

Leadership for Universal Health Coverage Program

# IMPLEMENTATION MANUAL

Version 1 (2018)

THE  
LEADERSHIP  
JOURNEY

## Leadership for Universal Health Coverage Program: Implementation Manual

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### The Providing for Health (P4H) Network

Launched in 2007 as a G8 political initiative, P4H has since evolved into the major global network for health financing. It comprises the African Development Bank, the Asian Development Bank, France, Germany, the Global Fund to Fight AIDS, Tuberculosis and Malaria, the International Labour Organization, Kazakhstan, Morocco, Spain, Switzerland, the USA, the World Bank and the World Health Organization.



# WHY LEADERSHIP FOR UHC?

The global movement for Universal Health Coverage (UHC) seeks to ensure that all people and communities can use the promotive, preventive, curative, rehabilitative and palliative health services they need, of sufficient quality to be effective, without facing financial hardship. Countries have committed to the achievement of UHC as part of the 2030 Agenda for Sustainable Development.

Yet, realizing UHC at country level is challenging. Key players and groups hold divergent values and interests, and the technical efforts to advance reforms often stall when these perspectives cannot be aligned, and/or the coalitions needed to advance the work are ineffective.

To navigate this context, individuals need to draw on personal strengths and competencies. Skilled leadership is required to work through competing views, unite diverse groups behind a shared vision, and broker the trade-offs and compromises needed to keep UHC reforms on track. Coalitions need to persevere to make progress on reforms.

The need to support this process in all its complexity is what has led to the Leadership for Universal Health Coverage program (L4UHC).

# PARTICIPANTS' COMMENTS

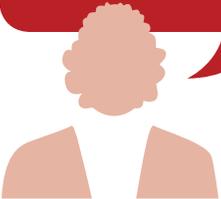
"I have gained a deeper understanding about leadership for UHC, and I am able to see and learn from the results of this 11-month journey. Co-creation and communication is really a great deal."



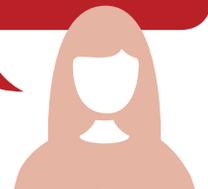
"Unknowingly we are getting habituated to quick fixes, incredible technical details and prescriptive solutions. In the meantime, we are ignoring to pause and reflect: we don't sense things as needed. This program has helped me to break this dynamic. We need to see more, hear more and feel more. This unleashes a tremendous amount of potential that each of us holds. This collectively gives an environment for innovation, co-creation and good solutions."



"OPEN HEART, OPEN MIND & OPEN WILL: these words are my favorites from this program. Since the first module I have been practicing this consciously in both my professional and personal life. I can sense this practice has helped me become calmer and receptive of the ever-changing environment I work in. At the same time, I have a deeper understanding of the context, gather more insights and broaden the horizon of thinking, ultimately contributing to better change."



"L4UHC enhanced my understanding about the need for and importance of willingness to unlearn and relearn for effective co-creation and goal achievement in the context of UHC."



"I'm poor (if not terribly bad) when it comes to deep listening (not short listening which I can cope with but a deep listening of long conversation is one of my weaknesses). I used to (even still sometimes it happens despite my efforts not to do so) look for a pause and start formulating a response without the person having finished his/her conversation. The dialog walk in the third module (which lasted around 35-40 minutes) made me think and act differently. It was one of the most constructive conversations that I have had in the recent past which enlightened my inner thinking with deep listening, 'downloading' messages and reflecting them internally."



# ACKNOWLEDGEMENTS

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# TABLE OF CONTENTS

TABLE OF CONTENTS	7
ABBREVIATIONS	9
ABOUT THIS MANUAL	10
OVERVIEW OF THE L4UHC PROGRAM	12
Theory of change	12
Target group	12
Structure of the program	12
Case study: Improving drug availability in Nepal	15
1. THE LEADERSHIP JOURNEY	17
1.2 Leadership Journey: Module 1	22
1.3 Leadership Journey: Practical Phase 1	25
1.4 Leadership Journey: Module 2	28
1.5 Leadership Journey: Practical Phase 2	31
1.6 Leadership Journey: Module 3	34
1.7 Leadership Journey: Beyond the one-year core program	37
2. L4UHC THEORETICAL FRAMEWORK	38
2.1. Overview: L4UHC Theory of Change	39
2.2. Leadership for Global Responsibility in Brief – from AIZ	42
2.3. Adaptive Leadership in Brief – from Ronald Heifetz	46
2.4. Rapid Results Approach in Brief – from Schaffer Consulting	48
2.5. Theory U and Presencing in Brief – from Presencing Institute	50
2.6. Systems Thinking in Brief – from Peter Senge	52

<b>3. TOOLBOX</b>	<b>53</b>
Tool 1: Dialog Walk	54
Tool 2: Guided Journaling	56
Tool 3: Journaling – End of Day/Session Reflection	60
Tool 4: Knowledge Café	62
Tool 5: M&E Resource	64
Tool 6: Leading by Listening	65
Tool 7: Rapid Results Approach	68
Tool 8: Sensing Journeys	71
Tool 9: Two Angels	74
Tool 10: UHC Complexity	76
Tool 11: 3D Sculpting	78
<b>4. RESOURCES</b>	<b>82</b>
Resource 1: Competency Framework	83
Resource 2: Country Presentations	84
Resource 3: Facilitator Agenda	87
Resource 4: Facilitator Profile	90
Resource 5: Monitoring and Evaluation (M&E)	91
Resource 6: Objectives and Deliverables	93
Resource 7: Participant Profile and Team Composition	96
Resource 8: Rapid Results Chain “The funnel”	97
Resource 9: Readiness and Roadmap Templates	98
Resource 10: Recruiting and managing coaches	99
Resource 11: Sensing Journey Bingo	101
Resource 12: Setting Dates for Regional Modules	102
Resource 13: Tasks of L4UHC Country Focal Persons (CFP)	103

## ABBREVIATIONS

AIZ	Akademie für Internationale Zusammenarbeit
CAI	Collective Action Initiative
CFP	Country Focal Persons
GIZ	Gesellschaft für Internationale Zusammenarbeit GmbH
L4GR	Leadership for Global Responsibility
L4UHC	Leadership for Universal Health Coverage
Lao PDR	Lao People's Democratic Republic
M&E	Monitoring and Evaluation
MoH	Ministry of Health
NHI	National Health Insurance
OM-OH-OW	OPEN MIND, OPEN HEART & OPEN WILL
PDP	Personal Development Plan
P4H	Providing for Health Network
RRI	Rapid Results Initiative
UHC	Universal Health Coverage
USAID	United States Agency for International Development
WHO	World Health Organization

# ABOUT THIS MANUAL

Welcome to the Leadership for Universal Health Coverage Program (L4UHC) manual! This manual is targeted towards Universal Health Coverage (UHC) program directors and facilitators. It aims to provide the essentials needed to deliver a regional cycle of the year-long Leadership Journey.

L4UHC was launched in 2013 by the Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ) and the World Bank, based on the understanding that technical efforts alone were not sufficient to galvanize UHC on country level. Over and above technical solutions, UHC reforms need leadership interventions: an ability to observe, reflect, define collective values and work across institutional boundaries.

L4UHC is implemented by Germany's GIZ, the World Bank, the World Health Organization (WHO), the United States Agency for International Development (USAID) and Expertise France, in cooperation with other partners within the P4H network. Representatives from all five organizations constitute the Global L4UHC Team, which is coordinated by GIZ. P4H is a global network which brings together a diverse group of international organizations, development partners, and key stakeholders in partner countries who approach UHC from different angles, but have converged around this common goal.

The conceptual underpinnings of the program come from many sources and approaches, including Adaptive Leadership, Collaborative Leadership for Development, Leadership for Global Responsibility, Rapid Results Approach, Systems Thinking and Theory U. As such, the manual reflects the current collective wisdom of P4H partners and will evolve over time.

In the L4UHC program, improved leadership interventions and collaboration are part of a year-long "Learning Journey" whose steps include exploring the outside world, internal reflection and co-creation with others. This pattern of exploration, reflection and co-creation is used as a framework for the program and each module. During three face-to-face modules in different countries and two home-based practical phases, participants widen their impact on personal, team and systemic levels and leave the program with a strong peer community.

This manual provides examples from past cycles in Africa and Asia which were delivered under the stewardship of a Global L4UHC Team composed of GIZ, World Bank and WHO. For Asia, the Global team was joined by United States Agency for International Development (USAID), and in Africa, by Expertise France. To deliver each L4UHC cycle two sub-teams – a Management & Administration team as well as a Learning & Facilitation team – were set up. The Management & Administration team is responsible for the technical focus and organization of the program. They bring P4H partners together, ensure event management and liaise with host countries. The Learning & Facilitation team choreographs and accompanies the learning journey, including content, didactics and methodology. The Learning & Facilitation team is responsible for ensuring the quality and progress of work during the modules and the in-country practical phases. Together both sub-teams deliver the program.

# ABOUT THIS MANUAL

The manual contains four sections with the following characteristics:

1.

## “HOW TO” SECTION:

The Learning Journey is presented chronologically, in the order in which the three modules and two practical phases are delivered. Practical phases are the time in between modules during which participants do work in their own countries. Module and practical phase explanations will describe what happens and what to do. At times these descriptions will distinguish between work for the Management & Administration team and work for the Learning & Facilitation team.

2.

## THE THEORY SECTION

presents the theoretical frameworks which underpin L4UHC’s theory of change.

3.

## THE TOOLBOX SECTION

presents the different exercises and approaches used in the modules and practical phases.

4.

## THE RESOURCES SECTION

includes practical items such as templates, terms of reference and homework assignments.

The items in the latter three sections are linked to the relevant phases in the Leadership Journey for easy reference.

# OVERVIEW OF THE L4UHC PROGRAM

## THEORY OF CHANGE

The program's theory of change argues that improving the collective understanding of Universal Health Coverage (UHC) complexity, developing individual competencies and establishing and/or strengthening coalitions which can deliver results, are necessary ingredients for advancing UHC reforms.

These investments in human empowerment complement the financial and technical investments made on UHC reforms.

This theory of change is based on proven experience with methodologies that give development actors an opportunity to explore their beliefs, attitudes, personal and collective values within their social and organizational context. Such journeys allow people to find the individual and collective courage to build a common vision which becomes the basis of deliberate collective action.

## TARGET GROUP

UHC is a dynamic process and there are times when stakeholders need support to develop the individual and collective competencies required to advance their reforms. Hence, in principle Leadership for Universal Health Coverage (L4UHC) can add value in any country where there is demand from national actors and support from local P4H partners.

