drawn around each other
- ❑ Handout: #48 *Sphere of Influence*
- ❑ Prepared (covered) flipchart with the serenity prayer written on it:
Give me the serenity to accept the things I cannot change, courage to change the things I can; and the wisdom to know the difference. –Reinhold Niebuhr, The Serenity Prayer

➤ **PROCESS:**

STEP I. Define circles of control and influence (10 minutes)

In the large group, **SHOW** the three circles and **WRITE**:

- “control” inside the innermost circle;
- “influence” in the middle circle;
- “no control and little/no influence” in the outer circle.

Discuss the distinctions among the three circles.

Ask for examples for each circle, such as:

- **Inner circle:** our words, our attitudes, and our actions.
- **Middle circle:** our neighborhood, our work environment, friends, colleagues, family (we can influence them but we cannot control them!).
- **Outer circle:** natural phenomena such as earthquakes or weather; politics and policies that fall far outside our own reach, and behavior of people with whom we have no contact.

ASK: *Which of these circles do you worry about the most?*

NOTE: This is usually the outer circle, where we cannot do much.

DIRECT participants to Handout #48 *Sphere of Influence*.

ASK: *In which circle are you most likely to have an impact?*

What happens when you have an impact there?

How does that affect the other circles?

STEP 2. Discuss practices that help to influence (15 minutes)

In their Improvement Teams, ask the participants to reflect on and discuss what leading, managing, and governing practices they need to use to effectively influence others.

What activities do they have the most influence over as a team?

Ask them to **MAKE A LIST** to present to the larger group.

STEP 3. Present practices that support influencing (15 minutes)

With the whole group, ask that the Improvement Teams **PRESENT** their reflections on influencing practices.

STEP 4. Wrap up (5 minutes)

REVEAL AND READ (or have someone read) the serenity prayer: from the flipchart.

Emphasize that leadership is about focusing on things we can influence rather than complaining about things we can do little about.

Session adapted from Covey's circles of control, influence, and concern.
Covey, Stephen. *The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change*. New York: Simon and Schuster, 2004.

10.C Identify Obstacles to Reaching the Result

This exercise helps participants identify the work needed to achieve the desired measurable result.

➤ **DURATION** 2 hours

➤ **MATERIALS**

- ❑ Prepared flipchart with the measurable result you selected
- ❑ Blank flipchart sheets
- ❑ Tape to stick papers to the wall
- ❑ Half sheets of paper, enough to give each team from three to five of them
- ❑ Markers for each group to write their ideas on the paper
- ❑ Handouts: #49 *Categories of Obstacles*; #50 *Gender Equity Analysis Tool*

➤ **PROCESS:**

As participants settle in, ask them to sit with their work teams.

STEP 1. Identify obstacles to reaching the result (60 minutes)

REFER TO the prepared flipchart with the desired measurable result you selected for demonstration. Explain to the group how you selected and found it.

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

What is blocking the way to this result—what are the obstacles?

DIRECT participants to Handout #49 *Categories of Obstacles*.

SAY: *There are several broad categories into which your Improvement Team's obstacles may fall. Some of the most common are:*

- *Policies and procedures*
- *Providers*
- *Equipment, infrastructure, and supplies*
- *Patients, clients, individuals, or communities*

ASK: *What are examples in these categories that apply to the delivery and use of health services?*

POST four blank flipchart sheets with the categories as headings. **WRITE** examples on appropriate flipcharts as participants suggest them.

ASK: *What are the main obstacles your Improvement Team faces in achieving your desired measurable result?*

SAY: *With your Improvement Team, write down all the obstacles you can think of.*

Consider obstacles in each of the categories we just discussed: policies and procedures; providers; equipment, infrastructure, and supplies; patients, clients, individuals, or communities; and the cross-cutting issue of gender. Add any other obstacles that don't fit into these categories.

In plenary, ask teams to share the obstacles they identified.

STEP 2 Consider obstacles related to gender (30 minutes)

SAY: *Please note that gender is a cross-cutting issue that needs to be taken into account in conducting this analysis. There are many examples of gender issues that could affect the provision and use of health services in all categories. For example, policies can restrict women's access to health services, (e.g., women often need "permission" to use family planning services or methods) or provider attitudes can be biased and therefore limit women's use of services in general.*

DIRECT participants to Handout #50 *Gender Equity Analysis Tool*.

SAY: *When making the root cause analysis we can think about gender equity in terms of three different topics:*

- *Opportunity: How does the health system promote gender equity in management and leadership roles?*
- *Access: How are health services organized so that it is easy for both women and men to receive quality services?*
- *Involvement: How do women and men in the community participate in decisions about health services?*

SAY: *Now in your groups, begin filling in the Gender Equity Analysis Tool to identify some gender-related obstacles that may block women or men from accessing or using services.*

STEP 3. Identify the most critical obstacles (30 minutes)

SAY: *You have identified many obstacles, but it is more useful to focus on the few that cause most of the difficulties in achieving your desired result.*

For example, there can be many reasons why women don't access prevention of mother-to-child transmission (PMTCT) services, but you may have observed that most pregnant women don't even come to the health center for prenatal services. In this instance, it would be good to analyze the causes of that obstacle – not coming in for prenatal services – rather than of any obstacles related to PMTCT services themselves.

SAY: *The Pareto Principle, also known as the 80/20, is an idea that originally referred to the observation that 80% of Italy's wealth belonged to only 20% of the population. Applied to your list of obstacles, this could mean that 80% of your difficulties are caused by 20% of your obstacles. Consider this in determining which of the obstacles explain most of the stagnation or failure of effort.*

SAY: *With your Improvement Team, look over the obstacles you identified and mark them according to how critical they are. Write "A" next to those you consider the most critical, "C" next to the least critical, and "B" next to those in the middle.*

Think of the spheres of influence from the previous session. Select obstacles that are in your control, not outside it. For example, resources from others are outside your control, although possibly within your sphere of influence.

Then select the three to five most critical obstacles to achieving your Improvement Team's desired measurable result. Check to be sure you all agree on your choice.

Write each obstacle on a separate piece of flipchart paper.

Have Improvement Teams **REPORT** their selected obstacles in plenary and briefly explain their reasons.

10.D Diagnosing Root Causes—The Five Whys Techniques

This exercise helps participants to tell the difference between presenting symptoms and root causes and then to diagnose root causes.

- **DURATION** 1 hour 20 minutes
- **MATERIALS**
 - ❑ Prepared flipchart: A weed with its roots showing.
 - ❑ Prepared flipchart with example table including obstacle, root cause, and priority actions.
 - ❑ Handout: #51 *The Five Whys Technique*
 - ❑ Blank flipcharts: One for each Improvement Team
- **PROCESS:**

STEP 1. Introduce the Five Whys Technique for root cause analysis (20 minutes)

SHOW the flipchart with the picture of a weed with its roots showing.

ASK: *What does this have to do with focusing and planning?*

Take responses until someone mentions root cause analysis.

ASK: *Does anyone know what root cause analysis is?*

Take responses and encourage explanations of root cause that are correct or nearly so.

SAY: *Root cause analysis involves problem-solving methods that go beneath symptoms to find the basic causes of problems.*

We use root cause analysis because problems are best solved by trying to correct or remove underlying causes, as opposed to merely dealing with obvious symptoms.

SAY: *You will learn some structured ways to diagnose organizational problems, similar to the ways we learn to diagnose medical problems.*

One way is to keep asking “Why?” in order to get beneath the symptoms and learn what causes them.

WRITE, on a separate flipchart—one under the other—*Why? Why? Why? Why? Why?*

Give an example of how these “Whys” are applied to the causes listed under the four categories described in the previous activity. Select one cause and start asking “why?”

ASK: *Why is this happening?*

Using an example, such as the one provided in Handout # 9 *The Five Whys Technique*, act out the process and ask your co-trainer to repeat the question after each response to illustrate the technique.

TIP: Rehearse this with your co-trainer beforehand to make to make sure you demonstrate this technique well.

SAY: *Although we call this technique “The Five Whys,” you may not always ask “Why?” exactly five times. Sometimes only three “Whys” are enough, and sometimes you need to ask “Why” more than five times to get to the real root cause.*

When to stop asking “Why?” depends on the answers. It is important to stop at a “Why?” that is within your sphere of influence, not one that is outside of your influence.

STEP 2. Practice the Five Whys technique (40 minutes)

In the large group:

SAY: *You have identified the main obstacles to achieving a desired measurable result that is tied to your organization’s institutional priorities and your Improvement Team’s vision.*

To develop your Action Plan, you have to take a closer look at the root causes of these obstacles.

The better your analysis, the better your Action Plan and the more likely that your proposed action plan will take you to your desired result.

DIRECT participants to Handout #51 *The Five Whys Technique*.

SAY: *For each of the obstacles you listed, ask about five “Why?” questions. (Remember that you may need more or less than five.) Stop when you come to the last cause that is actionable – that your team feels you can do something about. These are the root causes that you will focus on in your Action Plans.*

If the question is, “Why are women not coming to the clinic?”, poverty or lack of education might be at the root.

But it would be better to stop at a more actionable root cause, such as “Because they don’t know how they will benefit from the services we offer.” It is better to stop there. Continuing to ask “Why?” would not yield information you can act on.

When you come to the end of your “Why” questions for each obstacle, fill out the flipchart paper for that obstacle with a table that includes the last root cause and leaves space for priority actions to address it.

CIRCULATE among the Improvement Teams, listen closely to the teams' deliberations, and check their flipchart sheets to make sure they understand the task and are going to root causes over which they have control.

NOTE: As you circulate, make sure the teams do not produce a long list of vague descriptions, such as “a lack of human resources.” If you see this tendency, help the teams analyze more deeply by asking, “Why is that?”

STEP 3. Report out on progress (20 minutes)

Invite each Improvement Team to **SHARE** their flipchart sheets in plenary.

Discuss any concerns or questions.

Closing

DURATION 30 minutes

ASK: *What did you learn today? What stands out for you?*

Each of you should take about five minutes to write down your answers.

When you are done, discuss your answers with a person next to you.

After about 10 minutes, addressing the entire group:

SAY: *Would each pair please share one of your answers with the group? We will go around the room.*

Continue to hear pairs' answers until there are no more.

WORKSHOP 2: DAY THREE

SESSION 11: FOCUSING THE PLAN

Reflection

11.A Brainstorming Priority Actions to Address Root Causes

11.B Analyzing Priority Actions with Gender Perspective

11.C Setting Priorities Using the Priority Matrix

— LUNCH BREAK —

11.D Putting First Things First—The Important and Urgent Matrix

SESSION 12: FROM VISION TO ACTION

12.A Developing an Action Plan that Leads to Results

12.B Reflecting on Workshop 2 and Preparing for Workshop 3

Workshop Evaluation

SESSION 11. FOCUSING THE PLAN

PURPOSE

Identify priority actions and learn how to focus personally and as a team to achieve important results.

OBJECTIVES

- To identify priorities
- To analyze priority actions with a gender perspective
- To distinguish between “Important” and “Urgent”

PREPARATIONS

- Read the facilitator notes for this session.
- Print copies of Handout #4 *The Challenge Model*.
- Prepare the required flipcharts.
- Try the tools out with a co-facilitator or friend to familiarize yourself with them.

MATERIALS

- Flipchart—easel and paper
- Tape
- Colored markers

HANDOUTS

- #4 *The Challenge Model*
- #52 *Gender Integration Continuum Framework*
- #53 *Gender Integration Continuum Scenarios*
- #54 *Priority Matrix (Sample)*
- #55 *Priority Matrix*
- #56 *The Important and Urgent Matrix*

Reflection

➤ **DURATION** 20 minutes

Ask participants to sit in their work teams and conduct a brief reflection.

ASK: *Of all the things we did and topics we discussed yesterday, what stood out or resonated with you?*

NOTE: When participants speak to the entire group, it provides an opportunity for them to begin seeing themselves in the facilitator role.

Remind participants that you are picking up where you left off on Day Two and will now use the aligning, mobilizing, focusing, and planning tools discussed earlier in this workshop to focus the plan.

11.A Brainstorming Priority Actions to Address Root Causes

This exercise helps participants identify specific priority actions that Improvement Teams can use to overcome the root causes of their obstacles and achieve their measurable result.

➤ **DURATION** 30 minutes

➤ **MATERIALS**

- ❑ Flipchart with Brainstorming Guidelines:
 - Do not criticize any of the ideas.
 - Do not discuss ideas during the brainstorming session.
 - Think creatively.

➤ **PROCESS:**

STEP 1. Brainstorm Priority Actions (15 minutes)

SAY: *Now that you have identified the root causes blocking you from achieving your measurable result, it is time to brainstorm some priority actions that will be key to moving you forward in achieving your measurable result. Consider your root causes as you think of priority actions to achieve your measurable result. Also consider the proven interventions suggested by the coaches and any other strengths that you have observed in the current situation, in order to build on what works.*

SAY: *The purpose of brainstorming is to generate many creative ideas to help your Improvement Teams make improvements.*

Through this process, all team members should actively participate. There are a few general rules of brainstorming.

SHOW the flipchart with Brainstorming Guidelines.

ASK: *Are there any other guidelines we need to consider so that we generate a good amount of creative ideas for achieving our measurable result?*

ADD any suggestions to the flipchart.

SAY: *Individually reflect on your Improvement Team's desired measurable result and the root causes.*

Take five minutes to individually write down priority actions that you can take to overcome these obstacles and achieve your result.

SAY: *In your teams, record all of the brainstormed ideas on a piece of flipchart paper. As a group, combine ideas that are similar.*

STEP 2. Report on progress (15 minutes)

Invite each team to **SHARE** their flipchart sheets in plenary.

I I.B Analyzing Priority Actions with Gender Perspective

This exercise creates awareness on how priority actions have a positive or negative impact on gender equity and uses this knowledge to select interventions that promote gender equity.

- **DURATION** 1 hour 10 minutes
- **MATERIALS**
 - ❑ Handouts: #52 *Gender Integration Continuum Framework*; #53 *Gender Integration Continuum Scenarios*
 - ❑ Prepared flipchart with the Gender Integration Continuum Framework
- **PROCESS:**

STEP I. Explain the gender integration continuum framework (30 minutes)

SHOW the flipchart with the Gender Integration Continuum Framework.

SAY: *The first day of this workshop, we discussed the issue of gender. When we did the root cause analysis, we also explored how gender issues are cross-cutting and are important to taken into account when analyzing obstacles related to policies, procedures, providers, and clients. And we began to analyze how cultural values and beliefs affect the way we think and act. The problem is when we are not aware of this influence and make gender blind decisions, or worse—when we consciously use gender imbalances to obtain our objectives.*

In the process of selecting our interventions we want to be gender aware and select interventions that promote gender equity or— at the very least— don't reinforce or contribute to gender inequity.

SAY: *Let's analyze this gender integration continuum framework.*

At the top of this framework, you can see the overarching objective, which is to be “gender aware” when we program activities. We do this by understanding how gender affects service use and health behaviors and how our interventions can contribute to gender equity and health.

At the bottom of this framework, you see the attitude we are trying to avoid which is to be “gender blind”. Being “gender blind” causes us to propose activities without being conscious of how they affect gender equity and health.

In the arrow three kinds of interventions/activities are demonstrated, classified depending on how they affect gender equity. Interventions/activities can be “Exploitative”, “Accommodating” or “Transformative”.

DIRECT participants to Handout #52 *Gender Integration Continuum Framework* and invite some participants to read aloud the definitions. Then reinforce by explaining.

SAY: *This framework demonstrates a continuum of types of interventions categorized by how they treat gender norms and inequities in their design, implementation, and evaluation.*

- *Gender blind interventions/actions give no prior consideration to address gender norms and unequal power relations or how interventions impact gender.*
 - *Example: When an economic development initiative encourages the creation of enterprises that are traditionally women's work, like the brewing of beer in some African countries, and loans or grants are given to men for such activities.*
- *Gender aware interventions/actions examine and address the anticipated gender-related outcomes during both design and implementation.*
 - *Example: Based on evidence that women are more likely to invest money in their families, food support money is given directly to women instead of to men. (This example is gender aware as well gender accommodative.)*
- *Gender exploitative takes advantage of rigid gender norms and existing imbalances in power to achieve the health interventions objectives.*
 - *Example: Understanding that men are the ones that make the decisions in their families, a PMTCT program send messages encouraging men to be sure their spouses are tested of HIV. This message can increase stigma and the existing imbalance of power between men and women.*
- *Gender accommodating interventions acknowledge the role of gender norms and inequities and seek to develop actions that adjust to, and often compensate for, existing imbalances in power.*
 - *Example: Determining that men are not interested in Family Planning and it is hard to reach them, a Family Planning program decides not to waste time working with men, and focuses only on women.*
- *Gender transformative interventions strive to examine, question, and change rigid gender norms and imbalance of power as a means of reaching health and gender equity objectives.*
 - *Example: An antenatal care program wants to increase birth deliveries attended by a skilled health provider. When designing their intervention, they invite women to bring their partners to the antenatal care appointments for joint counseling, so men and women discuss and make decisions together about their baby's delivery.*

SAY: *Gender aware interventions are expected to be designed to be gender accommodating or transformative, with the ultimate goal to achieve health outcomes while transforming gender norms toward greater equality. Gender exploitative is an unacceptable approach, particularly for public health programs that must "first do no harm."*

NOTE: The Continuum Framework can give the impression that in order to achieve gender transformative interventions you need to pass by gender exploitive and gender accommodating. But this is not the case. It is important to be gender aware to avoid at all cost gender exploitive interventions and, if possible, always implement interventions that promote gender equity.

ASK: *What in your own words is an intervention that is a gender blind intervention? Can you give us an example?*

Allow one or two participants to explain the definition, with their own words, and provide an example of being gender blind. **BE READY** to propose an **EXAMPLE** in case they don't find any. Repeat the same procedure to explain the "exploitive" "accommodating" and "transformative" interventions.

STEP 2. Classify some scenarios based on the gender integration continuum framework (20 minutes)

DIRECT participants to Handout #53 *Gender Integration Continuum Scenarios* and invite participants to work in their teams to classify them according to the "Gender Continuum Framework."

After 10 minutes, ask the teams to share:

ASK: *Where in the continuum of gender integration does each of the scenarios fall and why?*

Give opportunities to all the teams to **SHARE** their analysis, case by case, and provide feedback if necessary.

STEP 3. Analyze teams interventions based on the gender integration continuum framework (20 minutes)

Ask the teams to analyze the list of the interventions that they completed in the root-cause analysis, and classify them as “exploitative”, “accommodating” or “transformative”.

After 10 minutes, ask the teams to **SHARE** in plenary:

ASK: *Did you find, in the list of interventions from your brainstorm, any interventions that were gender blind? Can you explain which intervention and why?*

Listen to the gender blind interventions proposed and correct if necessary. Have participants identify what they would have to change to make the selected interventions transformative. Continue with the same process asking for interventions that are exploitive, accommodative or transformative.

Close the session reinforcing the importance of analyzing the interventions with gender perspective by saying:

SAY: *In the following session you will select the priority interventions to address the root-causes of your challenge. Analyze where in the continuum of gender integration they are.*

Be careful not to select activities that can be gender exploitative, since one of the fundamental principles of health work and development is to “do no harm.”

If possible, select activities that move toward gender transformative programming, so to gradually challenge existing gender inequities and promote positive changes in gender roles, norms, and power dynamics.

11.C Setting Priorities Using the Priority Matrix

The Priority Matrix helps participants rank actions based on criteria that are important to them. They can use this tool to prioritize actions as part of developing their Action Plans.

NOTE: The priority matrix is a tool that can be used to rank different options and identify the most suitable for a specific context. In the LDP+ it can be used in two moments. In this session the tool will be used to select which of many priority actions are more likely address the root causes. It can also be used in the previous step of the Challenge Model to select the more important obstacles after a brainstorm that gives you a long list.

- **DURATION** 1 hour 10 minutes
- **MATERIALS**
 - ❑ Handouts: #54 Priority Matrix (Sample); #55 Priority Matrix; #4 The Challenge Model
 - ❑ Prepared flipchart with a blank Priority Matrix
- **PROCESS:**

STEP 1. Present and demonstrate the tool (10 minutes)

Use the fun exercise, "Choosing a Husband," to show how the Priority Matrix works.

NOTE: If choosing a spouse is not a choice or is not appropriate in your context, you can change the example to choosing a candidate for a job.

SAY: *We are going to learn how to make choices, how to make a decision when looking at several options, and how to understand which choice will do the most good.*

To do this we use something called "criteria." Examples of criteria are the time it takes to complete a task, costs, impact on quality, and availability of resources.

We are always using criteria when we make judgments.

To understand how to use criteria, we will start with an example of an important personal choice.

ASK: *What are some of the most important choices we make in our lives?*

(Usually "choosing a spouse" will come up, but if not, say it.)

SAY: *Let's take the example of choosing a husband and see what criteria we could use to make this decision. The men will be observers for this exercise.*

POINT to the blank matrix on the flipchart.

- Ask the women for three common names of men from their country.
- **WRITE** the name of each man on top of each column under "priority actions."

SAY: *When women choose a husband—what might be most important?*

Repeat the question after each answer is given by the women in the group. Answers might be "good morals," "kind to me," "listens to me," "well educated," and so on.

- After listening to several responses, **SELECT AND WRITE** one criterion on the left of the matrix—one for each row.

STEP 2. Rank each imaginary man for each criterion on a scale from 1 to 3 (10 minutes)

RATE the imaginary men. For example:

SAY: *He is a scientist and gets a "3" for education, but he is mean and gets only a "1" for kindness.*

The group will be able to relate to these dilemmas.

- **WRITE** in numbers to rate each imaginary man on each of the criteria (1 = low, 2 = average, 3 = high). Make sure the totals for the men will not be the same.

STEP 3. Calculate the total points for each man (5 minutes)

- When you have filled in 12 boxes on the matrix, **ADD** each column and put the sum at the bottom.
- **POINT OUT** the best choice according to how the Priority Matrix works.

STEP 4. Prioritizing actions (10 minutes)

ASK: *What criteria would you use to prioritize your priority actions?*

Take some responses and **RECORD** them on the flipchart

SAY: *In your list of potential priority actions, you will, on a scale of 1 to 3 — with 1 providing the least benefit and 3 providing the most benefit — rank each according to your criteria.*

SAY: For each action in your work plan, you will add the numbers in each column to see the total score for each action.

The higher the score, the higher the priority of the action based on the criteria listed. (You may choose to add or change criteria to suit your specific needs.)

STEP 5. Introduce the Priority Matrix (5 minutes)

- **DIRECT** participants to Handout #54 *Priority Matrix (Sample)* and Handout #55 *Priority Matrix* for teams to use at their next team meeting. Review the sample matrix with the group.
- Check that the participants understand how the Priority Matrix works and that the sample priorities make sense to the participants.
- Explain that after they use the matrix with their full teams they need to be certain they can implement the chosen actions without having to wait for someone else's approval or for resources.

SAY: *As you can see, the Priority Matrix can be a powerful tool to improve efficiency. However, some caution is required. It is only effective when you have all of the relevant information or data. Avoid using it with criteria that require guesses or unverified assumptions.*

STEP 6. Establish criteria for decision-making (5 minutes)

ASK: *What criteria might you use to prioritize the actions you brainstormed in the previous session?*

- **RECORD** some responses on a flipchart.
- Suggest, if not mentioned: time, cost, impact on results, gender transformative and availability of resources.
- Rate the criteria so that the higher the score, the higher the priority of (the more important) the action.

NOTE: Some teams might want to alter the criteria to suit their specific needs.

STEP 7. Completing the Challenge Model (25 minutes)

SAY: Now use the *Priority Matrix* to evaluate your list of priority actions generated in your brainstorming. Use the criteria you have chosen to evaluate them.

Select the priority actions that best satisfy the criteria you have chosen.

Choose no more than three priority actions since you are working toward a short-term result.

When there are five minutes left before the end of this activity, **DISTRIBUTE** copies of Handout #4 *The Challenge Model*.

SAY: You can now complete your *Challenge Model*.

Fill in the three (or fewer) priority actions you have selected on the right side of your *Challenge Model*.

SAY: Check to be sure that implementing those priority actions will bring you closer to your measurable result and, therefore, to your organization's mission and your team's vision.

If the answer is "yes," you are ready to develop your *Action Plan*.

If the answer is "no," go back and review the process for choosing actions again and then make changes to your *Challenge Model*.

SAY: Also, check if you will be able to start implementing the priority actions you selected, given your level of authority and resources available.

If you are not sure, check the *Sphere of Influence* diagram.

Did you choose priority actions within your control—changing your own thoughts or behaviors?

Choose priority actions that will require you to influence those within your circle of influence—community members, colleagues, others in your organization, friends, or family.

Remind participants to think about this as they continue to work on refining their *Challenge Models* and developing their *Action Plans*.

I I.D Putting First Things First—The Important and Urgent Matrix

This tool will help individuals and groups to learn that the most important thing is not to manage time, it is to manage priorities.