## STRUCTURE OF THE PROGRAM

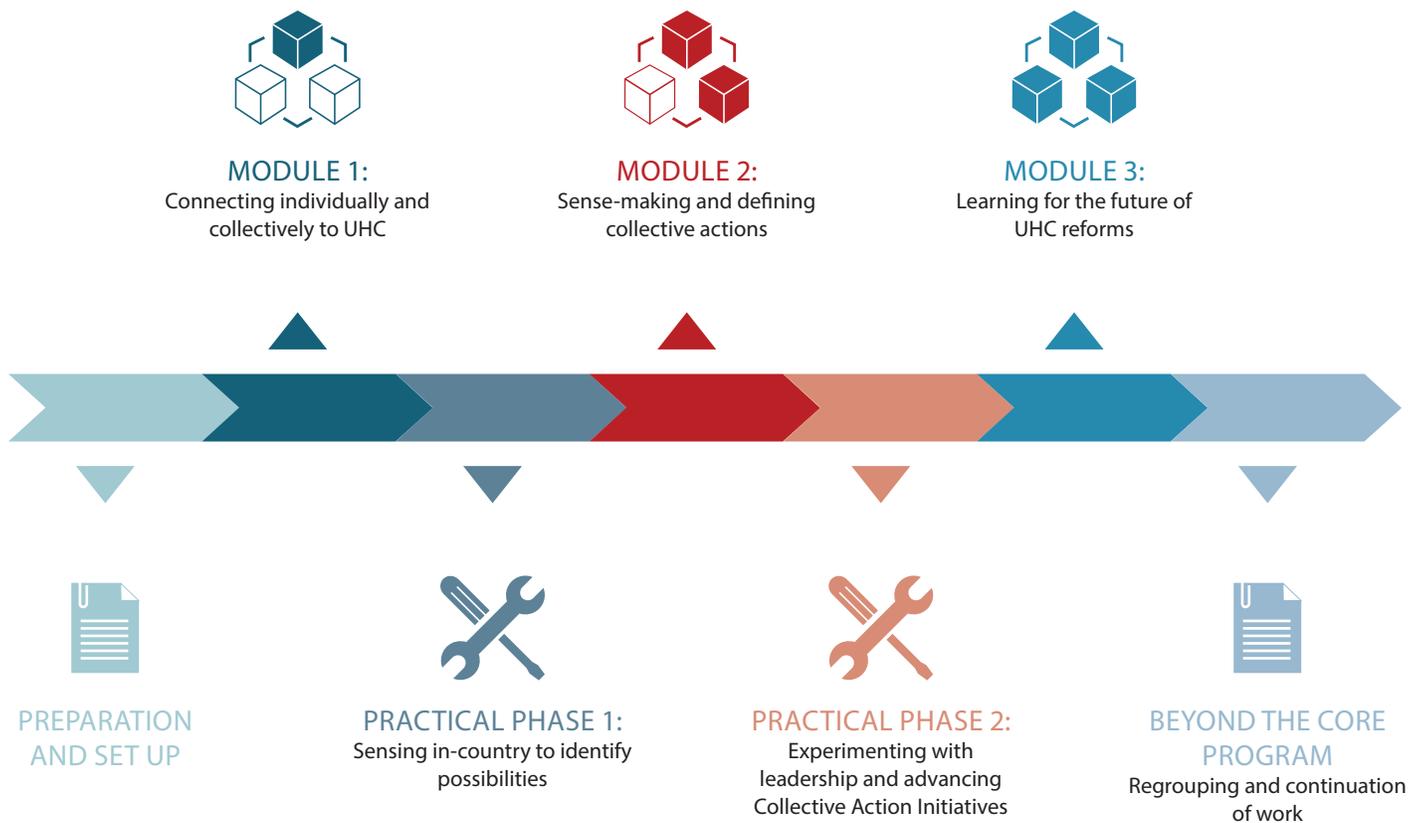
The L4UHC program is organized in a series of three regional modules and two practical phases. The regional modules are held in host countries whose experience with UHC reform can serve as an inspiration for the participating countries. Country participants are nominated strategically amongst key leaders of their fields in UHC and are expected to come together as a team throughout the Leadership Journey. These Country Teams become the seeds of wider UHC coalitions in their respective countries. During each module, participants undertake field visits to immerse themselves in the details of the host country's UHC experience, including meetings with reform leaders who represent different institutions and stakeholder groups. During the practical phases, in their home countries, participants meet and work together as country teams, with support from local coaches hired through the program and L4UHC focal persons.

The figure below highlights the details of the leadership journey.

# OVERVIEW OF THE L4UHC PROGRAM

## DETAILS OF THE JOURNEY

### THE LEADERSHIP JOURNEY



# OVERVIEW OF THE L4UHC PROGRAM

## ► Connecting individually and collectively to UHC

The first module focuses on the leadership capacity to observe, sense and listen. Participants dive into the nuances of UHC complexity. They learn to identify underlying values and interests which might be in conflict and name potential adaptive challenges. They identify and articulate a personal connection to UHC and work with other members of their country team to name those values that bind them irrespective of their institutional homes.

## ► Sensing in-country

During the first practical phase, teams meet in their home countries to practice the skills introduced during the first module. They are supported by local coaches. Together, they test their assumptions on what the real challenges are and the level of readiness for change. Participants are expected to shadow and engage with key UHC stakeholders in their own country to see challenges from other perspectives. As part of their assignment they identify stakeholders who need to be involved in potentially viable short-term initiatives.

## ► Sense-making to define collective actions

The second module focuses on collective action. Participants learn skills for improving the quality of interactions with different stakeholders and practice coalition-building strategies. Together with technical and leadership experts, country teams identify a collective action challenge that they can jointly tackle through a structured intervention designed to generate results in the short term.

## ► Experimenting with leadership and advancing Collective Action Initiatives (CAIs)

In the second practical phase that follows, the country teams implement their CAIs, supported by local coaches. The coaches act as process guides and help them perform as a team. During this phase participants strengthen their coalitions and coordination mechanisms to achieve results in their reforms.

## ► Learning for the future of UHC reform

The final module focuses on the future of UHC reform. Participants are given the time to reflect on their personal and collective interventions as well as on the process. They are given space to define the next steps towards UHC reform in their countries and commit themselves to a set of key actions. Results from the second practical phase are shared with relevant stakeholders and development partners, who will continue to support the reform process after the L4UHC program has ended.

# OVERVIEW OF THE L4UHC PROGRAM

## CASE STUDY: IMPROVING DRUG AVAILABILITY IN NEPAL

The country team from Nepal represented a wide constellation of stakeholders from civil society, central and local government. During the first module and in-country practicum they struggled to find alignment on collective priorities and values. However, by the second module the core issues had become clearer and they decided to tackle one of the country's major health-care bottlenecks: the lack of essential drugs in primary health facilities. Drug availability compromises the government's promise to provide free basic health care, obliging patients either to turn to the private sector with high out-of-pocket payments or in the case of poorer families, to forego treatment altogether. The Nepalese government is trying to reduce out-of-pocket payments by progressively introducing Social Health Insurance in selected districts, where in future poor households' membership is to be subsidized. Enrolment in health insurance is, however, hampered by the low credibility of the public health services, in particular the lack of essential drugs.

The team analyzed the root causes for this situation:

- 1) Drug procurement on central and district level is hampered by low local production, difficulties in international tendering and delay in budget release.
- 2) Needed drugs are not ordered in time due to inefficient stock-keeping and incomplete filling out of order forms.
- 3) On health facility level, drug management also suffers from irrational prescription practices. While hospitals can run their own pharmacy, no such provision exists for primary health centers.

Unable to settle upon a one-pronged strategy, the Leadership for Universal Health Coverage (L4UHC) team in Nepal agreed to two complementary interventions. The first, at the central level, reviewed national procurement policies the second was at the district level and dealt with essential medicine management.

The central level team focused on setting up the preconditions for decentralized drug procurement. Recognizing that major reforms in procurement and supply chain management were beyond its capacities, the team worked toward reform of the country's Pharmacy Guidelines and advocated with the ministry and drug manufacturers for publishing the price of drugs, so that districts could directly purchase drugs from the manufacturer, saving time and money by cutting out the drug distributors.

The three district teams worked toward improved availability of free essential drugs in the health facilities, each district tackling its specific challenges: Achham District surveyed prescription practices and carried out trainings to raise staff and community awareness about irrational drug prescription, while Ilam District focused on enforcing standards of completeness and punctuality in using the Logistic Management Information System for re-ordering essential drugs. Palpa District laid emphasis on complete and frequent filling out of drug stock reports, with bi-weekly submission of these reports.



The Nepal team discussing their CAI. © GIZ Nepal

# OVERVIEW OF THE L4UHC PROGRAM

With this two-pronged national and district level strategy, the L4UHC team in Nepal reinforced the relationship between procurement and drug management. Since the insurance reform was high on the political agenda, this also leveraged Ministry of Health (MoH) support for their work.

Nepal's L4UHC Collective Action Initiative (CAI) was officially launched by the Minister of Health in January 2017 and achieved major results. At central level, dialog and advocacy with high-level decision-makers were key to creating a steering committee for Universal Health Coverage (UHC), in which the L4UHC country team plays an active role, and to amending the Pharmacy Guidelines to allow primary health centers to run their own Social Health Insurance pharmacies – a disposition that the three districts immediately applied in seven primary health centers.

The team likewise persuaded the Minister of Health to make available additional budgets available on request enabling districts to buy essential drugs directly from suppliers. Furthermore, the team, along with the ministry's Department of Drug Administration, advocated with the Nepali drug manufacturers to publish their price list. This eases the procurement process by allowing central-level and district teams to buy drugs for up to 20,000 \$US directly without a tender process, whereas previously it was only 5,000 \$US.

At district level, there were also major improvements:

- In Palpa District, free essential drug stock in the district hospital and two primary health centers increased from 40% to 70.3%.
- In Ilam District, stock-outs were reduced in four primary health centers.
- In Achham District, irrational prescription was reduced from 45% to 20% in the district hospital and two primary health centers.

The Nepali L4UHC team advanced cautiously, but steadily. As a member explains, "Small steps led to the goal and brought larger impact."

## Insights from Nepal's CAI

A motivating objective will garner support. Availability of free essential drugs is a topic so fundamental to Nepal's health system that it mobilizes multiple stakeholders.

Target the highest-level decision-makers to maximize impact. The central level L4UHC leaders were well positioned to enlist the Health Minister and the Secretary in favor of their CAI. The 100-day initiative particularly appealed to the Minister, who had been appointed for just nine months, and he even extended the approach, asking all divisions and hospitals to develop 100-day plans. The Minister's support gave the initiative high credibility, facilitating the team's contacts with other top-level ministry officials and with the drug manufacturers.

See the big picture – take a systemic view and approach. Rather than treating the unavailability of free essential drugs as an isolated problem, the team tackled it in its context, including the issue of free and Social Health Insurance drugs being dispensed in the same health facility under two different regimes. This led the team to develop a constellation of complementary activities on central, district health center and medical warehouse levels.

Nepal's L4UHC team feels that the unique set of methods used under L4UHC for diagnosing problems and dealing with them is applicable in any situation. Their oft-repeated motto is: "If there is a will, nothing is impossible."

A photograph showing a woman in a red dress administering a vaccine to a baby. An older woman is visible in the background, looking on. The scene is set against a plain, light-colored wall. The woman in the foreground is wearing a red top and a necklace, and is holding a small white vial. The baby is lying down, and the older woman is holding a clipboard and papers.