- **DURATION** 60 minutes
- **MATERIALS**
 - ❑ Flipchart with a large version of the Important and Urgent Matrix, with each quadrant labeled as on the handout
 - ❑ Prepared flipchart with Prepared flipchart with the definitions:
 - Urgent—activities requiring immediate attention—NOW;
 - Important—activities that contribute to your mission, values, and priorities
 - ❑ Handout: #56 *The Important and Urgent Matrix*
 - ❑ Blank flipchart
- **PROCESS:**

STEP I. How do we spend our time? (20 minutes)

PRESENT the empty matrix and explain the four (labeled) quadrants.

SAY: *We spend our time in one of four ways, working on activities that are:*

- *Urgent and important*
- *Urgent, but not important*
- *Important, but not urgent*
- *Not important and not urgent*

Explain: “Urgent”— activities requiring immediate attention — NOW.

Explain: “Important”— activities that contribute to your mission, values, and priorities.

ASK: *If an activity is urgent, does it also mean that it is important?*

Discuss with the large group how urgent activities can take us away from spending time on activities that will enable us to carry out our mission or vision.

ASK: *Can you give me examples of activities that are not urgent but are important?*

RECORD responses in the relevant quadrant.

NOTE: No one likes to admit that he or she spends time on non-urgent and non-important activities, but with help from the whole group, you can uncover some of these activities.

STEP 2. How do you spend your time? (25 minutes)

DIRECT participants to Handout #56 *The Important and Urgent Matrix*.

SAY: *Do this exercise for yourself.*

First, think about your typical work week. Perhaps you work a total of 40 hours a week, and you decide you spend 20 hours doing urgent and important work.

That means you typically spend 50 percent of your work week in Quadrant I.

Complete this for each quadrant, and then turn to the person next to you and share your results.

SAY: *List the tasks that are most important in your work.*

Share this with another person who you don't know very well—perhaps someone from another team.

Discuss together what each of you could do differently in order to do more of the important activities.

SAY: *To lead effectively you need to spend more time in Quadrant II, “important but not urgent.”*

If you do not spend time in this quadrant planning, developing capacity, and so on, many items will move over into Quadrant I, “urgent,” and you will be constantly handling crises.

This is not effective leadership, but many of us find ourselves doing this because we do not pay enough attention to activities in Quadrant II.

NOTE: Many of the urgencies come from superiors who participants feel are in the outer circle of their sphere of influence—in many countries it is hard to stand up to power. However, this is an important conversation to have and it is worth dedicating time to this as it is often the major cause of tasks in Quadrant I.

SAY: *In your small group, discuss how you can shift the percentages so that there is more time for the important stuff of Quadrant II. In other words, put first things first.*

STEP 3. How to put first things first (15 minutes)

In the large group, take ideas (strategies) for how to put first things first and **RECORD** them on a flipchart.

Remind participants to think about this as they continue to work on refining their Challenge Models and developing their Action Plans.

NOTE:As we have learned from the previous session on understanding the roots of the obstacles you encounter, here too there are root causes that explain why so much appears in the urgent/important window. One topic that often comes up is the behavior of the boss as the reason for the urgencies. Use this time to explore how they can better 'manage' their bosses so as not to have these constant urgencies. (If the bosses are in the room, even better, as they can hear the other side). It is a rare opportunity to explore this topic and help people realize that there is no solution unless they talk with each other.

SESSION 12. FROM VISION TO ACTION

PURPOSE

Create Action Plans that will guide the teams toward their measurable results.

OBJECTIVES

- To create an Action Plan
- To integrate M&E activities and activities for mobilizing resources into the Action Plan

PREPARATIONS

- Read the facilitator notes for this session.
- Prepare copies of Handout #40: *Workshop Evaluation Form*.
- Prepare the required flipcharts.

MATERIALS

- Flipchart—easel and paper
- Tape
- Colored markers
- Self-stick notes or note cards

HANDOUTS

- #2 *LDP+ Timeline & Deliverables*
- #3 *Improvement Team Meeting Form*
- #24 *LDP+ Reporting Form*
- #25 *Monitoring and Evaluation Plan*
- #27 *Evaluation Form (LDP+ Reporting Form Annex)*
- #40 *Workshop Evaluation Form*
- #57 *Action Plan for the Improvement Team*
- #58 *Quick Check on the Quality of an Action Plan*
- #59 *LDP+ Assignment for Workshop #3*

12.A Developing an Action Plan that Leads to Results

This exercise helps each team to develop an Action Plan that shows the specific activities, timelines, and accountabilities for each of the priority actions.

➤ **DURATION** 1 hour 15 minutes

- **MATERIALS**
- ❑ Handouts: #57 *Action Plan for the Improvement Team*; #58 *Quick Check on the Quality of an Action Plan*; #25 *Monitoring and Evaluation Plan*
 - ❑ Prepared flipcharts for each team with a blank Action Plan
 - ❑ Prepared flipchart with tasks:
 - 1—Write a list of all activities needed to complete each priority action.
 - 2—Assign a person to be responsible for each activity.
 - 3—Estimate resources needed to complete the activity.
 - 4—Indicate start and completion dates for each activity.
 - 5—Do a quick check of your draft Action Plan.
 - ❑ Supply of self-stick notes

➤ **PROCESS:**

As participants settle in, ask them to sit with their work teams.

STEP 1. Review the Action Plan format (5 minutes)

DIRECT participants to Handout #57 *Action Plan for the Improvement Team* and Handout #58 *Quick Check on the Quality of an Action Plan*.

DEMONSTRATE how to complete the Action Plan on the flipchart.

- **SHOW** the teams how to fill in the top part of the Action Plan on their flipcharts by using information from their Challenge Models.

STEP 2. Filling in the rest of the Action Plan (45 minutes)

SHOW, read and explain the prepared flipchart with the five tasks to be completed to fill in the Action Plan.

NOTE: This is a preliminary version of the Action Plan, as the teams will share their thinking with their home teams and make improvements.

SAY: *First, write a list of all activities needed to complete each priority action in the left column under “Activities.”*

Second, assign a person to be responsible for each activity.

Estimate resources you will need to complete each activity.

Fourth, indicate start and end dates for each activity.

And finally, check your draft Action Plan using the questions in the handout, Quick Check on the Quality of an Action Plan.

NOTE: Teams should not assign an activity to a person who is not in the room. On their return home, teams can add other people to take assignments.

Invite the teams to fill in the rest of their Action Plans on their flipcharts.

- Tell them to use self-stick notes for the activities under each priority action as well as for the person responsible and resources needed. (This will make it easy to make changes without messing up the entire flipchart sheet.)
- Check that each team successfully completes at least one or two of their priority actions.
- Direct participants to review their Monitoring and Evaluation Plan (Handout #25) to make sure that all activities you need to undertake are covered in your Action Plan.

NOTE: If teams complete at least one or two of their priority actions well, they can finish the rest of the activity as part of their assignment for Workshop #3.

STEP 3. Review progress (20 minutes)

STOP the teams' work when there are about 25 minutes left in the exercise.

- In the large group, check which steps teams have finished.

Invite each team to **POST** its (in)complete Action Plan on the wall and have one or two members stand beside them.

- Team members **CIRCULATE** to exchange ideas.
- Facilitators and team members actively ask questions and make suggestions for improvement.
- **PHOTOGRAPH** each team's Action Plan to review.

NOTE: If there are five or fewer teams in the room, each team can present its Action Plan.

STEP 4. Wrap up and next steps (5 minutes)

SAY: *You will be reviewing the work you have done so far and completing the Action Plan in one or more meetings with your teams back home.*

Work through the exercises as you have done here and use the additional knowledge and expertise of your teammates back home to improve the Action Plan. This requires going back through all the steps, rather than only looking at the Action Plan. Changes are okay and expected.

ASK: *Are there any questions about how to complete the Action Planning process?*

12.B Reflecting On Workshop #2 and Preparing for Workshop #3

This session reviews Workshop #2 and presents the assignment and expectations for the next workshop so that everyone is aligned as the teams return to their workplaces.

- **DURATION** 30 minutes
- **MATERIALS**
 - ❑ Two blank flipcharts
 - ❑ Handouts: #2 LDP+ Timeline & Deliverables; #58 Quick Check on the Quality of an Action Plan; #59 LDP+ Assignment for Workshop #3; #3 Improvement Team Meeting Form; #24 LDP+ Reporting Form; #25 Monitoring and Evaluation Plan; #27 Evaluation Form (LDP+ Reporting Form Annex)
- **PROCESS:**

STEP I. Overall review of LDP+ and previous sessions (10 minutes)

ASK: *What have we done over the past three days?*

On three blank flipchart sheets, one for each day, **WRITE** in the activities that people remember. **FILL IN** the missing activities.

ASK: *What was most important to you?*

COLLECT responses.

ASK: *What is one thing that you can apply right away when you get back to work?*

COLLECT responses.

Review Handout #2 LDP+ Timeline & Deliverables, from the first workshop; **POINT OUT** where we are in the process and what will happen next.

Explain that between this workshop and the next, teams should meet with their managers and review their work. During that meeting, teams will have a chance to review the assignment, ask questions about whatever was not clear, and seek support for their activities.

NOTE: The team may need to organize a separate briefing with the boss if he or she is not involved already.

STEP 2. Review the assignment for Workshop #3 (10 minutes)

DIRECT participants to Handout #58 *Quick Check on the Quality of an Action Plan*, Handout #59 *LDP+ Assignment for Workshop #3* and Handout #3 *Improvement Team Meeting Form*.

Explain that the assignment for Workshop #3 is to plan and design two meetings:

SAY: *Between this workshop and the next one, you need to plan at least two meetings with your extended team at your workplace. The first meeting is to share what you have learned with the rest of the team and review and complete your Challenge Model and Action Plan with them.*

READ and explain each assignment on the first part Handout #59 *LDP+ Assignment for Workshop #3*.

SAY: *Use the Improvement Team Meeting Form to design this meeting and all of the meetings between workshops.*

READ and explain Handout #3 *Improvement Team Meeting Form*.

ASK: *Are there any questions at this point?*

SAY: *As you probably recall, during the first day of Workshop #3 we will have a “Shared Learning Session.” Each team will share their Challenge Model, Action Plan and advances in their implementation. The second meeting at your workplace, to be held just before Workshop #3, is to complete the LDP+ Reporting and Evaluation Forms and be ready for the Shared Learning Session.*

DIRECT participants to Handout #24 *LDP+ Reporting Form*, Handout #25 *Monitoring and Evaluation Plan* and Handout #27 *Evaluation Form (LDP+ Reporting Form Annex)*.

READ and explain each assignment on the second meeting from Handout #59 *LDP+ Assignment for Workshop #3*, and explain how to fill in the three forms.

ASK: *Are there any questions?*

STEP 3. Next steps (10 minutes)

SET THE DATE for Workshop #3, which is on aligning, mobilizing, and inspiring, as well as for the coaching visits.

Emphasize that the same people are expected to come to the next workshop because each workshop builds on the previous ones.

SAY: *If one team member is not able to come, the team needs to find a replacement.*

Make sure the replacement becomes familiar with everything that was covered in Workshop #1 and Workshop #2.

Make sure everyone knows:

- Each team will be required to **PRESENT** the results of its assignment on the first morning of the next workshop. Teams should arrive ready to do so.
- The next workshop will last two full days.

Ask a participant to be prepared to review what he or she learned in this workshop on the first day of the next workshop.

Workshop Evaluation

Evaluation gives participants a chance to share what they learned and their opinions, and facilitators to gain information about what was most successful and what can be improved.

- **DURATION** 10 minutes
- **MATERIALS** □ Handout: #40 Workshop Evaluation Form
- **PROCESS:**

DISTRIBUTE copies of Handout #40 Workshop Evaluation Form and give people 10 minutes to complete it.

Ask participants for truthful feedback about what they have learned in the workshop. Let them know they are not expected to put their names on the forms.

While the participants are completing the Evaluation Form and Feedback, COLLECT and PHOTOGRAPH the Challenge Models and Action Plans the groups developed during this Workshop. These materials will be used in Workshop #3 as well as during Technical Coaching Team Meeting #3.



LEARNING SESSION WORKSHOP 3

SCHEDULE AND OBJECTIVES: WORKSHOP #3

PURPOSE

Increase and sustain the capacity to work in teams, face challenges, and achieve measurable results.

OBJECTIVES

Introduce tools and techniques for aligning, mobilizing, and inspiring, including:

- Analyze and interpret results on progress
- Support others with coaching
- Identify team roles
- Distinguish commitment from compliance
- Make requests instead of complaining
- Lead and coach a team through breakdowns
- Gain and maintain trust
- Acknowledge others
- Teams share learning on successes, obstacles, and lessons that can be identified and scaled up to other sites.

SESSIONS

- **Welcome back and assignment review:** Review what participants learned during Workshop #2
- **Session 13:** Shared Learning Sessions
- **Session 14:** Aligning and Mobilizing
- **Session 15:** Working Effectively in Teams
- **Session 16:** Inspiring
- **Preparation for Workshop #4**

SCHEDULE

Facilitators should schedule a morning and afternoon break each day.

	DAY ONE	DAY TWO
AM	Opening (15 min.) Welcome Back (30 min.) Session 13: Shared Learning Sessions (2 hr. 30 min.)	Opening (15 min.) Session 14: Aligning and Mobilizing (2 hr. 20 min.) Session 15: Working Effectively in Teams (45 min.)
	<i>Lunch Break</i>	
PM	Session 13: Shared Learning Sessions (conclusion) (2 hr.) Closing Reflection (30 min.)	Session 15: Working Effectively in Teams (conclusion) (1 hr. 15 min.) Session 16: Inspiring (2 hr. 40 min.) Workshop Evaluation (10 min.)

PREPARATIONS

Plan enough time for the Welcome Back and Assignment Review on Day One. The Settling In, Welcome Back, and Overview will take about 45 minutes. For each Improvement Team's report in the Shared Learning Sessions, reserve about 15 minutes per team—10 minutes to present and 5 minutes for questions.

Have a few copies of the handout booklet available for participants who may have forgotten theirs. The required supplies are listed with each session and each activity. Sometimes you will need to prepare flipcharts ahead of time. Read all of the materials in advance. Plan how long you will give for individual, group, and plenary work.

REFLECTION

Reflection. There is time for reflection at the end of each day so that participants can talk about what they learned and what seemed most important to them. If you want, you can insert a brief moment of reflection in the morning about the content of the previous day to find out if participants gained new insights overnight.

NOTE: Regular reflection is an important leadership practice. It enables people to have time to think about what they have learned and how to apply it.

EVALUATIONS

Workshop evaluation. To evaluate the workshop, copy and give out Handout #40 *Workshop Evaluation Form*.

Progress monitoring. The success of the program is measured by monitoring the progress that the Improvement Teams make toward their measurable results. To support this, the Technical Coaching Team should ensure that the Improvement Teams continuously monitor their progress against their baseline using clear indicators.

BETWEEN WORKSHOPS 3 AND 4

Full team meetings. Participants hold meetings with the rest of their teams back at their work sites to report on what they learned in the workshop and to review their results. Teams have a lot to do back at their work sites before Workshop #4. Teams should hold meetings to:

- Review what was learned in Workshop #3
- Refine their Action Plans and implement activities
- Analyze results data collected to date
- Begin work on their final presentations

Coaching sessions. Members of the LDP+ Technical Coaching Team work with the Improvement Teams between each workshop. In these meetings, they review progress and topics covered in the workshop as well as provide feedback and support to the Improvement Teams as the teams prepare and implement their Action Plans.

WS3
DAY 1
SCHEDULE

WORKSHOP 3: DAY ONE

WELCOME BACK AND REVIEW

Opening

Welcome Participants Back to the LDP+

SESSION 13: SHARED LEARNING SESSION

13.A Using the LDP+ Reporting Form

— LUNCH BREAK —

13.B Telling Your Story

13.C Technical Interventions to Address the Priority Health Area

Closing

WELCOME BACK AND ASSIGNMENT REVIEW

Opening



DURATION

15 minutes

Ask participants to sit in their teams from their work sites.

This is a time for administrative and logistical announcements.

Welcome Participants Back to the LDP+

This exercise reviews and reinforces content from the previous workshop and presents what is planned for Workshop #3.

- **DURATION** 30 minutes
- **MATERIALS**
 - ▣ Handout: #60 *Schedule and Objectives: Learning Session Workshop #3*
- **PROCESS:**

STEP 1. Settling in (15 minutes)

Welcome everyone.

SAY: *Now we will hear from a participant about what we learned in the previous workshop.*

(You will have asked the participant at the end of Workshop #2 to speak to the group.)

SAY: *Next, we will look at the agenda for this workshop, review the assignment that you and your Improvement Team have been working on at your work site, and hear presentations. After that, you will have a chance to ask questions.*

STEP 2. Overview and agenda for Workshop #3 (15 minutes)

DIRECT participants to Handout #60 *Schedule and Objectives: Learning Session Workshop #3*.

Review the workshop's objectives and schedule. Allow time for questions.

SESSION 13. SHARED LEARNING SESSION

PURPOSE

Improvement Teams share learning on:

- What the teams learned when working towards a common result in different work sites.
- The results achieved to date and the changes introduced to achieve them.
- The obstacles teams have faced to date when implementing the changes and how they were addressed.

PARTICIPANTS

- Improvement Team members
- Coaches (from the Technical Coaching Team)

PREPARATIONS FOR TECHNICAL COACHING TEAM

Prior to the Shared Learning Sessions, the coaches should:

- Visit the Improvement Teams to monitor their progress in using the LDP+ Reporting Form
- Encourage Improvement Teams to complete their Action Plans and to prepare the LDP+ Reporting and Evaluation Forms
- Identify the knowledge (proven practices, guidelines, etc.) that will benefit Improvement Teams in addressing their challenges and come to the Shared Learning Sessions at the start of Workshop #3 prepared to share these lessons

PREPARATIONS FOR TEAMS

Prior to their attendance, Improvement Teams work together to complete three handouts:

- Action Plan
- LDP+ Reporting Form
- Evaluation Form

TEAM PRESENTATIONS

Improvement Teams are expected to present their progress using the LDP+ Reporting Form and Evaluation Form:

- Results to date and the indicators used to track progress
- Changes introduced
- Obstacles faced in implementing changes
- Monitoring and Evaluation Plan
- Recommendations

OUTCOMES

- Promising interventions identified
- Progress towards results presented
- Action plans updated

HANDOUTS

- #24 LDP+ Reporting Form
- #25 Monitoring and Evaluation Plan
- #27 Evaluation Form (LDP+Reporting Form Annex)
- #6 I Telling Your Story

13.A Using the LDP+ Reporting Form

This exercise helps participants to report and analyze their data using the LDP+ Reporting Form and the Evaluation Form.

- **DURATION** 2 hours 30 minutes
- **MATERIALS**
 - ❑ Handouts: #24 LDP+ Reporting Form; #25 Monitoring and Evaluation Plan; #27 Evaluation Form (LDP+Reporting Form Annex)
 - ❑ Blank flipchart
- **PROCESS:**

STEP I. Review the LDP+ Reporting Form (15 minutes)

Ask participants to sit with their Improvement Teams and with their coaches. If coaches are assigned to more than one Improvement Team, they should circulate to their various teams to provide them with support throughout the exercise.

In the large group:

SAY: *Handout #24, the LDP+ Reporting Form, will help you to track progress towards your results.*

Handout #25, the Monitoring and Evaluation Plan, is a tool on which you record your indicator, the numerator and denominator, baseline, and goal or desired measurable result. Each month, you will record your progress in achieving your desired result (the numerator/denominator value for that month). This worksheet also serves as a record of the data source, method for collecting data, how frequently you will collect that data, and the person responsible.

WRITE down the following four terms on a flipchart:

- **Baseline:** value of the selected indicator at the start of implementation of the Action Plan.
- **Numerator:** actual number of people or events that exhibit a particular trait; this value is recorded for each month.
- **Denominator:** total possible population or number of events over a specific period of time.
- **Monthly Indicator Value:** numerator/denominator for that month.

Remind participants that they have worked in their Improvement Teams (with a coach) to track their progress to date using the *LDP+ Reporting Form*.

STEP 2. Define terms used in Monitoring and Evaluation (15 minutes)

In the large group:

SAY: *In order to monitor your progress, you have to be able to collect data and analyze and interpret data.*

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: *You need to be able to show through analysis and interpretation the progress you have made toward achieving your result(s).*

The LDP+ Reporting Form allows you to track your data and report changes.

STEP 3. Understanding effective actions (60 minutes)

SAY: *In your groups, discuss the following questions using the data you have recorded in your LDP+ Reporting Form:*

- *Did the indicator values increase and/or decrease over time? If so, what caused this?*

Note: Variations in data could be caused by how your priority actions are scheduled as well as weather conditions, community activities, political changes, or other reasons.

- *Did the data values increase/decrease slowly or quickly?*

Note: Some indicators show change more slowly than others.

- *What other observations can you make?*

Use Handout #27, Evaluation Form (LDP+ Reporting Form Annex), handout to review and revise your learning during this workshop.

On this form, your Improvement Team will record the obstacles faced, steps you took to overcome the obstacles, and what leading, managing, and governing practices you applied.

STEP 4. Summarize your understanding of your data and report out to large group (60 minutes)

ASK: *Now that you have analyzed and interpreted your data, what do you need to do to keep on track?*

SAY: *After completing the LDP+ Reporting Form and the Evaluation Form, each Improvement Team should summarize its results, what actions your team took (including the application of leading, managing, and governing practices) that contributed to the results you achieved, and discuss what other factors also contributed to the results.*

Each team should take five minutes to report in plenary.

After all the teams have presented:

ASK: *What are the key interventions that were presented here that led to results?*

SAY: *Teams should make notes on the proven interventions implemented by other Improvement Teams that may support the achievement of your desired measurable result.*

13.B Telling Your Story

This exercise helps Improvement Teams to tell the story of their achievements.

- **DURATION** 60 minutes
- **MATERIALS** □ Handout: #61 *Telling Your Story*
- **PROCESS:**

As participants settle in, ask them to sit with their work teams.

STEP 1. Drafting your story (45 minutes)

In the large group:

SAY: *We are going to learn how to tell a good story about the results we have achieved to date and the actions we used to achieve them.*

Ask a participant to read out loud Handout #61 *Telling Your Story*.

SAY: *Refer to Handout #61 Telling Your Story. Answering the questions on this handout will help prepare your team to tell your story. Teams should answer these questions about their own experience.*

- *What was the setting of the story?*
- *What was the challenge the Improvement Team was facing?*
- *What were the main activities they undertake to address the challenge?*
- *What were the results they achieved?*

SAY: *Working in your Improvement Teams, draft a story that describes the challenges you were facing, the interventions you used, and the results you achieved.*

STEP 2. Sharing your story with others (15 minutes)

Each Improvement Team presents its story to another team (2–5 minutes).

The other team gives feedback based on Handout #6 | *Telling Your Story*.

SAY: *You have now have written a first draft of a story, and you have had some experience in presenting it. At the Final Results Presentation during Workshop #4, you will have another opportunity to tell your story.*

Part of your homework after this workshop is to refine your story and practice telling it to others.

13.C Technical Interventions to Address the Priority Health Area

This exercise helps Improvement Teams learn new interventions to address their challenges.

- **FACILITATED** by a member of the Technical Coaching Team
- **DURATION** 60 minutes
- **MATERIALS**
 - ❑ Blank flipchart
 - ❑ Technical presentation on Proven Interventions in the Priority Health Area prepared ahead of time by the Technical Coaching Team.
- **PROCESS:**

STEP 1. Discuss interventions that may support the achievement of Improvement Teams' measurable results (10 minutes)

In the large group:

SAY: *In the Shared Learning Sessions we learned from other Improvement Teams about promising interventions.*

SAY: *We are now going to present some interventions that will help you better address the priority health area.*

(Members of the Technical Coaching Team make a presentation about interventions that are proven to produce results in the Priority Health Area.)

STEP 2. Revising the Action Plan (30 minutes)

SAY: *Work in your teams and discuss how you can include some of these interventions in your Action Plan.*

Also include interventions you have learned about from hearing other teams when they reported on their effective actions.

STEP 3. Teams present updated Action Plans (20 minutes)

Closing

 **DURATION** 30 minutes

In the large group:

ASK: *What did you learn today? What stands out for you?*

Listen to a few answers.

SAY: *Each of you should take a few minutes to write down your answers.*

When you are done, discuss your answers with a person next to you.

After about 10 minutes, addressing the entire group:

SAY: *Would each pair please share one of your answers with the group? We will go around the room.*

Continue to listen to pairs' answers until there are no more. If anything important has been overlooked, **MENTION IT**.

WORKSHOP 3: DAY TWO

SESSION 14: ALIGNING AND MOBILIZING

Opening

14.A What Does Aligning and Mobilizing Mean?

14.B Coaching to Support Others

14.C Gaining Commitment, Not Just Compliance

SESSION 15: WORKING EFFECTIVELY IN TEAMS

15.A Understanding Roles in Teamwork

— LUNCH BREAK —

15.B Making Effective Requests and Reducing Complaints

15.C Leading Through Breakdowns

SESSION 16: INSPIRING

16.A What is Inspiring?