# 1. THE LEADERSHIP JOURNEY

---

# 1

# THE LEADERSHIP JOURNEY

## 1.1 PREPARATION AND SET-UP

### Bringing the team together

Months before launching the first module, the Global Leadership for Universal Health Coverage (L4UHC) Team and the two implementing teams (Management & Administration and Learning & Facilitation) came together in Washington, D.C., to define a program agenda and plan next steps for delivering a cycle in Asia. The event was facilitated by a member of the Learning & Facilitation team. The sessions were a dynamic mix of different points of view and organizational cultures. The underlying values of each of the participants, their ideas, expectations and worries about the program were brought to the fore. Initially the subtle connections between the sessions and the final program were not always clear, but the discussions clarified these details. Relationships were strengthened and a joint work plan was developed. The sessions

also helped to identify Monitoring and Evaluation (M&E) gaps and ways to on-board country participants. By holding the event so early, everyone had time to get the necessary resources together.

Success factors: Early preparations with the Management & Administration team together with the Learning & Facilitation team is key. It creates buy-in for the theory of change and helps people develop realistic work plans. It is vital to align the values of the delivery team and create a common vision. This circumvents misunderstandings based on assumptions, mental models and organizational working cultures. In sum: Walk your own Talk! Coalition building is crucial.

### AIM

Stakeholders (country counterparts, development partner management, their country level staff and the L4UHC delivery team) are aligned on the purpose and process to deliver a L4UHC program.

The preparation and set-up phase is divided into two parts: preparations for the program and set-up for each of the modules. The set-up actions are the same for each module.

## PART 1 PROCESS OVERVIEW: PREPARATION FOR THE PROGRAM



# 1

# THE LEADERSHIP JOURNEY

## DESCRIPTION

The Leadership Journey is organized on a regional basis, selecting 3 to 4 countries from the same region to create a peer-learning community. The preparation and set-up phase identifies and on-boards all the actors including participating countries, host countries and Providing for Health (P4H) Network partner orga-

nizations. An L4UHC Country Focal Person (CFP) is assigned in each participating and host country to help coordinate the work. During this phase actors agree on a joint vision of what will happen in the program, their roles and deliverables.

## SIGNS OF SUCCESS

- Country teams represent the key actors in the national Universal Health Coverage (UHC) reform processes and have a good gender balance.
- Management of P4H partners is willing to support their country staff working on the L4UHC program in terms of time, budget and expectations.
- Questions on budget have been resolved.
- Orientations have occurred with the participating county teams.
- Institutional support in participant and host countries has been secured and is maintained throughout the program.

## PREREQUISITES AND DELIVERABLES

Prerequisites	Deliverables
<ul style="list-style-type: none"> <li>• Due diligence on countries, where they are on their UHC reforms is carried out.</li> <li>• Due diligence on P4H partner programming in each country: (loans, grants, strategy, programs, etc.) is carried out.</li> <li>• An agreement on all teams is made.</li> </ul>	<ul style="list-style-type: none"> <li>• A Joint work program with Learning &amp; Facilitation and Management &amp; Administration teams is created.</li> <li>• Participating countries have been selected.</li> <li>• Host countries have been identified.</li> <li>• L4UHC focal persons have been on-boarded.</li> <li>• Country teams have had an orientation and named participants for the program.</li> </ul>

# 1

# THE LEADERSHIP JOURNEY

## STEPS TO DELIVER

1. Establish an institutional set-up and joint work plan for the Global L4UHC Team.
2. Identify participating and host countries, ensure institutional support
3. Establish focal persons for participating and host countries from among local P4H partners.
4. Set dates taking into account national holidays and political events.
5. Prepare local development partners to set up an implementation team.

Already in place:

- Global L4UHC Team
- Focal persons in host and participating countries

To be recruited at this stage:

- Two senior facilitators who have combined experience in Theory U, Adaptive Leadership, Coaching, Coalition Building and Rapid Results
- At least three UHC technical experts
- At least one experienced UHC practitioner who can provide testimonials, insights etc.
- One global event manager for travel, logistics etc.

6. Select participants.
7. Organize a participant orientation get-together in each participating country.
8. Organize a preparation workshop with stakeholder and facilitator teams to review the entire program.
9. Recruit coaches for in-country Collective Action Initiatives (CAIs).

## TIPS AND PITFALLS

- The program has many moving parts. As much effort as possible should be expended to create functional Management & Administration and Learning & Facilitation teams. Most of the work is done remotely so it is imperative to take advantage of face time to correct courses and re-align expectations.
- Coaches and facilitators should be recruited as early as possible.
- Each of the implementing organizations has their own protocol for identifying countries of strategic interest. Enough time needs to be allowed for the internal management of each organization to approve and release resources for the selected countries.
- Participant selection is a delicate political process taking approximately three months.

# 1

# THE LEADERSHIP JOURNEY

## TOOLS AND RESOURCES

- [Resource 4: Facilitator Profile](#)
- [Resource 5: Monitoring and Evaluation \(M&E\)](#)
- [Resource 6: Objectives and Deliverables](#)
- [Resource 7: Participant Profile and Team Composition](#)
- [Resource 10: Recruiting and Managing Coaches](#)
- [Resource 12: Setting Dates for Regional Modules](#)
- [Resource 13: Tasks of L4UHC Country Focal Persons \(CFP\)](#)

Once these stages of preparation have been achieved, the Management & Administration and Learning & Facilitation teams together prepare the individual modules, of which there are three. The outline of the process to set up the modules follows below.

## PART 2 PROCESS OVERVIEW: SET-UP OF THE MODULES



Key steps to prepare the modules are as following:

1. Learning & Facilitation team organizes a series of internal meetings to understand the content, divide up the work and prepare the sessions.
2. Management & Administration team works closely with CFPs to identify the participants, particularly for Module 1.
3. Learning & Facilitation team finalizes the module agenda.
4. Learning & Facilitation and Management & Administration teams go over the agenda at least two weeks before the event with technical experts.
5. Learning & Facilitation and Management & Administration teams meet the day before the event to go over the agenda and finalize any materials, adapt sessions etc.

## TIPS AND PITFALLS

- With a team of facilitators having different competencies it's important to have a detailed enough agenda. There should be clarity on the main messages and transitions as well as what steps and support is needed during table facilitation work.

# 1.2

# LEADERSHIP JOURNEY: MODULE 1

## CONNECTING INDIVIDUALLY AND COLLECTIVELY TO UHC

### AIM

At the end of Module 1, country teams will have developed their individual and collective connection to UHC as well as their understanding of the complexity of UHC. They will be equipped with new leadership tools and prepared to mobilize relevant stakeholders in their countries to advance UHC. (For specific objectives please see [Resource 6: Objectives and Deliverables - Module 1.](#))

### WHAT IS THE BIG THING HAPPENING?

The first module is an eye-opener for participants. All are high-level decision-makers in their respective spheres of action, “leaders” in the classical sense of the term. But in the first module their views and understanding of what leadership is all about, and why it is needed to advance UHC reforms, are challenged. They discover the UHC experiences of the host country and learn about systems thinking – understanding UHC from a broader perspective, examining linkages and interactions between different stakeholders, observing dynamics at play in their

own countries, discovering underlying structures and patterns (including mental models and perceptions) and understanding what it could mean to champion interventions that could be seen as unpopular. In the face of this complexity, it becomes clear to them that to advance UHC they need not only technical solutions but “adaptive” skills – they are emboldened to learn new ways of doing things, to change their attitudes, values and norms and to adopt an experimental mind-set.

### PROCESS OVERVIEW AND STEPS TO DELIVER:



Please see [Resource 3: Facilitator Agenda - Module 1](#) for more details on the steps.

### DESCRIPTION

Module 1 is the start of the L4UHC Journey and sets the foundations for the program and more particularly for the first practical phase. Participants will:

- learn of the purpose, process, tools and approach of the program.
- define their personal connection to UHC.
- deepen their understanding of UHC complexity.
- be exposed and practice leadership competencies.
- define personal and collective values for UHC.
- leave the module valuing collaboration in heterogeneous teams.
- learn from the host country’s UHC reform case.

# 1.2

# LEADERSHIP JOURNEY: MODULE 1

## CONNECTING INDIVIDUALLY AND COLLECTIVELY TO UHC

### SIGNS OF SUCCESS

- Participants connect personally to UHC.
- Participants from the same country or region can articulate common values on UHC.
- Participants leave with enough good will to collaborate with each other during the first practical phase.
- Local coaches are in place.
- Country teams understand their assignment for the practical phase.

### PREREQUISITES AND DELIVERABLES

Prerequisites	Deliverables
<ul style="list-style-type: none"> <li>• Facilitators are recruited and have time to prepare together.</li> <li>• Key actors involved in the UHC reforms in the host country understand their role and have prepared for the sensing journey visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Participants can articulate their personal stake in the national UHC agenda.</li> <li>• Participants can articulate a preliminary collectively shared value for advancing UHC reforms.</li> <li>• Participants are excited to test their leadership skills in-country and agree on related deliverables for in-country work.</li> <li>• Participants draft a hypothesis of a priority UHC intervention and why it matters. Their homework is to test their assumptions and define three viable focus areas for their short-term initiatives.</li> <li>• Participants learn about the host country through sensing journeys, multimedia, speakers or panels.</li> <li>• Participants share assumptions on leadership (one word, one sentence).</li> <li>• Data is collected for <a href="#">M&amp;E</a>.</li> </ul>

### TIPS AND PITFALLS

- It is important to let the participants grapple with both UHC complexity and their assumptions on leadership.
- It is important for the technical experts to understand the purpose of the sessions; confusion results in participants' misunderstanding or not engaging with the sessions properly.
- Even though it may require more time, it is critical to hire facilitators with deep knowledge of how to connect participants with their own purpose and values (through approaches like Leadership for Global Responsibility (L4GR) Theory U, adaptive leadership and Rapid Results Initiative (RRI)) who are also willing to experiment with and commit to new ways of working.
- Often L4UHC has technical experts in the Management & Administration team who will also play a facilitator role in the modules as they will be interacting with participants. The more they understand the purpose and desired deliverables of the sessions, the better their integration in the common effort will be. In this innovative program, resistance to working differently may come not only from participants but also from the technical team.

# 1.2

## LEADERSHIP JOURNEY: MODULE 1

### CONNECTING INDIVIDUALLY AND COLLECTIVELY TO UHC

#### TOOLS AND RESOURCES

[2.3 Adaptive Leadership in Brief - from Ronald Heifetz](#)

[2.5 Theory U and Presencing in Brief - from Presencing Institute](#)

- [Tool 1: Dialog Walk](#)
- [Tool 2: Guided Journaling](#)
- [Tool 3: Journaling: End of Day/Session Reflection](#)
- [Tool 6: Leading by Listening](#)
- [Tool 8: Sensing Journeys](#)

- [Tool 10: UHC Complexity](#)

- [Tool 11: 3D Sculpting](#)

- [Resource 1: Competency Framework](#)

- [Resource 3: Facilitator Agenda - Module 1](#)

- [Resource 5: Monitoring and Evaluation \(M&E\)](#)

#### PARTICIPANT REFLECTIONS ON MODULE 1

“Sound leadership plays a vital role in defining the approach to UHC, since the pathway to UHC has been complex and very political and required a meaningful engagement of different stakeholders.”



“I discovered that leadership goes together with listening skills. Before, I thought leadership was leading and giving instructions, having a team who will follow instructions and get the expected results (or not!). I have participated in the UHC reforms and know our country’s strategy well. Given the complexity of the challenges, the leadership training is really important to equip stakeholders in the implementation of UHC reforms. Learning to create a coalition, to work as a coalition and to listen to others is crucial to be a better leader.”