16.B Inspire through Building Trust

16.C Inspire Through Acknowledgment

16.D Next Steps—Reflecting on Workshop #3 and Preparing for
Workshop #4

Workshop Evaluation

SESSION 14. ALIGNING AND MOBILIZING

PURPOSE

Introduce the leadership practices of aligning and mobilizing.

OBJECTIVE

- To describe ways to align and mobilize others
- To create conditions for people to engage and commit to implementing Action Plans
- To coach others to achieve results

PREPARATIONS

- Read through the facilitator notes for this session.
- Prepare the required flipcharts.
- Practice role-plays for the coaching session with a co-facilitator or participant.

MATERIALS

- Flipchart—easel and paper
- Tape
- Colored markers

HANDOUTS

- #33 *The Practices of Leading, Managing and Governing*
- #14 *Coaching Principles*
- #15 *Three-Person Coaching Exercise*
- #62 *Commitment versus Compliance*

Opening

➤ DURATION 15 minutes

Ask participants to sit as a team with others from their work sites.

This is a time for administrative and logistical announcements.

Ask a participant to report learnings from Day 1.

14.A What Does Aligning and Mobilizing Mean?

This exercise gives participants the chance to explore how aligning and mobilizing are important for leading, managing, and governing.

➤ DURATION 40 minutes

- ### ➤ MATERIALS
- ❑ Blank flipchart
 - ❑ Handout: #33 *The Practices of Leading, Managing and Governing*

➤ PROCESS:

STEP 1. Define aligning and mobilizing (20 minutes)

In the large group:

SAY: *We have started to face our challenges and to scan and focus. You have already been implementing your plans, but you may have come up against some obstacles from individuals within or outside your Improvement Team. So we are going to discuss aligning and mobilizing.*

This will help you to turn your visions into action so that you can achieve your intended results.

ASK: *What do the words “aligning” and “mobilizing” mean?*

RECORD answers on a flipchart.

DIRECT participants to Handout #33 *The Practices of Leading, Managing and Governing*.

Review the definition of “aligning and mobilizing.”

SAY: *There are five main outcomes of successful aligning and mobilizing, which makes it possible for you to:*

- *Ensure that values, mission, strategy, structure, systems, and daily actions are all linked and support one another.*
- *Facilitate—or smooth the progress of—teamwork.*
- *Unite key stakeholders around an inspiring vision.*
- *Link goals with rewards and recognition.*
- *Enlist stakeholders to commit resources.*

Ask someone to read from the Practices the organizational outcome of good aligning and mobilizing:

SAY: *The organizational outcome of good aligning and mobilizing is:*

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

STEP 2. Wrap up (20 minutes)

ASK: *Why is it important for managers who lead to mobilize and align?*

SAY: *Work in your teams to see if you could include additional aligning and mobilizing activities to help you carry out your Action Plan.*

Collect some responses.

I4.B Coaching to Support Others

This activity gives participants a chance to practice a short coaching conversation and explore its use in helping others to become more effective.

- **DURATION** 1 hour 10 minutes
- **MATERIALS**
 - ❑ Prepared (covered) flipchart with the definition of coaching:
Coaching is enabling others to reflect on their commitments and find new ways to achieve their intended results.
Cover until instructed to reveal.
 - ❑ Handouts: #14 Coaching Principles; #15 Three-Person Coaching Exercise
- **PROCESS:**

STEP I. Introduce the concept of coaching (5 minutes)

In the large group:

ASK: *What is a coach and what does a coach do?*

NOTE: People will probably talk about coaching in football or another sport, where the coach helps an individual or team win.

REVEAL and **READ ALOUD** the definition of coaching from the prepared flipchart.

SAY: *Coaching is enabling others to reflect on their commitments and find new ways to achieve their intended results. As you work to implement your Action Plan, you may have times where you need to coach fellow team members in order to re-enlist their commitment and to find new ways of achieving the result.*

STEP 2. Coaching role play—a bad example (5 minutes)

Two facilitators (or you and a participant you prepare in advance) conduct a role play. Present the following situation:

- A supervisor visits a staff member to criticize his or her performance.
- Rather than listening, s/he immediately starts to look at papers and criticizes the staff member for poor performance.
- Rather than discuss the causes of problems, the supervisor immediately begins to give solutions.

At the conclusion of this role play, to the person being coached,

ASK: *How did you feel?*

How is this interaction going to affect performance?

To the large group:

ASK: *How common is this scenario in your context?*

STEP 3. Coaching role play—a good example (5 minutes)

Repeat the role play, but with a different approach.

- The supervisor visits a staff member to coach him or her toward better performance.
- S/he first greets the staff member and asks how s/he thinks things are going.
- The coach then asks questions to try to understand what the staff member is trying to achieve, what actions s/he has taken, and what s/he thinks needs to be done.
- The coach stays in the “inquiry” mode and only asks questions, without giving solutions.
- The coach gives the staff person an opportunity to think through his or her problems, and offers support—trying to understand how the other sees these problems—rather than giving solutions.

To the person being coached:

ASK: *How do you feel now?*

In the large group:

ASK: *What solutions (if any) did you see the employee make?*

How did this interaction affect motivation to do better?

DIRECT participants to Handout #14 *Coaching Principles*.

Review the principles using the role plays to illustrate each one.

STEP 4. Practice effective coaching (30 minutes)

DIRECT participants to Handout #15 *Three-Person Coaching Exercise*.

- **DIVIDE** the participants into groups of three by counting off "1-2-3."
- Add a facilitator to a team if it is one member short.

Read aloud the instructions and role for each person to practice coaching before each group of three starts their role plays.

STEP 5. Report on experiences (15 minutes)

Ask participants to discuss their experiences practicing coaching.

SAY: *In your small groups, discuss the following questions:*

What was it like to be coached?

What was good and what could have been better?

What was easy and what was difficult about being the coach?

As observers, what did you notice?

STEP 6. Wrap up and suggestions for practice (10 minutes)

In the large group, repeat each of the questions in Step 5.

- **COLLECT** a few responses.
- Review the main challenges of being an effective coach, based on the responses.

ASK: *What do you need to work on to become a (better) coach?*

WRITE the responses on a flipchart.

Invite the participants to pick a situation at work where they could either coach or be coached. Encourage them to practice what they have just learned.

NOTE: Participants who work in the same organization or on the same team might consider forming a coaching support group to meet from time to time to discuss progress and common challenges.

I4.C Gaining Commitment, Not Just Compliance

This exercise introduces the concepts of compliance and commitment and how they differ. Understanding these concepts helps a workgroup or group of managers build commitment to the implementation of a set of tasks or a work plan.

- **DURATION** 30 minutes
- **MATERIALS**
 - ❑ Paper for participants to write on
 - ❑ Prepared flipchart with two columns and the headings Commitment for the left column and Compliance for the right. Leave two rows of space above the headings.
 - ❑ Handout: #62 *Commitment versus Compliance*
- **PROCESS:**

STEP I. Reflect on motivating factors (10 minutes)

Instruct participants to get paper and **DRAW** a line in the middle from top to bottom to make two columns.

In the large group:

SAY: *Think of a time when you were really committed to doing something.*

In the left column write the factors that motivated you.

(Pause)

For contrast, now think about a situation when you were forced or obliged to do something.

Write the factors that motivated you in that situation in the right column.

(Pause)

SAY: *At your table, share what you wrote in each column.*

In the large group:

ASK: *What is the difference between the answers in the two columns?*

COLLECT a few responses and **WRITE** them on the flipchart under either "Commitment" or "Compliance."

STEP 2. Discuss the effect of commitment and compliance on performance (10 minutes)

WRITE “Internal Motivators” above “Commitment” and “External Motivators” above “Compliance.”

ASK: *What is the difference in the types of performance they produce?
Why is this distinction important for the improvement project you selected?*

ASK: *Are there any times when compliance is okay? For what reasons?*

COLLECT some responses.

READ ALOUD, or ask a participant to read, Handout #62 *Commitment versus Compliance*.

SAY: *Compliance is not always a problem; it just does not inspire innovation and creativity. You need to judge the situation and know what is needed.*

In many situations, there are good reasons for compliance, especially compliance with medical protocols or government regulations. The real problem is malicious compliance—foot dragging and sabotage.

Ask for questions or comments. Be sure malicious compliance is part of a group discussion.

STEP 3. Wrap up and suggestions for practice (10 minutes)

SAY: *Think about your workplace and where you can inspire commitment.*

COLLECT a few responses and encourage people to look for these opportunities where they work.

SESSION 15. WORKING EFFECTIVELY IN TEAMS

PURPOSE

Demonstrate the different roles within a team so that participants may become more effective team members.

OBJECTIVES

- To recognize the different roles members take on in a team
- To turn complaints into requests
- To coach a team through a pretend breakdown

PREPARATIONS

- Read through the facilitator notes for this session.
- Prepare the required flipcharts.

MATERIALS

- Flipchart—easel and paper
- Tape
- Colored markers

HANDOUTS

- #63 *Understanding Roles in Teamwork*
- #64 *Requests Instead of Complaints*
- #65 *Leading Through Breakdowns*
- #66 *Coaching through Breakdowns*
- #67 *Breakdown Conversation Worksheet*

15.A Understanding Roles in Teamwork

This exercise helps teams reflect on the various actions of its members. Use this exercise to discover ways to improve team members' actions and interactions.

- **DURATION** 45 minutes
- **MATERIALS**
 - ❑ Prepared flipchart with the four actions of team members listed: Initiate, Follow, Oppose, Observe
 - ❑ Handout: #63 *Understanding Roles in Teamwork*
 - ❑ Paper for the observers to write on and for everyone for closing reflections
- **PROCESS:**

STEP 1. Present four roles of team members (10 minutes)

In the large group:

SAY: *There are four equally important roles that people can play in a team: initiate, follow, oppose, or observe.*

A healthy team has people playing all four roles in order to get results.

WRITE "productive" and "non-productive" after each word on the flipchart.

ASK: *What are the productive and non-productive aspects of each of these roles?*

POINT OUT that how a person acts in these roles can also be productive or non-productive.

SAY: *Initiating can mean setting a direction, or it can be dominating.*

Following can mean move things forward, or be passively accepting.

Opposing can mean questioning and thinking constructively or obstructing action.

Observing can mean reflecting and giving feedback or withdrawing.

SAY: *For a team to function well, it needs all four roles played out in a productive way.*

For a team member to be effective, he or she must be able to be productive in each of the four roles.

STEP 2. Practice team roles (15 minutes)

DIVIDE participants into groups of six. It is best to have mixed groups. Counting off to six is a good way to mix the teams up. In each group of six, assign or have people select their roles.

- Select two people from each group to act as observers.

NOTE: It is good to choose people who you think are natural “initiators” for this role because it gives them a challenge to stay quiet and observe. If there are very dominant people who are not self-aware (and are senior) in the groups, this can be a tricky exercise to facilitate as they may either not get or not be able to handle the feedback. If you already know who they are, it is best to make those people observers.

Instruct the observers:

SAY: *List the four team roles on a piece of paper.*

Mark on the paper when you see members of the team you are observing playing one of these roles.

Instruct the teams:

SAY: *Pick a topic or challenge to discuss that will generate a spirited conversation. For example, what do we need to do for our improvement project to get the results we want?*

This topic should be part of the work you are doing now so your discussion will be real and engaging.

Give teams about 10 minutes for their conversations, or more if not all roles have surfaced.

STEP 3. Share experiences (15 minutes)

Instruct observers to give feedback from their notes to their teams.

In the large group:

ASK: *What was it like to be only an observer?*

Was it difficult?

Did you see each of the four roles being played out?

In the large group, ask each team to share:

ASK: *Did you see the four roles in a balanced way, or did one role dominate?*

STEP 4. Wrap up and suggestions for practice (5 minutes)

SAY: *We all have preferences for one role over another.*

To become effective team members, however, we need to learn how to play the roles that do not come most easily to us.

DIRECT participants to Handout #63 *Understanding Roles in Teamwork*.

Invite the teams to think about ways to correct imbalances that they observed.

- Take a few responses.
- Emphasize that while there are no wrong roles, sometimes there is a lack of balance among the roles.

15.B Making Effective Requests and Reducing Complaints

This exercise helps participants to be more skillful when they communicate with others to align and mobilize them around desired results.

- **DURATION** 30 minutes
- **MATERIALS**
 - ❑ Prepared flipchart with three sentences, with blanks:
Will you _____ (specific person)
Do this _____ (specific action)
By _____ (specific time)
 - ❑ Handout: #64 *Requests Instead of Complaints*
 - ❑ Blank flipchart
- **PROCESS:**

As participants settle in, ask them to sit with their work teams.

STEP I. Change complaints into requests (10 minutes)

With the whole group, explain that people in organizations usually have a lot of complaints. By making a request, we are better able to align and mobilize people to take action than when we complain.

Ask them to give you some examples of complaints they have.

- **RECORD** the examples on a flipchart.

CHANGE a few of the complaints into requests. To do this, use the prepared flipchart and **FILL IN** the requests in the blanks.

- Will you _____ (specific person)
- Do this _____ (specific action)
- By _____ (specific time)?

WRITE on the flipchart three ways to respond to a request:

- Yes
- No
- Counteroffer: "No, I can't do that, but I can do this," or "I can do it by some other time."

STEP 2. Practice turning complaints into requests (10 minutes)

DIRECT participants to Handout #64 *Requests Instead of Complaints*.

- Ask each participant to **WRITE** down examples of three complaints.
- Ask them to **REWRITE** these complaints as requests.

STEP 3. Share your requests (5 minutes)

Ask participants to work in pairs.

- The pairs should **CHECK** each other's requests to see if they have the three specific elements of a good request.

STEP 4. Report on the experience and wrap up (5 minutes)

In the whole group, invite the participants to **SHARE** examples of good requests.

Encourage the participants to use these practices.

SAY: *Try making requests—ones that could just as easily be complaints—of people soon after this workshop. Note how people handle the requests. Decide if you think they would have handled complaints differently.*

15.C Leading Through Breakdowns

This exercise helps participants see breakdowns as a source of positive change and to learn how to lead themselves and others from a breakdown to a breakthrough in effective action.

➤ **DURATION** 45 minutes

- **MATERIALS**
- ❑ Prepared (covered) flipchart with the definition of a breakdown:
 - A breakdown is any situation that...*
 - *Threatens progress toward a commitment*
 - *Presents uncertainty or difficulty*
 - *Stops effective action*
 - *Presents obstacles to our commitments*
 - ❑ Handouts: #65 *Leading Through Breakdowns*; #66 *Coaching Through Breakdowns*; #67 *Breakdown Conversation Worksheet*;
 - ❑ Paper for participants to write on

➤ **PROCESS:**

STEP I. What is a breakdown? (5 minutes)

In the large group:

ASK: *What is a breakdown?*

COLLECT some responses and then **REVEAL** the prepared flipchart and **DIRECT** participants to Handout #65 *Leading Through Breakdowns*:

SAY: *A breakdown is any situation that...*

- *Threatens progress toward a commitment.*
- *Presents uncertainty or difficulty.*
- *Stops effective action.*
- *Presents obstacles to our commitments.*

STEP 2. Reflect on personal responses to breakdowns (10 minutes)

DIRECT participants to Handout #66 *Coaching through Breakdowns*.

In the large group, ask participants to think of a time when they had commitments and obstacles that confronted them.

ASK: *What did you do?*

Have participants **WRITE** their responses.

STEP 3. Talk about lessons learned from breakdowns (10 minutes)

Ask participants to work in small groups.

- **DIRECT** each group to Handout #67 *Breakdown Conversation Worksheet*.
- Ask participants to respond to the questions on the worksheet:

ASK: *What was the breakdown?*

What were you committed to?

What was missing, or what happened, that caused the breakdown to occur?

What did you learn?

What actions could you take now?

STEP 4. Draw out practices to handle breakdowns (20 minutes)

After sharing in pairs, ask for some examples.

To summarize the learning:

ASK: *What else did you learn from this exercise?*

SESSION 16. INSPIRING

PURPOSE

Help participants understand the need for inspiring their workgroups and introduce ways to inspire.

OBJECTIVES

- To define the leadership practice of inspiring
- To show how to gain and maintain trust

PREPARATIONS

- Read through the facilitator notes for this session.
- Prepare copies of Handout #40: *Workshop Evaluation Form*.
- Cut copies of the Handout #69 with “I acknowledge you for... _____.” into six slips of paper each, so that each slip has the text. Make enough slips so that every participant can write an acknowledgment for every person on his or her team.
- Let the team of facilitators know they will be modeling how to acknowledge others by doing it with one another in front of the Improvement Teams.

MATERIALS

- Flipchart—easel and paper
- Tape
- Colored markers

HANDOUTS

- #2 *LDP+ Timeline & Deliverables*
- #3 *Improvement Team Meeting Form*
- #24 *LDP+ Reporting Form*
- #25 *Monitoring and Evaluation Plan*
- #27 *Evaluation Form (LDP+ Reporting Form Annex)*
- #33 *The Practices of Leading, Managing and Governing*
- #40 *Workshop Evaluation Form*
- #61 *Telling your Story*
- #68 *Inspire Through Building Trust*
- #69 *I acknowledge you for...*
- #70 *LDP+ Assignment for Final Workshop*
- #71 *Tips for an Effective Presentation*

16.A What Is Inspiring?

This exercise gives participants the chance to explore the leadership practice of inspiring. It helps them learn how they can inspire others to follow as well as to be leaders themselves.

- **DURATION** 30 minutes
- **MATERIALS**
 - ❑ Handout: #33 *The Practices of Leading, Managing and Governing*
 - ❑ Flipchart paper
- **PROCESS:**

STEP I. Discuss the meaning of inspiring (15 minutes)

Ask participants to sit in their teams. In the large group:

SAY: *We have reviewed all but one of the practices of leading, managing, and governing.*

Now we are going to take a closer look at how to inspire.

ASK: *What does inspire mean?*

SAY: *Try to come up with a definition in your team.*

COLLECT a few answers and **WRITE** them on a flipchart.

SAY: *To inspire is to breathe life (spirit) into someone through what we do or say.*

Inspiring is an important leadership practice.

When we are inspired, we have the commitment and motivation to keep going even when it is really hard.

DIRECT participants to Handout #33 *The Practices of Leading, Managing and Governing*.

- Ask someone to read the five practices under inspire as well as the organizational outcome: *“The organization’s climate is one of continuous learning, and staff show commitment, even when setbacks occur.”*

STEP 2. Brainstorm ways to inspire (15 minutes)

SAY: *Discuss what your Improvement Team needs to do to inspire each other and others so that you can achieve your desired result.*

COLLECT responses by asking for one action from each group. Then, continue until all the groups have no more examples to offer.

RECORD on a flipchart.

16.B Inspire Through Building Trust

This exercise explores the links between trust and inspiring.

- **DURATION** 45 minutes
- **MATERIALS**
 - ❑ Prepared (and covered) flipchart with two definitions of “trust”: as a noun and as a verb.
 - *Noun: Trust is a firm reliance on the integrity, ability, or character of a person*
 - *Verb: To trust is to increase one’s vulnerability to another whose behavior is not under one’s control in a situation where there may be risk.*
 - ❑ Handout: #68 Inspire Through Building Trust
 - ❑ Paper for participants to write on
 - ❑ Blank flipchart
- **PROCESS:**

STEP 1. Explore the importance of trust (10 minutes)

In the large group:

ASK: *What is trust?*

RECORD responses on a flipchart.

DIRECT participants to Handout #68 *Inspire Through Building Trust* and **SHOW** the flipchart with the two definitions of trust.

SAY: *Trust can be a feeling we have when we believe that we can rely on someone. It can also be something we do.*

Read the definitions aloud.

ASK: *Why is trust important for managers who lead?*

COLLECT a few responses and **WRITE** them on a flipchart.

STEP 2. Conduct an inquiry on trust (15 minutes)

ASK: *Think of someone who you trust.*

What has he or she done to earn your trust? Note actions on your paper.

(Pause while people write down their thoughts.)

Now think of someone you do not trust.

What has he or she done to lose your trust? Write these down too.

(Pause.)

Share your responses with a neighbor.

COLLECT responses and **WRITE** them on a flipchart with two columns labeled: "Trust gained" and "Trust lost".

STEP 3. Identify practices to improve trust (15 minutes)

SAY: *In your teams, discuss how you can use the practices of leading, managing, and governing to improve trust in your workplace.*

COLLECT group results and **RECORD** them on a flipchart.

Refer to the Handout #68 *Inspire Through Building Trust*.

- Note any ideas that the groups did not mention.
- Participants can write additional suggestions on their handouts.

STEP 4. Wrap up and suggestions for practice (5 minutes)

In the large group:

ASK: *Which of the things you listed can you start implementing right away?*

Which ones are more difficult?

COLLECT a few responses. Suggest that after the workshop, Improvement Teams should discuss how they can support each other to increase trust.

16.C Inspire Through Acknowledgment

This exercise helps participants recognize the importance of acknowledging the accomplishments or contributions of others as well as gracefully receiving acknowledgment directed to them.

- **DURATION** 45 minutes
- **MATERIALS**
 - Handout: Make copies of Handout #69 and use to cut out slips of paper with “I acknowledge you for...”, enough for each member of a team to write an acknowledgment for every other member of his or her team
- **PROCESS:**

STEP 1. Individual work (15 minutes)

Ask participants to **COMPLETE** a sentence beginning with “I acknowledge you for...” for every member of their Improvement Team.

- They should use the slips of paper you handed out.
- These acknowledgments can include what the other member has contributed to the Improvement Team, to clients, or to the community.
- Participants should put the name of the person they are acknowledging on the slip. It is up to them whether they put their own names.

STEP 2. Read and receive acknowledgments (20 minutes)

In their Improvement Teams, have each person **READ ALOUD** the acknowledgments he or she wrote to each of their team members so that everyone can hear them.

- Make sure everyone receives the slips of paper with acknowledgments from their teammates to save.

STEP 3. Wrap up and suggestions for further practice (10 minutes)

COLLECT responses from the following sets of questions.

ASK: *What was it like to receive these acknowledgments?*

Why is it so powerful?

ASK: *What keeps us from acknowledging and recognizing our colleagues more often?*

How can we increase acknowledgment in our work?

NOTE: Stress that an acknowledgment must be genuine to have power. If you acknowledge someone for something but do not actually mean it, you are at risk of being seen as insincere or fake.

16.D Next Steps—Reflecting on Workshop #3 and Preparing for Workshop #4

In this activity, facilitators review Workshop #3 and present the assignment and expectations for Workshop #4.

- **DURATION** 40 minutes
- **MATERIALS**
 - ❑ Two blank flipcharts
 - ❑ Handouts: #2 LDP+ Timeline & Deliverables; #3 Improvement Team Meeting Form; #70 LDP+ Assignment for Final Workshop; #24 LDP+ Reporting Form; #25 Monitoring and Evaluation Plan; #27 Evaluation Form (LDP+ Reporting Form Annex); #61 Telling your Story; #71 Tips for an Effective Presentation
 - ❑ Flipchart with key points from the assignment
- **PROCESS:**

STEP 1. Overall review of LDP+ and previous sessions (10 minutes)

ASK: *What have we done in this workshop?*

On two blank flipcharts, one for each day, **WRITE** the activities that people remember.

FILL IN any activities not mentioned.

ASK: *What do you think are the most important ideas that you learned during this third workshop?*

COLLECT responses.

ASK: *What can you immediately apply when you get back to work?*

COLLECT responses.

Review Handout #2 LDP+ Timeline & Deliverables. **POINT OUT** where the Improvement Teams are in the process and what will happen next.

STEP 2. Review the assignment (20 minutes)

DIRECT participants to Handout #3 *Improvement Team Meeting Form*.

Explain that the assignment for Workshop #4 is to plan and design two meetings.

SAY: *Between this workshop and the next one, you need to plan at least two meetings with your extended team at your workplace. The first meeting is to share what you have learned in this workshop with the rest of the team and review your action plans in the light of what you learn and how to align, mobilize and inspire others.*

DIRECT participants to Handout #70 *LDP+ Assignment for Final Workshop*, and read and explain assignments 1 and 2.

ASK: *Are there any questions at this point?*

SAY: *As you probably recall, during the first day of Workshop #4 we will have our second “Shared Learning Session.” Each Improvement Team will share their advances in their implementation and good practices that helped achieve your results. The second meeting at your workplace, to be held just before Workshop #4, is to update the LDP+ Reporting Form and the Evaluation Form, and to prepare your presentation for the following day.*

SAY: *To be prepared for the “Shared Learning Session,” be sure to update your LDP+ Reporting Form and your Monitoring and Evaluation Plan with the latest data, and your Evaluation Form.*

DIRECT participants to Handout #24 *LDP+ Reporting Form*, Handout #25 *Monitoring and Evaluation Plan*, and Handout #27 *Evaluation Form (LDP+ Reporting Form Annex)*, and ask if there are any questions.

DIRECT participants to and review Handout #61 *Telling Your Story* and Handout #71 *Tips for an Effective Presentation*.

SAY: *To prepare your presentation at the end of Workshop #4, think carefully about the questions on Handout #71 *Tips for an Effective Presentation of a Story*.*

Answering these questions as your first step will tell you a lot about why you are sharing your results, why they matter, to whom you are presenting, and how you will organize and present your information.