# 1.3

# LEADERSHIP JOURNEY: PRACTICAL PHASE 1

## SENSING IN-COUNTRY

### AIM

At the end of the 1<sup>st</sup> practical phase, a country UHC coalition is formed and reflection advanced on a possible CAI. (For specific objectives please see [Resource 6: Objectives and Deliverables - Practical Phase 1.](#))

### WHAT IS THE BIG THING HAPPENING?

While the modules enable participants to learn and reflect intensively about the collective and personal leadership qualities required to advance their own countries towards UHC, the times in between the modules are equally important for their individual and team learning. During the first practical phase, the country teams lay the

groundwork for pursuing concrete action towards UHC. In each country the emphasis is on sharing the learning experience, getting the highest authorities on board and creating broad coalitions to start building a common vision for UHC.

### PROCESS OVERVIEW



### DESCRIPTION

During the first practical phase participants re-evaluate their UHC environment with the listening skills and perspectives on UHC complexity acquired in Module 1. The objectives are to expand from their team to create a larger UHC coalition in-country, engage decision-makers at the highest level and identify two to three possibilities for collective action during the second practical phase. Participants:

- engage across institutional lines to identify their possibilities.
- practice the competency of listening and sensing.
- improve cooperation amongst themselves.
- identify missing stakeholders for specific short-term CAIs they will address in the L4UHC program.

### SIGNS OF SUCCESS

- Participants have at least three meetings: one to debrief from the module, one meeting on their work and another to prepare for Module 2.
- Participants engage in interviews, a sensing journey, field visits and/or focus groups.
- Participants do a readiness assessment of key stakeholders (on what they are willing or unwilling to do in relation to an adaptive challenge).

# 1.3

# LEADERSHIP JOURNEY: PRACTICAL PHASE 1

## SENSING IN-COUNTRY

### PREREQUISITES AND DELIVERABLES

Prerequisites	Deliverables
<ul style="list-style-type: none"> <li>Coaches are in place and have met local focal persons on the development partner side.</li> <li>Development partner focal persons in participating countries have received updates so they can support the process.</li> </ul>	<ul style="list-style-type: none"> <li>Participants practice in-country sensing journey and/or shadowing and engaging with key UHC stakeholders to see the system from other perspectives.</li> <li>Participants practice listening and sensing skills.</li> <li>Three focus areas are identified based on qualitative and quantitative data and stakeholder maps.</li> <li>A stakeholder and/or network map of UHC focus areas is created.</li> <li>Participant list is redefined for Module 2<sup>1</sup>.</li> <li>Data is collected for <a href="#">M&amp;E</a>.</li> </ul>

### STEPS TO DELIVER

As soon as possible, participants hold a debrief meeting. This can be among themselves but also includes their stakeholders and authorizers.

- 1) CFPs may assist the participants in holding sensing journeys, field visits, interviews, focus groups, peer learning events etc.
- 2) Participants hold at least two more meetings to define two to three possibilities for a CAI during the second practical phase and to prepare their presentation for Module 2.

### TIPS AND PITFALLS

- It is not always possible to find experienced coaches in the Rapid Results (RRI) methodology used for the CAI. Someone from the Learning & Facilitation team will need to train, coach and guide the coaches. This often takes the form of scheduled weekly calls.
- Often it is hard for the participants to get into a rhythm of meeting as a large group. For some countries meetings are done in sub-groups.

### TOOLS AND RESOURCES

- [Tool 5: M&E Resource](#)
- [Resource 2: Country Presentations - Module 2](#)
- [Resource 5: Monitoring and Evaluation \(M&E\)](#)
- [Resource 9: Readiness and Roadmap Templates](#)
- [Resource 10: Recruiting and Managing Coaches](#)
- [Resource 11: Sensing Journey Bingo](#)

<sup>1</sup> Additional (missing) stakeholders who attend may need financial sponsorship from operational and development partners.

## SENSING IN-COUNTRY



Benin team members launch UHC societal dialogue in town of Adjarra. © Mme Aïssatou Aboubakari

## PRACTICAL PHASE 1: INSPIRED BY TUNISIA, BENIN'S SOCIETAL DIALOG

The Benin team was particularly inspired by the “societal dialog” the participants discovered during Module 1 in Tunisia – a massive consultation of the country’s population on reforming the health system in the aftermath of the country’s “Arab Spring” revolution. The Benin team decided to try this approach on a smaller scale in their own country. They even mobilized funds from a Belgian NGO to conduct public consultations on UHC and social health insurance in 12 locations with more than 900 workers

from the informal and agricultural sectors. These consultations focused on informing workers about the UHC concept and ongoing reforms as well as collecting their views, concerns and recommendations for a successful introduction of the planned new social health insurance scheme. In parallel, the Benin team took up the topic of UHC and social health insurance with governmental authorities, health workers and the insurance sector.

# 1.4

## LEADERSHIP JOURNEY: MODULE 2

### SENSE-MAKING AND DEFINING COLLECTIVE ACTIONS

#### AIM

At the end of Module 2, all country teams are competent in the Rapid Results methodology and have planned their respective CAI for the following practical phase. (For specific objectives please see [Resource 6: Objectives and Deliverables - Module 2.](#))

#### WHAT IS THE BIG THING HAPPENING?

After sensing the local context and experiences of the host country in Module 1, participants begin reflecting on possible areas where they could implement a first practical step that helps to achieve a long-term vision of progress toward UHC. During the first practical phase, each country group prepares the terrain by networking into a broad national coalition of UHC champions, and by the time they embark on the second module, they have formed close-knit country teams. In the second module,

this reflection coalesces into concrete planning of CAIs using the Rapid Results methodology, to be implemented during the second practical phase with support from their in-country coach and local P4H Network partners. What is important in the CAI is not just the objective, but the motivation and the joint spirit created by successfully working together, in a reflected manner, to make a difference.

#### PROCESS OVERVIEW AND STEPS TO DELIVER



Please see [Resource 3: Facilitator Agenda - Module 2](#) for more details on the steps.

#### DESCRIPTION

Module 2 is where some of the pieces of the program start to come together. Participants have tried working collectively to gain a deeper understanding of what is happening in their countries. The challenges of team dynamics, individual motivation and collective purpose will come into play. It is also where the work becomes more tangible as they commit to a CAI. During Module 2:

- New participants are successfully on-boarded.
- Participants deepen their listening skills.
- Participants practice coalition-building.
- Participants define how they will move their UHC agenda forward in-country through their CAIs.
- Participants learn about the host country's UHC reform case.
- Participants improve their understanding of the

# 1.4

# LEADERSHIP JOURNEY: MODULE 2

## SENSE-MAKING AND DEFINING COLLECTIVE ACTIONS

program objective: specifically, how leadership shows up in UHC processes and which parts of UHC reforms need coalitions to function well.

- Participants improve their understanding of the program objective: specifically, how leadership shows up in UHC processes and which parts of UHC reforms need coalitions to function well.

### SIGNS OF SUCCESS

- Participants re-affirm their collective values and personal connection to UHC.
- Participants improve their inquiry during the sensing journeys.
- Sessions allow participants to improve their communication styles.

### PREREQUISITES AND DELIVERABLES

Prerequisites	Deliverables
<ul style="list-style-type: none"> <li>• Most of the participants should have an operational or managerial connection to the collective initiative selected.</li> <li>• Development partner CFPs must be aware and comfortable with the technical focus of the CAls.</li> <li>• Actors in the host country understand their role and have prepared for the visits.</li> </ul>	<ol style="list-style-type: none"> <li>1. An agreement on the focus areas for in-country CAls is made.</li> <li>2. Leadership implications in the work ahead are identified.</li> <li>3. Collective action implications in the work ahead are identified.</li> <li>4. A logic matrix for the CAls and next steps in-country is created.</li> <li>5. Participants learn about the host country through: Sensing Journeys, sparkes or panels.</li> <li>6. Data is collected for <a href="#">M&amp;E</a>.</li> </ol>

### TIPS AND PITFALLS

- For the Learning & Facilitation team: Participants are often still confused by terminology and what the Learning & Facilitation team is trying to emphasize about leadership. Allow space for participants to articulate their confusion.
- For the Management & Administration team: Diligence is required to keep key participants during Module 2. Module 2 decisions affect implementation; therefore, the right people have to be at the table.

### TOOLS AND RESOURCES

#### [2.4 Rapid Results Approach in Brief - from Schaffer Consulting](#)

- [Tool 3: Journaling End of Day/Session Reflection](#)
- [Tool 4: Knowledge Café](#)
- [Tool 8: Sensing Journeys](#)
- [Tool 9: Two Angels](#)
- [Resource 3: Facilitator Agenda - Module 2](#)
- [Resource 5: Monitoring and Evaluation \(M&E\)](#)
- [Resource 8: Rapid Results Chain “The Funnel”](#)

## SENSE-MAKING AND DEFINING COLLECTIVE ACTIONS

## MODULE 2 - PREPARING FOR COLLECTIVE ACTION

The Collective Action Initiatives (CAI) developed during Module 2 fit into the country's Universal Health Coverage plan. Participants define goals which can only be achieved by resolving barriers to reform which they unearthed during the program.

- The team from Lao PDR planned to integrate and expand the geographical coverage of the Social Health Protection schemes existing in their country to improve efficiency.
- The Cambodia team aimed to promote intersectoral collaboration on Social Health Protection and quality assurance.
- The Madagascar country team decided to push for the joint inter-ministerial development and adop-

tion of a "decree" to establish the two institutions required for UHC implementation as outlined in the country's UHC Strategy.

- The Côte d'Ivoire team vowed to reengage with their country's new government to develop a national UHC coalition and increase enrolment of students and private-sector employees in a pilot health insurance scheme.

Throughout the program, and through these CAIs, leaders do not just learn and talk about, but personally live and experience, the difference they can make through uniting their forces and efforts behind the common vision of UHC.

As a participant from Madagascar puts it,

"What was important in these modules was creating a team committed to work together, not only for the CAI, but for success of UHC altogether."



A participant from Asia adds,

"I appreciate being part of a team to which I can contribute in my own way; together we have a strong vision of how to change things on the ground."



# 1.5

## LEADERSHIP JOURNEY: PRACTICAL PHASE 2

### EXPERIMENTING WITH LEADERSHIP AND ADVANCING COLLECTIVE ACTION INITIATIVES

#### AIM

At the end of Practical Phase 2, country teams have successfully carried out and evaluated their CAI. (For specific objectives please see [Resource 6: Objectives and Deliverables - Practical Phase 2.](#))

#### WHAT IS THE BIG THING HAPPENING?

The second practical phase is particularly important, as teams are back in their respective countries and implement CAIs to advance the UHC agenda. All their theories about leadership, UHC complexity and coalition building are tested.

#### PROCESS OVERVIEW



#### DESCRIPTION

The second practical phase in the L4UHC program is when the coalition and/or the people that they delegate advance a part of their country's UHC reforms through a CAI. The in-country coaches help teams function effectively, build their competencies and results-oriented problem-solving. During Practical Phase 2:

- The CAIs demonstrate results.
- Participants practice and reflect on their leadership skills.
- Cooperation among participants is reinforced.
- The UHC coalition is broadened and strengthened.