After reflecting on these questions, distribute responsibilities—on whom and how are you preparing your final presentation?

ASK: *Are there any final questions?*

STEP 3. Next steps (10 minutes)

SET THE DATE for the next Workshop (#4), Preparing and Presenting Results.

- **SET THE DATE** for a coaching visit.
- The coaches will use the two handouts to help Improvement Teams get ready for their final presentations.

Make it clear that the same people are expected to come to the next workshop because each workshop builds on the previous one.

SAY: *If one Improvement Team member is not able to come, the team needs to find a replacement who is well-informed about the LDP+ and your improvement project.*

In the next, final workshop, the teams will spend much of the first and second day refining and getting feedback on their presentations.

- On the third day, teams will have the honor of presenting their results to an invited audience that will include stakeholders of this LDP+.

Ask a participant to be prepared to review what was learned in this workshop at the beginning of the next workshop.

NOTE: Sometimes the last coaching visit is the day before Workshop #4 begins—the coaches work with their teams to fine-tune their presentations and rehearse, using a PowerPoint template.

Workshop Evaluation

Evaluation gives participants a chance to share what they learned and their opinions, and facilitators to gain information about what was most successful and what can be improved.

➤ **DURATION** 10 minutes

➤ **MATERIALS** □ Handout: #40 Workshop Evaluation Form

➤ **PROCESS:**

DISTRIBUTE copies of Handout #40 Workshop Evaluation Form and give people 10 minutes to complete it.

Ask participants for truthful feedback about what they have learned in the workshop. Let them know they are not expected to put their names on the forms.



RESULTS PRESENTATION WORKSHOP 4:

SCHEDULE AND OBJECTIVES: WORKSHOP #4

PURPOSE

Complete preparations for the presentation of results and present final results to key stakeholders.

OBJECTIVES

- To prepare and deliver an effective presentation
- To present results in compelling ways
- To make plans to sustain the LDP+ process in the teams' workplaces

SESSIONS

- **Welcome back and assignment review:** Review what participants learned during Workshop #3
- **Session 17:** Shared Learning Sessions
- **Session 18:** Communicating Results
- **Session 19:** Coming to a Close and Sustaining the Process
- **Deliver Final Results to Stakeholders**

SCHEDULE

Facilitators should schedule a morning and afternoon break each day.

	DAY ONE	DAY TWO	DAY THREE
AM	Opening (15 min.)	Reflection (20 min)	Deliver Final Results Presentation to Stakeholders (full morning)
	Look Back at Workshop #3 and the Assignment (1 hr.)	Prepare and Practice Presenting (full morning)	
	Session 17: Shared Learning Session (1 hr. 45 min.)		
Lunch Break			
PM	Session 18: Communicating Results (3 hr.)	Session 19: Coming to a Close and Sustaining the Process (2 hr. 50 min.)	Recognition and Final Evaluation: (1 hr.)
	Closing Reflection (30 min.)		

PREPARATIONS

Plan for an official closing ceremony (invitations, seating, equipment, etc.). A formal event shows the participating teams that this program and their journey has the full support of critical stakeholders, including organizational sponsor(s), champion(s), the LDP+ Governing Body, central and regional or provincial authorities, and representatives from donor agencies.

Determine how and which order you want the teams to present so that everyone knows what to expect.

Have a few copies of the handout booklet available for participants who may have forgotten theirs. The required supplies are listed with each session and each activity. Sometimes you will need to prepare flipcharts ahead of time. Read all of the materials in advance. Plan how long you will give for individual, group, and plenary work.

REFLECTION AND REVIEW

Reflection. There is time for reflection at the end of Day One so that participants can talk about what they learned and what seemed most important to them.

Review. The morning of Day One starts with a presentation of the content from Workshop #3. Before the start of this workshop, ask a participant to present a summary of the content of Workshop #3.

EVALUATIONS

To evaluate the workshop, copy and give out Handout #40 *Workshop Evaluation Form*. You might want to adapt the form further to obtain more detailed feedback on the whole program.

SUSTAINING THE LDP+

In this workshop, teams will explore possible challenges they will take on next and discuss the challenge of sustaining the LDP+ with their own resources.

The LDP+ Governing Body will play a key role in this process. They will meet after Workshop #4 to discuss how to best support the LDP+ approach and also how to sustain and scale up the program to new areas.

WS4
DAY I
SCHEDULE

WORKSHOP 4: DAY ONE

WELCOME BACK AND ASSIGNMENT REVIEW

Opening

Look Back at Workshop #3 and the Assignment

SESSION 17: SHARED LEARNING SESSION

17.A Reviewing the LDP+ Reporting Form

— LUNCH BREAK —

SESSION 18: COMMUNICATING RESULTS

18.A Telling Your Story

18.B Presentations and Feedback

Closing

WELCOME BACK AND ASSIGNMENT REVIEW

Opening

➤ **DURATION** 15 minutes

Ask participants to sit in their teams from their work sites.

This is a time for administrative and logistical announcements.

Look Back at Workshop #3 and the Assignment

This exercise reviews and reinforces content from the previous workshop and presents what is planned for Workshop #4.

➤ **DURATION** 60 minutes

- #### ➤ **MATERIALS**
- ❑ Handouts: #72 *Schedule and Objectives: Results Presentation Workshop #4*; #70 *LDP+ Assignment for Final Workshop*
 - ❑ Paper for participants to write on

➤ **PROCESS:**

STEP 1. Review of Workshop #3 content (20 minutes)

Welcome everyone.

SAY: *Now we will hear from a participant about what we learned at the previous workshop.*

(You will have asked the participant at the end of Workshop #3 to speak to the group.)

STEP 2. Overview and agenda of Workshop #4 (10 minutes)

DIRECT participants to Handout #72 *Schedule and Objectives: Results Presentation Workshop*.

Review the workshop's objectives and schedule.

STEP 3. Review of assignment from Workshop #3 (25 minutes)

DIRECT participants to Handout #70 *LDP+ Assignment for Final Workshop* and review each step.

STEP 4. Wrap up (5 minutes)

Close by reflecting on the progress and the changes you have noticed since the beginning of the LDP+.

SESSION 17. SHARED LEARNING SESSION

PURPOSE

Teams share what they learned when working toward a common result in different sites.

PARTICIPANTS

- Improvement Team members
- Coaches (from the Technical Coaching Team)

PREPARATIONS FOR TECHNICAL COACHING TEAM

This is a reminder of the Coaching Notes in Handout #28.

Prior to the Shared Learning Sessions, the coaches should:

- Visit the teams to monitor their progress in using the LDP+ Reporting Form.
- Encourage teams to complete their Action Plans and to prepare the LDP+ Reporting and Evaluation Forms.
- Identify the knowledge (proven practices, guidelines, etc.) that will benefit teams in addressing their challenges and come to the Shared Learning Sessions at the start of Workshop #4 prepared to share these lessons.

PREPARATIONS FOR TEAMS

Prior to their attendance, teams work together to complete three handouts:

- Action Plan
- LDP+ Reporting Form
- Evaluation Form

TEAM PRESENTATIONS

Teams are expected to present their progress using the LDP+ Reporting Form and Evaluation Form:

- Results and the indicators used to track progress
- Changes introduced
- Obstacles faced in implementing changes

OUTCOMES

- Promising interventions identified
- Progress towards results presented
- Action plans updated

17.A Reviewing the LDP+ Reporting Form

This exercise helps participants to report and analyze their data using the LDP+ Reporting Form and the Evaluation Form.

- **DURATION** | 1 hour 45 minutes
- **MATERIALS**
 - ❑ Handouts: #24 LDP+ Reporting Form; #25 Monitoring and Evaluation Plan; #27 Evaluation Form (LDP+ Reporting Form Annex)
 - ❑ Blank flipcharts
- **PROCESS:**

STEP 1. Distribute and Review the LDP+ Reporting Form (15 minutes)

In the large group:

SAY: *Handout #24, LDP+ Reporting Form, helped you to track progress towards your results.*

Handout #25, the Monitoring and Evaluation Plan is a tool on which you record your indicator, the numerator and denominator, baseline, and goal. Each month, you will record your progress in achieving your desired result (the numerator/denominator value for that month). This worksheet also serves as a record of the data source, method for collecting data, how frequently you will collect that data, and the person responsible.

STEP 2. Understanding effective actions (1 hour)

SAY: *In your groups, discuss the following questions using the data you have recorded in your Report:*

- *Did you achieve your desired measurable result?*
- *Did the indicator values increase and/or decrease over time?*
- *If so, what caused this?*
Note: Variations in data could be caused by how your priority actions are scheduled as well as weather conditions, community activities, political changes, or other reasons.
- *Did the data values increase/decrease slowly or quickly?*
- *Some indicators show change more slowly than others.*
- *What other observations can you make?*

Use Handout #27, your Evaluation Form, to record your learning.

On this form, your team has recorded the obstacles faced, steps you took to overcome those obstacles, and what leading, managing, and governing practices you applied.

STEP 3. Summarize your understanding of your data and report out to large group (30 minutes)

SAY: After completing the Reporting Form and the Evaluation Form each team should write the following on a flip chart:

- 1 bullet with results achieved
- 1–3 bullets with the priority actions your team took (including the application of leading, managing, and governing practices) that contributed to your results
- 1 bullet with other factors that contributed to the results

Each team should take five minutes to report in plenary.

After all the teams have presented:

ASK: What are the key interventions that were presented here that led to the results?

TAKE NOTES on the flipchart and save them to be used in the meeting with the Governing Body.

SAY: It is important that we share these proven interventions so that other groups can benefit. We can work with the Governing Body to scale up these practices to other areas that would benefit.

ASK: How can we best share this learning with others?
How can the Governing Body help to spread these improvements?

SESSION 18. COMMUNICATING RESULTS

PURPOSE

Learn how to make an effective presentation.

PREPARATIONS

- ❑ Read the facilitator notes for this session.
- ❑ Check that any electronic equipment, flipcharts, paper, etc. that teams might use are available.

MATERIALS

- ❑ Prepared and blank flipcharts—easel and paper
- ❑ Electronic equipment, as necessary
- ❑ Tape
- ❑ Colored markers

HANDOUTS

- ❑ *#24 LDP+ Reporting Form*
- ❑ *#61 Telling Your Story*
- ❑ *#71 Tips for an Effective Presentation of a Story*

18.A Telling Your Story

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

- **DURATION** 60 minutes
- **MATERIALS** □ Handout: #61 *Telling Your Story*
- **PROCESS:**

As participants settle in, ask them to sit with their work teams.

STEP 1. Drafting your story (45 minutes)

In the large group:

SAY: *During the last workshop, we started to learn how to tell our story to others and you worked with your larger team on crafting that story. Today, we are learning how to tell a good story about the results we achieved and the actions we used to achieve them.*

Ask a participant to read out loud Handout #61 *Telling Your Story*. Answering the questions on this handout will help prepare your team to tell your story. Teams should answer these questions based on their own experiences.

SAY: *Refer to Handout #61 *Telling Your Story*.*

- *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 your teams, write a story that describes the challenges you faced, the interventions you used, and the results you achieved.*

STEP 2. Sharing your story with others (15 minutes)

Each team presents its story to another team (2–5 minutes).

The other team gives feedback based on Handout #61 *Telling Your Story*.

SAY: *You will have a chance to present this story at the Final Results Presentation.*

Teams practice telling their stories.

SAY: *To shorten it to 2–3 minutes takes repeated practice, but in the end you will have an effective story that will impress your stakeholders!*

18.B Presentations and Feedback

This exercise helps teams to get experience giving a presentation that tells a story of results.

- **DURATION** 2 hours
- **MATERIALS**
 - ❑ Flipchart that says: *keep on doing / do better / stop doing*
 - ❑ Handouts: #24 LDP+ Reporting Form; #61 Telling Your Story; #71 Tips for an Effective Presentation of a Story
- **PROCESS:**

STEP 1. Review the handouts (15 minutes)

Remind participants of the handouts: #24 LDP+ Reporting Form; #61 Telling Your Story; #71 Tips for an Effective Presentation of a Story.

ASK: *What do you need to remember for your presentation that's on these handouts?*

STEP 2. Report on results and actions taken (telling your story) (1 hour 30 minutes for all groups)

To the large group, explain what each team is to do.

SAY: *It will be helpful to practice telling your story in front of a group and to get some feedback.*

Each team should take no more than five minutes to tell its results story.

After each team presents, we will briefly give feedback.

Refer to the prepared flipchart and explain how to make feedback helpful.

SAY: *As you listen, pay attention to what presenters do well, what they need to do better, and what they should stop doing. Try to be specific. This is not a time to discuss how to overcome obstacles or voice similar concerns.*

What is the team's strongest evidence that improved leading, managing, and governing practices are producing changes?

Do you think the team presented its data and results effectively?

Remind people that everyone is learning how to make an effective presentation.

Invite each team to **COME** to the front of the room and **DELIVER** its presentation to the entire group. After each presentation, ask for feedback from the entire group.

NOTE: The length of this step will depend on how many teams there are. If possible, allow about 10 to 15 minutes for each team for its brief presentation, followed by 5 to 10 minutes for feedback. It is important, however, that teams present today, so that they have plenty of time in the afternoon or the following morning to work on their presentations.

STEP 3. Review the feedback (15 minutes)

After all teams have presented and received feedback, summarize what you heard and noted on the flipchart. Stress what people found most effective.

Closing

DURATION 30 minutes

In the large group:

ASK: *What did you learn today? What stands out for you?*

SAY: *Each of you should take a few minutes to write down your answers.*

When you are done, discuss your answers with a person next to you.

After about 10 minutes, addressing the entire group:

SAY: *Would each pair please share one of your answers with the group? We will go around the room.*

Continue to listen to pairs' answers until there are no more.

WS4
DAY2
SCHEDULE

WORKSHOP 4: DAY TWO

PREPARE AND PRACTICE PRESENTATIONS

Reflection

Presentations and Feedback

— LUNCH BREAK —

SESSION 19: COMING TO A CLOSE AND SUSTAINING THE PROCESS

19.A Review of the Entire LDP+—Highlights and Lessons Learned

19.B Leadership Commitments

19.C Identify New Leadership Challenges

19.D Additional Online Resources

Reflection

➤ DURATION 20 minutes

Ask participants to sit in their work teams and conduct a brief reflection.

ASK: *Of all the things we did and topics we discussed yesterday, what stood out or resonated with you?*

SAY: *We will be spending this morning continuing our preparation and practice of presentations. We will follow the same format as we used yesterday.*

Presentations and Feedback

This exercise gives participants the opportunity to incorporate the feedback they received the previous day into their presentations and to practice presenting once more.

➤ DURATION 2 hours

➤ MATERIALS None

➤ PROCESS:

STEP 1. Prepare for presentations (45 minutes)

Give participants forty-five minutes to review their presentations based on the feedback received the previous day. Circulate around the room to provide support to each team as needed.

STEP 2. Second round of presentations (1 hour for all groups)

To the large group, explain what each team is to do.

SAY: *It will be helpful to practice telling your story in front of a group one more time, after you have incorporated the feedback you received yesterday.*

Each team should take no more than five minutes to tell its results story.

After each team presents, we will give feedback for no more than 10 minutes.

Remind participants how to make feedback helpful.

SAY: *As we did yesterday, pay attention to what presenters do well, what they need to do better, and what they should stop doing.*

Invite each team to **COME** to the front of the room and present of its presentation to the entire group.

STEP 3 Review the feedback (15 minutes)

After all teams have presented and received feedback, summarize what you heard and noted on the flipchart. Emphasize what people found most effective. Acknowledge what was changed in the presentation based on earlier feedback. Ask the teams to take some time in the afternoon to incorporate the new feedback and, if necessary, practice their presentation to be ready to the formal presentation the following day.

SESSION 19. COMING TO A CLOSE AND SUSTAINING THE PROCESS

PURPOSE

Practice the presentation and complete the LDP+. Make plans to continue using the LDP+ process and tools.

OBJECTIVES

- To discuss and plan how teams will continue to use the LDP+ and teach it to other teams
- To identify new challenges
- To create leadership commitments

PREPARATIONS

- Read through the facilitator notes for this session.
- Be familiar with LeaderNet.
- Make sure you have the expectations and concerns expressed during Workshop #1. Put them on a slide or flipchart.
- Prepare certificates of achievement (unless they will be handed out on Day Three)

MATERIALS

- Prepared and blank flipchart—easel and paper
- Tape
- Colored markers
- Certificates of achievement (unless they will be handed out on Day Three)
- Paper

HANDOUTS

- *LeaderNet postcard (if available)*

19.A Review of the Entire LDP+ — Highlights and Lessons Learned

This closing exercise helps participants see the flow of the entire LDP+ as they consider highlights, reflect on learning, and recognize their own growth.

NOTE: Depending on the time available, you can ask all of the questions with the participants organized into pairs, teams, the large group, or some combination of these.

- **DURATION** 1 hour
- **MATERIALS**
 - ❑ Four prepared flipcharts, one for each workshop, with a list of the titles of Sessions 1 through 19
 - ❑ Prepared flipchart with the definition: *Managers who lead enable others to face challenges and achieve results.*
 - ❑ Four prepared flipcharts with the titles: *Enabling Others, Facing Challenges, Producing Results, and LDP+ Overview*
- **PROCESS:**

STEP 1. Settling in after lunch (15 minutes)

Ask participants to sit in their work teams.

Congratulate them on their presentations and commitment to their improvement projects.

STEP 2. Review the program from beginning to end (10 minutes)

SHOW the flipcharts with the titles of the 19 sessions and read through them.

Check to verify that people remember the sessions.

STEP 3. Identify highlights (10 minutes)

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

Collect responses (recording is optional).

STEP 4. Explore what participants learned (15 minutes)

In the large group, read the definition from the flipchart:

SAY: *Managers who lead enable others to face challenges and achieve results.*

Ask the following questions and record 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?

STEP 5. Revisit the objectives of the LDP+ (10 minutes)

SAY: *At the beginning of Workshop #1, we said you would learn how to do several things during the LDP+.*

Read the objectives from Workshop #1:

- *Lead, manage, and govern to enable others to face challenges and achieve results.*
- *Apply tools and processes for defining and addressing challenges.*
- *Produce measurable results that support the priority health area and your vision of success in that area.*
- *Build a team climate that supports commitment to continuous improvement.*

Discuss:

ASK: *How well have we achieved these objectives?*

What do we need to do to continue to address them?

Present expectations and concerns expressed during Workshop #1 and review them in plenary.

19.B Leadership Commitments

This exercise helps participants to be clear about their commitments.

- **DURATION** 45 minutes
- **MATERIALS** □ Paper for participants to write on
- **PROCESS:**

STEP 1. Explore personal commitments (10 minutes)

ASK: *You have learned a lot about leading, managing, and governing in the workplace. What do you personally commit to bring to leading the process of achieving results in the field of health?*

Write down your answers.

STEP 2. Share commitments with team (15 minutes)

In the large group, after people have had a chance to write their answers.

SAY: *Share your answers with the other people on your team.*

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

STEP 3. Voice commitments to whole group (20 minutes)

In the large group, ask each participant to share his or her commitments.

SAY: *It adds power to your commitments to speak them aloud.*

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

This will help you to contribute more effectively to your teams and your clients.

19.C Identify New Leadership Challenges

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

NOTE: Teams should leave this final workshop with clarity about how they will take on their next challenges using LDP+ tools and how they will sustain and expand the LDP+ process.

- **DURATION** 50 minutes
- **MATERIALS** None
- **PROCESS:**

STEP 1. Explore possible challenges (20 minutes)

SAY: *Use the next 15 minutes or so to explore with your team what challenge you would like to take on next.*

Follow the same process you first used with the Challenge Model. Use your organization's mission and strategic priorities to guide you toward a shared vision and then agree on a measurable result that is within your sphere of control.

Invite each team to briefly present the challenge they have selected.

STEP 2. The challenge of sustaining the LDP+ (30 minutes)

Ask participants to discuss the following questions in small groups.

ASK: *How can you keep the LDP+ active by using your local resources?*

What recommendations do you want to give to the LDP+ Governing Body as they make plans to sustain and scale up the program?

Have groups report on their discussions in plenary and agree on next steps, if any.

19.D Additional Online Resources

This closing activity ensures that participants join the wider community of LDP, VLDP, and LDP+ alumni and take advantage of resources available for further support and learning.

- **DURATION** 15 minutes
- **MATERIALS**
 - ❑ Handout: *LeaderNet postcard (if available)*
 - ❑ Prepared flipchart with the website address:
LeaderNet: <http://leadernet.org/>
- **PROCESS:**

STEP I. Describe the online MSH resources (15 minutes)

In the large group:

SAY: *You have learned to use leading, managing, and governing practices, the Challenge Model, and other tools over the last several months. Using them all can become the way you approach your work and daily challenges.*

There are resources available to you online that you can regularly consult to help you to continue to face challenges and achieve results.

PULL UP the LeaderNet website if you can do so and show the resource pages.

LeaderNet: <http://leadernet.org/>

If you have Internet access in the room, **SHOW** LeaderNet on a computer.

TIP: Visit the websites beforehand so you can speak from firsthand knowledge.

Explain that LeaderNet is a network of people from around the world who are just like the participants and have gone through leadership development programs. They face similar challenges in low-resource settings.

- Anyone can register to become a LeaderNet member—at no cost!

WS4
DAY3
SCHEDULE

WORKSHOP 4: DAY THREE

DELIVER FINAL RESULTS: PRESENTATIONS

A. Final Presentations

— LUNCH BREAK —

B. Recognition, Certificates/Awards, and Final Evaluation

DELIVER FINAL RESULTS: PRESENTATIONS

PURPOSE

Demonstrate that participants have acquired skills in leading, managing, and governing practices and are producing results.

OBJECTIVES

- To speak in a confident and convincing way about the team's leading, managing, and governing practices and results produced
- To deliver an effective presentation to key stakeholders

PREPARATIONS

- Final test of equipment
- Have posters or presentations ready.
- Prepare handouts, as needed.
- Prepare a written program for guests.
- Prepare closing remarks for stakeholders.
- Prepare copies of Handout #40: *Workshop Evaluation Form*.
- Certificates of achievement (if not handed out on Day Two)

MATERIALS

- Prepared and blank flipchart—easel and paper
- Tape
- Colored markers
- Computer/laptop, overhead projector

HANDOUTS

- Confirm that teams have the handouts for their presentations
- #40 *Workshop Evaluation Form*

A. Final Presentations

This presents results of the improvement projects to key stakeholders and shows that learning about how to lead, manage, and govern has produced results.

- **DURATION** 3–4 hours
- **MATERIALS**
 - ❑ Written program
 - ❑ Certificates of achievement
- **PROCESS:**

STEP 1. Settling in, seating guests, and welcome (15 minutes)

Introduce the guests, as needed.

Introduce the teams and facilitators, as needed.

STEP 2. Teams present results of their improvement projects (timing will vary)

The time for questions and answers can follow each presentation or you can allow questions during the presentation.

Start with the teams that can show a clear link among their Challenge Models, Action Plans, and outputs achieved.

Allow about 20 minutes for each presentation, depending on the number of teams, including questions and answers.

WATCH the clock. Pay careful attention to how much time each presentation takes to be sure that all teams will have a chance to present and answer questions.

- If you know time will be short, some teams can present their results on a poster or flipchart that they display on the wall. Stakeholders can look at these during the break or during a special “poster session.”

STEP 3. Words of thanks and closing speeches. (30 minutes)

Close the morning.

- Give local authorities a chance to give brief speeches thanking the participants for focusing on their challenges and working toward results.
- The certificates of achievement can be **HANDED OUT** by the visiting guests at this time.

B. Recognition, Certificates/Awards, and Final Evaluation

Give participants recognition for their achievements and contributions, while also demonstrating ways to acknowledge others.

- **DURATION** 60 minutes
- **MATERIALS**
 - ❑ Certificates & Awards
 - ❑ Handout: #40 Workshop Evaluation Form
- **PROCESS:**

STEP 1. Recognition and closing remarks (20 minutes)

Thank sponsors, champions, stakeholders (if they are there), and each other.

Facilitators and participants speak about what the program has meant to them. Ask people to volunteer to offer final remarks.

Alternatively, you can invite distinguished guests to sit with a team and talk with them about their results and their leadership that produced it. Putting posters around the room, as in a conference poster session, and having guests circulate is another way to engage your guests and let your participants shine.

NOTE: This is also an opportunity to encourage decision makers, who may be concerned about weak leadership at the lower levels, to consider introducing the program elsewhere.

STEP 2. Provide certificates and awards (20 minutes)

Make sure each participant or team receives a certificate acknowledging participation and completion of the LDP+.

STEP 3. Final feedback and evaluation (10 minutes)

Ask participants for honest feedback about what they have learned in the workshop. Let them know they are not expected to put their names on the forms.

DISTRIBUTE copies of Handout #40 *Workshop Evaluation Form*.

- Ask participants for feedback about what they have learned in the LDP+. Give them 10 minutes to complete and return the form before leaving.
- Remind participants that they do not have to put their names on their evaluations.

STEP 4. Celebrate!!!

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