#### SIGNS OF SUCCESS

- Participants hold regular meetings.
- CAIs hold launch, mid-point and final reviews.
- Teams maintain focus on results through their work plan and tracking charts.
- Participants have at least two opportunities to reflect on their competencies and interventions.

# 1.5

# LEADERSHIP JOURNEY: PRACTICAL PHASE 2

## EXPERIMENTING WITH LEADERSHIP AND ADVANCING COLLECTIVE ACTION INITIATIVES

### PREREQUISITES & DELIVERABLES

Prerequisites	Deliverables
<ul style="list-style-type: none"> <li>• CAI focus areas are within the scope of funded projects and programs in the country.</li> <li>• The L4UHC participants have clarity on the competencies they want to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders are aligned (government, civil society and partners) around a vetted results chain (the “funnel”).</li> <li>• Approval is obtained and financing is secured (from government and partners) for the short-term initiatives.</li> <li>• CAIs are launched.</li> <li>• Measurable advancement of UHC reforms takes place.</li> <li>• Participants practice leadership skills.</li> <li>• Results are analyzed in preparation for Module 3.</li> <li>• Data is collected for <a href="#">M&amp;E</a>.</li> </ul>

### STEPS TO DELIVER

The steps during this phase depend on the focus and steps planned by the teams for their CAIs. Suggested below are potential useful steps towards implementation

- 1) Participants draft a report or memo summarizing what they have done in the program and make a case to authorize their CAIs.
- 2) Challenge note or assignment letter to implementation teams is finalized<sup>2</sup>
- 3) Team or teams are launched.
- 4) Coach helps the teams and coalition overcome implementation hurdles during team meetings.
- 5) Coach helps the teams and coalition reflect on progress and draw out lessons learned during the mid-point and final reviews.
- 6) Coalition holds meetings to review results and prepare for Module 3.

### TIPS & PITFALLS

- The coach is one of the few actors who has access to all stakeholders. The facilitators managing the coaches need to have regular contact to avoid information asymmetries between stakeholders.
- The participants often develop a rapport with the facilitators. When needed, facilitators may offer remote coaching calls to help with individual competencies.
- The Management & Administration team will be working on communication materials throughout the program and will need to collaborate with the coaches to get official updates on the teams’ progress. At least two weeks are needed so the coach has time to follow up and get clearance from the myriad actors involved.

### TOOLS AND RESOURCES

- [Tool 5: M&E Resource](#)
- [Resource 2: Country Presentations - Module 3](#)
- [Resource 10: Recruiting and Managing Coaches](#)

<sup>2</sup> L4UHC country teams are often senior authorizers who then need to mobilize teams to implement reforms. These teams need an assignment note that frames the challenge, context and expectations of their work.

## EXPERIMENTING WITH LEADERSHIP AND ADVANCING COLLECTIVE ACTION INITIATIVES

## PRACTICAL PHASE 2: MAKING A DIFFERENCE ON THE GROUND

In practice, the modules give participants the courage and skills to “break through” and “cross the threshold” once they are back home:

“I learned during the 2nd module what my responsibility to move the Universal Health Coverage (UHC) agenda is. Especially, I was inspired by the story of ‘crossing the threshold’, and it helped me take the lead on the development of a service package.”

(Ministry of Health (MoH) participant, Lao PDR)



“The modules gave me the courage to break through.”

(Ministry participant, Lao PDR)



In Lao PDR, the Leadership for Universal Health Coverage (L4UHC) country team focused on integrating and extending Social Health Protection and was able to achieve impressive results. The process towards achieving Universal Health Coverage by 2020 accelerated in 2016 with a new government committed to health sector reform. The L4UHC program, which coincided with this change of government, has helped create a platform for high-level leaders to build a common understanding on UHC. The team chose as their Collective Action Initiative (CAI) to support the government’s fusion of the four existing risk-protection schemes under the newly created National Health Insurance (NHI) Bureau. One of the L4UHC participants, the MoH’s Deputy Cabinet Director, was put in charge of this bureau.

In just six months, the initiative achieved 1) the creation of the bureau as a semi-autonomous unit within the MoH; 2) the launch of a unified and budgeted scheme of social health insurance; 3) the integration of free Maternal and Child Health services within the NHI scheme; 4) an agreement with the Ministry of Labor and Social Welfare to transfer the health benefits of workers in the formal sector to the NHI scheme. The geographic coverage of this scheme has also been expanding rapidly: from six provinces in December 2016, it is expected to cover 16 out of Laos’ 18 provinces by the end of 2017.

# 1.6

# LEADERSHIP JOURNEY: MODULE 3

## LEARNING FOR THE FUTURE OF UHC REFORM

### AIM

At the end of Module 3, the country teams have applied the lessons learned during the L4UHC program and prepared concrete plans for pursuing the road to UHC in their country. (For specific objectives please see [Resource 6: Objectives and Deliverables - Module 3](#).)

### WHAT IS THE BIG THING HAPPENING?

By the third module, the country teams have experienced successes with their CAIs, but also hit upon their first implementation obstacles and challenges to the functioning of their coalitions. In the third module, the individual and group reflection sessions and exercises such as the “[Tool 4: Knowledge Café](#)” and “[Tool 1: Dialog Walk](#)” give them the opportunity to diagnose, what is

and isn't working, and have frank discussions about the root cause of the resistance to change. By the end of the module, the participants have reviewed their individual competencies and effectiveness as a coalition to advance their UHC-related goals and developed a road map for the short term.

### PROCESS OVERVIEW AND STEPS TO DELIVER



Please see [Resource 3: Facilitator Agenda - Module 3](#) for more details on the steps

### DESCRIPTION

During Module 3 participants reflect on their leadership journey with a deeper understanding of the UHC complexity in their own countries and the competencies they need to deliver results. It is also an opportunity for them to assess the strength of their coalition and how they can continue to collaborate in the future. During Module 3:

- Participants reflect and share learnings on the journey, their collective action process and the RRI methodology.

- Participants define next steps and commit to a set of forward-looking actions which include national and development partners.

Participants leave with an improved sense of cohesion among themselves – a sense of collective purpose.

- Participants learn from the host country's UHC reform case.

# 1.6

# LEADERSHIP JOURNEY: MODULE 3

## LEARNING FOR THE FUTURE OF UHC REFORM

### SIGNS OF SUCCESS

- Participants have enough time and space perceived as “safe enough” to reflect critically on their interventions.
- Participants feel a sense of pride helping each other with different implementation challenges.
- Participants practice integrating leadership and their technical expertise in their interventions.

### PREREQUISITES AND DELIVERABLES

Prerequisites	Deliverables
<ul style="list-style-type: none"> <li>• There has been consistent and verified documentation on the achievement of results and obstacles during Practical Phase 2.</li> <li>• Participants have struggled with and possibly overcome at least one implementation hurdle.</li> <li>• Actors in the host country understand their role and have prepared for the visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of results are shared and participants learn with a wider stakeholder base.</li> <li>• Leadership lessons learned individually and as a collective have surfaced.</li> <li>• A strategy and/or next steps is/are developed to take advantage of lessons learned and results achieved.</li> <li>• Data is collected for <a href="#">M&amp;E</a>.</li> </ul>

### TIPS AND PITFALLS

- The Management & Administration team needs to exchange with local development partners early on to see how to support the work after Module 3. This way there is a clear strategy for accompanying the work after the program ends.
- During Module 3 the facilitation needs to be very clear and precise about what type of reflection (individual, coalition, system) is happening, so that participants can follow.

### TOOLS AND RESOURCES

- [Tool 3: Journaling: End of Day/Session Reflection](#)
- [Tool 4: Knowledge café](#)
- [Tool 5: M&E Resource](#)
- [Tool 8: Sensing Journeys](#)
- [Resource 3: Facilitator Agenda - Module 3](#)
- [Resource 5: Monitoring and Evaluation \(M&E\)](#)
- [Resource 9: Readiness and Roadmap Templates](#)

## MODULE 3: TAKING STOCK AND LOOKING FORWARD

One participant from Nepal noted,

“I was deeply touched by the dialog walk because I was confronted with a new perspective.”



Another participant explained,

“When I attended the dialog walk I had an opportunity to discuss with my minister and listen to his challenges at work. It makes me see that we share common challenges and I could offer him my insights on his challenges and I do hope that it could be applied to move forward...”



Among lessons learned, participants noted that they were ambitious about what leadership entailed in the context of Universal Health Coverage (UHC) and yet surprised to see how much of the resistance came from themselves. They knew they had to manage external stakeholders but often failed to manage their internal stakeholders. With the review of their individual competencies and effectiveness as a coalition to advance their UHC-related goals, participants noted that they continued to feel that their collective values and purpose for staying with their initiatives were valid.

Some participants shared that while their coalitions worked hard to reach their results, they struggled to

apply their new learnings and skills. They became aware that stakeholder management and on-boarding was going to be a continuous process, but this did not mean that their reforms were moving backwards. They also needed to maintain relationships with their allies by keeping them informed on the work. In many countries governments tend to rush to get legal provisions in place, putting unnecessary pressure on technical people during implementation. Developing a roadmap for the short term gave the participants an opportunity to identify leadership and coalition-building activities they could pursue to enhance the technical work program, but also to practice re-aligning themselves and thinking strategically about next steps.

In the aftermath of Module 3 the teams return to their home countries. This is where the UHC coalition scales up or continues its work with the technical and financial support of its development partners. The Global L4UHC Team monitors progress through periodic data collection. The objectives and processes for moving forward are different in each country. Usually, the one-year program makes it possible to mobilize or coordinate resources for sustainably improved support on UHC reforms. Where needed, tailor-made L4UHC in-country follow-up interventions are organized.

## THE WAY FORWARD FOR NEPAL'S L4UHC TEAM

Nepal's Collective Action Initiative (CAI) was planned for only 100 days between the second and third module, but the momentum it created has continued and is spreading. In the three intervention districts the effective new drug management habits are being maintained and they are now planned to be further extended to the level of health posts, reaching an even broader segment of the population. After endorsement of the revised pharmacy guideline, a growing number of primary care facilities

outside the three districts have started to operate their own pharmacies.

On the central level, the team, established as members of the country's permanent high-level Universal Health Coverage (UHC) Steering Committee, is continuing discussions to identify long-term solutions for improving drug availability, and pursuing its advocacy efforts for publishing drug prices so as to avoid the cumbersome tender procedures.

Looking back on the team's Leadership of Universal Health Coverage (L4UHC) journey, one participant confides, "It was a great opportunity for countries like Nepal, Cambodia and Laos to observe the health systems of three host countries which have relatively established UHC agendas linked to the L4UHC training program. Understanding the UHC agenda in different contexts means that countries need to identify and build their own program based on their own context and capacity, and the L4UHC program provided a platform to share and learn from others' experience. Setting a challenging agenda for UHC is an opportunity to improve our leadership skills with better capacity to influence key stakeholders, to build up a common goal that no one is left behind from getting quality care without undue financial catastrophe. Country teams have worked hard to analyze their context and set up a roadmap for achieving UHC. L4UHC's success lies in continued commitments of team members for implementing collective action together with sustained efforts for strengthening health systems."



A group of people in a meeting room, some using LEGO bricks for a workshop activity. The room has wood-paneled walls and a blue carpet. A man in a suit is holding a green LEGO brick, while others are looking at a laptop and documents on a table. There are water bottles and glasses on the table. The text '2. L4UHC THEORETICAL FRAMEWORK' is overlaid on the image.

## 2. L4UHC THEORETICAL FRAMEWORK

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This section provides short presentations – “Briefs” – on the main theoretical frameworks underlying the L4UHC program’s theory of change.

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# 2.1

## OVERVIEW: L4UHC THEORY OF CHANGE

The Leadership for Universal Health Coverage (L4UHC) theory of change argues that improving the collective understanding of Universal Health Coverage (UHC) complexity, developing individual competencies and establishing and/or strengthening coalitions, which can deliver results, are necessary ingredients to advancing UHC reforms.

These investments in human empowerment complement the financial and technical investments made on UHC reforms.

This theory of change is based on proven experience with methodologies that give development actors an opportunity to explore their beliefs, attitudes, personal and collective values within their social and organizational context. Such journeys allow people to find the individual and collective courage to build a common vision which becomes the basis of deliberate collective action.

The L4UHC program's theory of change rests on three assumptions:

- There are tools and processes which support the individual in developing the courage and perseverance needed for leadership interventions.
- Holding environments for collective action can be created so that multiple stakeholders can move forward with a common vision and understanding on how to achieve results.
- This work is inherently adaptive and requires addressing underlying values and beliefs to be successful and sustainable. These underlying values and beliefs are part of understanding UHC complexity.

Drawing on its theory of change, the program focuses on three areas of development: systemic understanding of UHC complexity, self-leadership and collaboration for results. The following sub-sections present in brief the L4UHC approaches in these areas.

### SYSTEMIC UNDERSTANDING OF UHC COMPLEXITY

“Systems thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static snapshots, for seeing root-causes rather than symptoms.”

Peter Senge<sup>3</sup>

Systemic understanding of the complexity of UHC is about building the capacity for:

- Understanding interdependencies, feedback loops and systems structure.
- Understanding the effect of assumptions and mental models.
- Diagnosing what is “below the iceberg”.

Systemic understanding of the complexity of UHC is about leaning into questions like:

- What are the root causes of the challenges we are trying to tackle collectively?
- What are the relationships between the different stakeholders?

<sup>3</sup> See : Peter Senge, The Fifth Discipline : The Art and Practice of the Learning Organization, 2006.

# 2.1

## OVERVIEW: L4UHC THEORY OF CHANGE

### SELF-LEADERSHIP

“The success of an intervention depends on the interior condition of the intervener.”

Bill O’Brien<sup>4</sup>

Self-leadership is about building the capacity to:

- Deal with uncertainty and complexity.
- Be curious, compassionate and courageous in challenging times (towards oneself and others).
- Listen deeply and create clarity for peers and stakeholders that are on the journey with you.

Self-leadership is about the courage to lean into questions like:

- What is my/our own perception, relation and role in regard to UHC? How does it change during the Leadership Journey?
- What do I want to achieve in my work? What kind of footprint do I want to leave behind?
- What values and beliefs drive me in my work?
- What is my relationship to power and how do I uptake leadership interventions?
- How successful am I in suspending judgment and cynicism to engage in a more empathic and open dialog?

### STAKEHOLDER COLLABORATION FOR COLLECTIVE ACTION AND RESULTS

“We need to depend on diversity. It’s not about respecting difference for ethical reasons. It’s recognizing that none of us can ever see the situation clearly enough to act well on our own. Working with diversity is a lifesaving capacity as well as an honoring of one another.”

Margaret Wheatley<sup>5</sup>

Stakeholder collaboration is about building the capacity to:

- Leverage diversity:  
Diversity holds the potential to generate more comprehensive and complete solutions. If more interests are taken into account, the probability for a sustainable outcome supported by a critical mass of people rises significantly.
- Live collaboration:  
The country participants experience and are trained in facilitating collaborative processes, analyzing stakeholder environments and identifying key entry points to build and sustain successful change coalitions.
- Facilitate transformation:  
To practice letting go of old certainties and the courage of being set to explore the new. This includes reflecting mental models, routines and patterns that have become obstacles for a desired change, the openness to create solutions in a participatory process, and the ability to stay focused during times of stress and unpredictability.

<sup>4</sup> Quoted by Otto Scharmer, see [www.presencing.com/theoryu](http://www.presencing.com/theoryu).

<sup>5</sup> See: M.J. Wheatley, *Who Do We Choose To Be?: Facing Reality, Claiming Leadership, Restoring Sanity*. Berrett-Koehler Publishers, 2017.

# 2.1

## OVERVIEW: L4UHC THEORY OF CHANGE

- Inspire innovation:  
Unite key stakeholders behind a shared vision of the future which moves individuals and organizations from intention to action; learn to understand and analyze problems as challenges for collective action.
- How do we collaborate with different stakeholders, across sectors and ministries that each have their own culture, needs and opinions?
- How do we create trust between the stakeholders?
- What are the communication styles and infrastructures that are needed to inform and engage the different stakeholders?

Stakeholder collaboration is about leaning into questions like:



Francophone participants practice deep listening at Rabat module. © GIZ

## 1) WHAT IS IT?

Leadership for Global Responsibility (L4GR) is designed to facilitate collective action within a rapidly changing system of International Cooperation in a context of multicultural diversity.

It is a value-oriented and competency-based approach for leadership development that aims at contributing to a profound shift towards principles of sustainability through transformational change. It supports responsible leaders from around the world to:

- Gain a holistic and systemic understanding of the causes and consequences of urgent and complex global problems.
- Further develop their individual and collective leadership competencies.
- Initiate a reflection of values for a shift in mindsets.
- Develop innovative, meaningful and viable solutions for leadership challenges they face in their work context.
- Increase their motivation and abilities to overcome long lasting implementation deficits and take innovative action.

## 2) LEADERSHIP JOURNEYS

To support participants in their individual development paths, programs are designed as a Leadership Journey. Its basis is a dynamic Leadership Competency Framework. During such a journey, participants use the

Competency Framework as a starting point to define and work on personalized competency development goals that reflect their current needs, level of ability and work challenges.

<sup>6</sup> The Akademie für Internationale Zusammenarbeit is a department of GIZ specialized in leadership development.

### 3) COMPETENCY FRAMEWORK

The Competency Framework, in its current version, centers on the mindset and core of a leader and encompasses four key areas of competencies: diversity, collaboration, transformation and innovation. Leadership Journeys offer leaders a learning space to develop these key leadership competencies in a self-directed and empowering way.

#### Leveraging Resources and Relationships

Leveraging resources and relationships for UHC means recognising that at times 2x2 can be more than 4, if a leader is able to make the right connections and harness the power of collaborations. This requires knowing ourselves, our own abilities and limits in collaborating with others, and our ability and willingness to at times go beyond these limits and become open to empathize with other stakeholders, even if this seems impossible.

#### Managing Stakeholders and Delivering Results

Sometimes things just need to get done. This requires an ability and willingness to move swiftly and go for

quick wins, and to orchestrate skillfully the process of collaborating with others. It does not necessarily mean pushing our way, but could also mean following the old Japanese proverb: "If you are in a hurry, take the long way."

#### Seeing the Whole and Facilitating Transformation for UHC

Transformation is the process of letting go of the old (as snakes sometimes shed their old skin), daring to face the unknown and overcoming our own fears. It also means being able to "zoom out" and see the whole system, not just our own perspective.

#### Inspiring Innovation

Inspiring innovation is the ability to see new possibilities, and to help these possibilities grow by protecting and testing them. This includes knowledge of what works and what does not, a clear vision for what might be possible, an ability to share this inspiration with others as well as a mindset of curiosity and valuing your own and others' creativity.

## 4) KEY PRINCIPLES

- ▶ **Self-guided learning processes:**  
Learning is a subjective process in which the individual learner must organize his or her own learning path. Adults learn most effectively if their learning process is interwoven with their practical work. Furthermore, critical self-reflection is an indispensable component of learning: becoming aware of one's own perspectives and mental and emotional patterns opens a space for new ways of understanding and acting.
- ▶ **Peer-to-Peer approach:**  
Each participant brings a wealth of experiences, perspectives and ideas to a Leadership Journey or multi-stakeholder setting. International diversity (in case of a group with participants from several countries) may be another asset and allows for the creation of global microcosms in small and diverse peer groups.
- ▶ **Integrating the work context:**  
Leadership Journeys aim at fostering change within the organization and system the participants are embedded in. At the beginning, participants are assisted in a reflection on key leadership challenges that they face in their daily work. This can include a reflection on challenges their organization or country faces. And participants are invited to hold dialog interviews with colleagues, superiors and relevant stakeholders.
- ▶ **Small teams of change agents from one organization or system:**  
Experience shows that a small group of committed change agents that share the experience of a Leadership Journey increases the lasting impact. Most importantly, the team can develop a joint prototype during the journey, and implement it collaboratively. A small team can thus become a nucleus for transformative change.
- ▶ **Developing innovative prototypes for work-related change projects:**  
Another cornerstone is the development of innovative "prototypes" for work-related change projects. Prototypes are ambitious – they address aspects of urgent global challenges (climate change, renewable energies, sustainable development, food security etc.) and aim at triggering meaningful and visionary changes in (the learning system of) an organization that go beyond "business as usual".
- ▶ **Process orientation and openness:**  
As old certainties and planning tools lose validity, organizations and individuals need to learn to deal with this transformational uncertainty constructively and creatively. While the Leadership Journeys have clear objectives and apply an overall design, they intentionally involve a high degree of openness. This openness allows the facilitators and participants to adapt flexibly to needs and changes that emerge.
- ▶ **Holistic approach:**  
A holistic approach is applied that seeks to address the cognitive, emotional, physical and spiritual dimensions of learners as whole human beings. This approach intends to go beyond the cognitive bias of conventional didactics that favors the brain and rational knowledge. While cognitive learning is an important dimension of our didactic approach, we intend to balance and enrich it with activities and learning experiences that address intuition, emotions and the body.

## 5) SAMPLE LIST OF COMPETENCIES FOR LEADING CHANGE

### Inspiring innovation:

- I have sufficient knowledge of good practice in the technical reforms from elsewhere that I consider helpful for my own work.
- I clearly see the leverage points to trigger change in my own system.
- I am able to inspire my “peers” with my own vision.
- I am able to take risks and/or courageous steps in my leadership role.
- I can create a space where my team feels safe to use their creativity, playfulness and curiosity for their work.
- I know how to use mistakes, coincidences and failures for learning and innovation processes.

### Leveraging resources and relationships:

- I know how to use my formal leadership position to contribute to my reform process.
- I am able to use my informal authority and personality to inspire changes beyond my formal role.
- I can work across ranks in the hierarchies of the system – both up and down.
- I listen empathically to colleagues and other stakeholders in my work.
- I am able to map and understand positions and interests of other stakeholders.
- I am able to find and ask for the assistance and support I need from colleagues and other stakeholders in the system.
- I am able to facilitate dialog and build trust among stakeholders with differing opinions.
- I have a deeper understanding of the political economy of my reform.

### Managing stakeholders and delivering results:

- I notice the implicit or explicit feedback of other stakeholders.
- I can move swiftly and go for quick wins when given the opportunity.
- I am able to think and act strategically.
- I can stay focused on a goal in the midst of chaos and confusion.
- I can build coalitions and lead results-oriented collective action.
- I can design effective structures for collaboration, including sectoral and inter-sectoral fora.
- I can celebrate the successes of my team and learn from my experiences.

### Seeing the whole and facilitating transformation for change:

- I can use sensing and mapping tools to gain a systemic overview of the system architecture, and I can lead others in doing so.
- I am able to deal with sudden change, e.g. new roles of stakeholders.
- I can distinguish adaptive from technical challenges.
- I can let go of old ideas that have become obstacles for a desired change.
- I am able and willing to overcome my own fears and venture into unknown territory – as an inherent part of transformational processes.
- I am able and willing to face and work with conflicts.
- I can cultivate an attitude of trust and stay calm in the midst of turbulence.
- I display persistence and perseverance.

# 2.3

## ADAPTIVE LEADERSHIP IN BRIEF – FROM RONALD HEIFETZ<sup>7</sup>

### 1) WHAT IS IT?

Adaptive leadership is defined as the process of mobilizing people to tackle tough challenges and attain shared objectives. Here mobilization implies the ability to motivate, organize, orient and focus attention.

This framework challenges expectations of what leadership means. It helps us look at leadership as an activity that everyone can exercise, rather than a heroic role or position that only a single individual plays (generally when that individual has formal authority).

At the heart of understanding adaptive leadership are adaptive challenges. An adaptive challenge is a complex problem that a group faces without having an adequate or definitive solution to that problem. These challenges require the group to do the hard work of learning new ways of being. They are fundamentally different from technical problems, where solutions are known and authority figures can provide definitive answers.

Adaptive challenges require:

- Taking responsibility for your part of the mess – a willingness to accept that you are part of the problem and must be part of the solution
- Changes in mindset – a shift in peoples' deeply held priorities, beliefs, habits, and loyalties
- Experimentation and learning – a willingness to do something in a new way and to improvise as you go, learning from the outcomes and re-calibrating as needed
- Diagnostic abilities – an ability to understand the complexity of the problem while at the same time simplifying it and making it actionable
- Persistence – a determination to stay in the game, even under tremendously difficult and strenuous circumstances
- An iterative process – a capacity to observe events and patterns, interpret these observations and design interventions based on observations and interpretations

### 2) MAIN CONCEPTS IN ADAPTIVE LEADERSHIP

#### Authority

- The purpose of authority is protection, direction, control, order, security and sometimes representation.
- Authority is a transactional relationship: trust and power in exchange for services.

Formal authority is granted by an external body. It flows from a job description and a formal role. Formal

authority is expected to work for the people or an organization – to take work off their shoulders.

Informal authority is earned. It can be earned by providing a service that does not exist but is needed, by representing the unrepresented, through affiliation, etc. Informal authority can also be taken away when the services fail or are devalued.

<sup>7</sup> See Ronald Heifetz and Marty Linsky, Leadership on the Line: Staying Alive Through the Dangers of Change, Harvard University Press, 2017.

## 2.3

# ADAPTIVE LEADERSHIP IN BRIEF – FROM RONALD HEIFETZ<sup>7</sup>

The expectations of someone in an authority role can become excessive and even impossible to meet. Large groups often seem to expect their authorities to have “magical powers.”

- ...while also showing people what they would rather avoid, confronting them with a harsh reality and asking tough questions when people expect answers and solutions.

### Leadership

- Leadership is the activity of mobilizing people to do adaptive work. This includes getting people to confront and to deal with problematic realities on behalf of improving the human condition and generating progress.
- Leadership involves giving work back to the people – not taking work off their shoulders.
- Leadership requires building capacity in the people.
- Exercising leadership with formal authority is a dual task:
  - Meeting and managing expectations to deliver protection, direction, order...

### Technical and Adaptive Challenges

- Adaptive challenges are systemic – they do not belong to one person or group.
- They are stubborn & persistent – technical solutions might quiet them down, but they keep percolating.
- They are outside our common repertoire and beyond “business as usual”.
- Identifying, defining and framing the adaptive challenge is difficult work that keeps evolving.

The most common mistake in leadership is treating an adaptive challenge like a technical one.

## 3) PRINCIPLES FOR EXERCISING LEADERSHIP IN ADAPTIVE CHANGE

Frame the adaptive challenge:

- Get on the balcony.
- Give the work back to the people.
- Identify work avoidance and keep people’s attention at the work in the center.
- Resist the seduction of authority.
- Orchestrate conflict.
- Intervene, regulate stress, hold steady.
- Think politically and find partners.

## 4) HOW ADAPTIVE LEADERSHIP IS USED IN THE PROGRAM

Adaptive Leadership is used in the L4UHC program to draw a distinction between roles and interventions, formal versus informal authority and adaptive chal-

lenges versus technical problems. At its core, it allows participants to find additional levers to mobilize others and helps them do deeper problem diagnostics.

# 2.4

## RAPID RESULTS APPROACH IN BRIEF – FROM SCHAFFER CONSULTING

### 1) WHAT IS IT?

The “Rapid Results Approach” is an approach for organizing major performance improvement programs. It uses Rapid Results Initiatives (RRIs) to create momentum or breakthroughs. “The idea is that teams achieve real, measurable improvements—improvements that are stepping stones towards larger-scale objectives.”<sup>8</sup>

RRIs are characterized by the focus on intermediary outcomes, their 100-day time frame, the use of cross-sectoral teams and the support of a process coach. Teams are given the freedom to experiment and learn throughout the process. RRIs always begin where there is readiness for change and due diligence on what the root causes of a problem are.

### 2) WHAT DO RRIS DO?

- Deliver improvement in performance results
- Build implementation and managerial capacity
- Leverage experimentation so you can discover what works

#### Highlights of the process



8 See: Robert H. Schaffer, Ronald N. Ashkenas, Rapid Results: How 100-day Initiatives Build the Capacity for Large-Scale Change, Jossey-Bass, 2005.

# 2.4

## RAPID RESULTS APPROACH IN BRIEF – FROM SCHAFFER CONSULTING

### Roles



**SPONSOR OR  
STRATEGIC COMMITTEE**

Initiates the RRI and identifies priorities.



**STRATEGIC  
MANAGER**

Ensures RRI team is moving in a direction towards the desired state and provides high-level support.



**TEAM  
COORDINATOR**

Is responsible for the day-to-day management of the team.



**TEAM  
MEMBERS**

Develop their stretch goal and deliver on it in 100 days, experimenting along the way.

### 3) HOW ARE RRIS USED?

The Rapid Results approach provides a structured process for the Collective Action Initiatives (CAIs) that the country teams pursue.

### 1) WHAT IS THEORY U?

Building upon two decades of action research at MIT, Theory U shows how individuals, teams, organizations and large systems can build the essential leadership capacities needed to address the root causes of today's social, environmental and spiritual challenges.

In essence, Theory U shows how to update the operating code in our societal systems through a shift in consciousness from ego- to eco-system awareness. Theory U integrates leadership, innovation, and systems change from the viewpoint of an evolving human consciousness.

### 2) MAIN CONCEPTS IN THEORY U

#### Interior condition and quality of attention

A key insight of Theory U is that the success of an intervention depends on the “interior condition” of the intervener. The source and quality of attention of the people within a system – the inner place from which they operate – is a very important, though invisible, driver of successful change. This includes: 1) the way leaders think—their assumptions and mental models, 2) the way people relate with one another and 3) the collective willingness to let go of the old so that new structures, practices and alliances can emerge.

#### Learning from the Emerging Future

There is a distinction between two types of cognition: downloading of mental frames from past experiences versus learning from future possibilities. Theory U suggests that in order to meet existing challenges we need a deeper learning cycle based on sensing an emerging future, rather than just on past experience. What is needed is a learning process that gives us the skills to tune into future possibilities and realize them effectively.

#### Three Movements

To activate that deeper level of knowing, one (individual and collective) has to go through a three-step process: 1) observe – connect to the places of most potential; 2) retreat and reflect – allow the inner knowing to emerge; 3) prototype – act from what emerges in the now.

#### Making the System See Itself

This process makes it possible to switch from seeing the system as something “out there” to seeing the system in a way that includes one's own self. When that shift happens on an individual level, we call it mindfulness. Mindfulness is the capacity to attend to the experience of the present moment while paying attention to your attention.

When the same shift happens in a group, we call it dialog. Dialog is not people talking to each other. Dialog is the capacity of a system to see itself. To see its own patterns. To see its own assumptions. That capacity is, of course, also the essence of systems thinking: making the system see itself.

<sup>9</sup> Theory U is shared under a CC License by the Presencing Institute - Otto Scharmer, for details see: <http://www.presencing.com/permissions>

## 3) THE U PROCESS: FIVE PHASES

The U process is an innovation method that enables groups and stakeholders to co-sense and co-create the future. Profound innovation requires us to abandon downloading patterns, in order rather to activate generative social fields. The five phases of the U process are:



## 4) HOW THEORY U IS USED IN THE PROGRAM

The L4UHC program relies heavily on Theory U and crafts its own leadership journey, drawing upon the main concepts and adapting the five phases for the program.

# 2.6

## SYSTEMS THINKING IN BRIEF – FROM PETER SENGE<sup>10</sup>

### 1) WHAT IS IT?

L4UHC draws inspiration from systems thinking, most notably in the way it is applied by Peter Senge in the field of leadership and management in his seminal work “The Fifth Discipline”. L4UHC provides a space for the diverse stakeholders involved in Universal Health Coverage (UHC) reform to transform into “a group of people working together collectively to enhance their capacities to create results they really care about.”<sup>11 12</sup>

Systems thinking utilizes habits, tools and concepts to develop an understanding of the interdependent structures of dynamic systems. It is the art and science of making reliable inferences about behavior by developing an increasingly deep understanding of underlying structure.

### 2) MAIN CONCEPTS

There are five learning disciplines around which such a new dynamic is created:

1. Personal mastery is a discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience and of seeing reality objectively.

2. Mental models are deeply ingrained assumptions, generalizations or even pictures of images that influence how we understand the world and how we take action.

3. Building shared vision is a practice of unearthing shared pictures of the future that foster genuine commitment and enrollment rather than simple compliance.

4. Team learning starts with dialog, the capacity of members of a team to suspend assumptions and enter into genuine thinking together.

5. Systems thinking is the Fifth Discipline that integrates the other four.

### 3) HOW IS IT USED?

L4UHC sessions in the three regional modules cover all five disciplines so participants can develop the three core learning capabilities laid out by Senge:

1) fostering aspiration, 2) reflective conversation

and 3) understanding complexity. The tools and ideas of systems thinking deployed in L4UHC help to tap people’s commitment and capacity to learn at all levels in order to overcome fragmentation in UHC reform.

10 Senge, Peter (2006). The Fifth Discipline (2nd ed.) [E-reader version]. Epub ISBN: 9781407060002

11 Fulmer, Robert M., Keys, J. Bernard. (1998). A Conversation with Peter Senge: New Developments in Organizational Learning. Organizational Dynamics, 27 (2), 33-42.

12 Senge has used this formulation to describe what he calls a “learning organization”. Though his concepts fully apply to the set of stakeholders involved in UHC reform, it would be inappropriate to use the term “organization” in this context because several autonomous entities such as ministries, NGOs, etc. are involved.



3.

## TOOLBOX

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This section presents a selection of tools critical for the program. These “tools” are descriptions of activities with the participants which play a vital role in the different modules, to which they are linked.

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# 3

## TOOL 1: DIALOG WALK

### WHERE IN THE PROGRAM?

Module 1, Day 2  
Module 3, Day 2

### AT A GLANCE

Participants go outdoors, in pairs or groups of maximum 3, preferably in nature, for a 30 to 60-minute walk.

Each participant gets the opportunity to extensively “sense into” and speak to a reflective question that was given by the facilitators, without being interrupted by the other(s).

### PURPOSE

A dialog walk is a tool to engage in listening, inquiry and generative conversation.

### USE AND OUTCOME

Can be used at any moment during the whole program when there is a need for listening, inquiry and generative conversation, or simply for a moment outside of the meeting room.

### SET-UP

- Present a reflective question, for example:
  - “What is the threshold situation you are facing in your life and work right now?”
  - “Share two to three defining moments or people that shaped you as a leader.”
  - “What are three challenges/opportunities in your life and work that require you to change?”
- Explain the process and principles (see below).
- Explain where people can go for a walk and tell them the time to be back in the room.

# 3

## TOOL 1: DIALOG WALK

### PROCESS

- Participants find a partner they don't know yet or haven't engaged much with so far.
- Pairs/triads go outside and note the time at which the dialog walk starts.
- The first person talks for 15-20 minutes.
- First briefly share some background information (where he/she grew up, some essential elements of his/her life story).
- Then speak to the question.
- Then they switch.
- After both/all three people have spoken, they can reflect on how the process was for each of them.
- Facilitator asks for some plenary reflection and insights when everyone is back in the room.

---

### PRINCIPLES

- Practice deep listening: one of the most effective interventions in dialog is to not interrupt and be present.
- Suspend opinions and judgment: listen in order to look at the situation through the eyes of the other(s)
- Practice generative conversation: don't interrupt with rational questions, opinions or references to yourself.
- Allow moments of silence.
- Ask only questions that invite the other to go deeper into his/her story and its potential.

# 3

## TOOL 2: GUIDED JOURNALING

### WHERE IN THE PROGRAM?

Guided journaling is a 40-minute session in Module 1 and Module 3, both on the last day.

### AT A GLANCE

Journaling is a practice for reflection. Participants are given time for individual reflection on a specific set of questions, taking a notebook/paper and a pen.

---

### PURPOSE

Guided journaling leads participants through a process of self-reflection that follows the U-process, reflecting on their current situation in life and work and increasing awareness of future possibilities.

---

### USE AND OUTCOME

A higher level of self-knowing, deeper understanding of who they are as a leader. Overview of questions they are holding and a list of concrete action steps.

---

### SET-UP

- Ask participants to take pen and paper and sit comfortably in silence.
- If participants are sitting very close to one another they can find another place in the room if they prefer (as long as they can hear the questions).

# 3

## TOOL 2: GUIDED JOURNALING

### PROCESS

- Ask participants not to write down the question itself but just to start writing their response without thinking too much about it.
- Read out the first reflective question and give two minutes for writing.
- Move to the next question when you sense that most of the group is ready. Don't give participants too much time. It is important for them to get into a flow and not think too much.
- Give a moment for people to read through their answers at the end and to highlight the words/sentences that give them energy.
- Ask for some plenary reflections.
- Distribute a print-out of the questions if needed or desirable.
- The impact of this practice increases when followed by [Tool 1: Dialog Walk](#), an empathic conversation and/or a moment of silence.

---

### PRINCIPLES

- The journaling should be done in silence and in a quiet, safe space, without distractions from outside.
- The journaling is personal, participants do not need to share/show their answers unless they want to.
- Journaling is not a mental practice; it is best to avoid rational questions that require analytical thinking.

# 3

## TOOL 2: GUIDED JOURNALING

### JOURNALING QUESTIONS

**Challenges:** “What are the three or four most important challenges or tasks that your life (work and non-work) currently presents?”

**Self:** Write down three or four important facts about yourself. What are the important accomplishments you have achieved or competencies you have developed in your life (examples: raising children; finishing your education; being a good listener)?

**Emerging Self:** What three or four important aspirations, areas of interest, or undeveloped talents would you like to place more focus on in your future journey (examples: writing a novel or poems; starting a social movement; taking your current work to a new level)?

**Frustration:** What about your current work and/or personal life frustrates you the most?

**Energy:** What are your most vital sources of energy? What do you love?

**Inner resistance:** What is holding you back? Describe two or three recent situations (in your work or personal life) when you noticed one of the following three voices kicking in, preventing you from exploring the situation you were in more deeply:

- Voice of Judgment: shutting down your open mind (downloading instead of inquiring)
- Voice of Cynicism: shutting down your open heart (disconnecting instead of relating)
- Voice of Fear: shutting down your open will (holding on to the past instead of letting go)

Over the past couple of days and weeks, what new aspects of your Self have you noticed? What new questions and themes are occurring to you now?

**Your community:** Who makes up your community, and what are their highest hopes in regard to your future journey? Choose three people with different perspectives on your life and explore their hopes for your future.

**Helicopter:** Watch yourself from above (as if in a helicopter). What are you doing? What are you trying to do at this stage of your professional and personal journey?

Imagine you could fast-forward to the very last moments of your life, when it is time for you to pass on. Now look back on your life’s journey as a whole. What would you want to see at that moment? What footprint do you want to leave behind on the planet? What would you want to be remembered for by the people who live on after you?

From that (future) place, look back at your current situation as if you were looking at a different person. Now try to help that other person from the viewpoint of your highest future Self. What advice would you give? Feel and sense what the advice is and then write it down.

Now return again to the present and crystallize what it is that you want to create: your vision and intention for the next three to five years. What vision and intention do you have for yourself and your work?

# 3

## TOOL 2: GUIDED JOURNALING

### JOURNALING QUESTIONS

Letting go: What would you have to let go of in order to make your vision a reality? What is the old stuff that must die? What is the old skin (behaviors, thought processes, etc.) that you need to shed?

Seeds: What in your current life or context provides the seeds for the future that you want to create? Where do you see your future beginning?

Prototyping: Over the next three months, if you were to prototype a microcosm of the future in which you could discover “the new” by doing something, what would that prototype look like?

People: Who can help you make your highest future possibilities a reality? Who might be your core helpers and partners?

Action: If you were to take on the project of bringing your intention into reality, what practical first steps would you take over the next three to four days?

---

### RESOURCES AND REFERENCES

<https://www.presencing.org/#/resource/tools/guided-journaling-desc>

# 3

## TOOL 3: JOURNALING – END OF DAY/SESSION REFLECTION

### WHERE IN THE PROGRAM?

Reflective journaling can be used throughout the whole program, at the end of every day or after an intense session before transitioning to the next.

### AT A GLANCE

Journaling is a practice for reflection. Participants are given time for individual reflection on a specific question, by taking a notebook/paper and a pen.

---

### PURPOSE

Integrating the input from a/several session(s).

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### USE AND OUTCOME

An overview of insights and lessons learned that they wish to remember and integrate into their life and work beyond the program, by giving them active attention during the program.

---

### SET-UP

- In case of one to three questions, you can write them down on a flipchart.
- Ask participants to take pen and paper and sit comfortably, in silence.

# 3

## TOOL 3: JOURNALING – END OF DAY/SESSION REFLECTION

### PROCESS

- Ask participants to not write down the question itself but to just start writing without thinking too much about it.
  - Give a moment for people to read through their answers at the end.
  - Ask for some plenary reflections.
  - Distribute a print-out of the questions if needed or desirable.
  - The impact of this practice increases when followed by a short exchange with one other participant.
- 

### PRINCIPLES

- The journaling should be done in silence and in a quiet, safe space, without distractions from outside.
  - The journaling is personal, participants do not need share/show their answers unless they want to.
- 

### JOURNALING QUESTIONS: SOME EXAMPLES

- Looking back at today, what have you learned about yourself as a leader?
- What are the insights from today that you want to integrate in your life and work? What are a couple of steps you can take to do so?
- What changed about your perspective on Universal Health Coverage (UHC)?

# 3

## TOOL 4: KNOWLEDGE CAFÉ

### WHERE IN THE PROGRAM?

Module 2, Day 2

### AT A GLANCE

During a knowledge café, different topics are offered for discussion in small groups (4-6 participants per group).

---

### PURPOSE

Offer possibility to participants to learn more about a topic of their choice.

---

### USE AND OUTCOME

Deepened understanding about a certain topic.

---

### SET-UP

Identify five to seven topics. Topics can be identified by the facilitators or beforehand by asking participants.

Sessions can be hosted by the Learning & Facilitation team (experts and/or facilitators) or participants.

Brief each group:

- Café will take 30-45 minutes.
- Session will include a short input, followed by a dialog.
- After the session, each group will report back to the main group, in maximum two minutes, what the insights are from that session. Reporting back can be done by group leader or by participant(s).

Visualize the topics, numbered, on a flipchart or a pinboard.

Create five to seven numbered spaces in the room, where small groups can work, undisturbed by the other groups. Provide a flipchart (paper) and markers.



# TOOL 4: KNOWLEDGE CAFÉ

## PROCESS

- Explain the topics briefly to the group (done by the facilitators or by asking the initiator of the topic to speak for maximum one minute about the content and purpose of the session).
- Invite participants to choose the topic they are drawn to and go and sit in the space dedicated to that topic.
- Some groups can be small, others large. Adapt space accordingly.
- Allow for 30–45 minutes per session.
- Each group reports back with key insights.

---

## PRINCIPLES

- Participants can choose the topic of their interest.
- Topics represent questions that some participants or teams are struggling with, but might not be interesting to all. A frequent and enriching topic is ‘understanding failure’.

# 3

## TOOL 5: M&E RESOURCE

### WHERE IN THE PROGRAM?

Sensemaker is a tool for data collection and analysis that is used throughout the life of the program for Monitoring and Evaluation (M&E).

### PURPOSE

Sensemaker<sup>®</sup> represents a quantitative approach to narrative work which does not require machine or expert interpretation of text. Participants use the tool to tell stories and then tag their stories for better interpretation. For example, a self-identified story can be tagged as an opportunity to learn about self, an experience in building coalitions and a lesson learned in listening. The tool then takes the statistical data to map narrative landscapes and identify patterns of meaning over time, but the originating narrative is always available as an interpretational basis for the statistical patterns and as a method for intervention design.

### USE AND OUTCOME

Within the Leadership 4 Universal Health Coverage (L4UHC) program, Sensemaker<sup>®</sup> is used for M&E and as decision support to continuously adapt the program to the participants' needs, sometimes even on the spot during an ongoing workshop. It can provide real-time fast feedback loops between decision-makers and the originating data without filtering, which is key to detection of weak signals.

### SET-UP

Sensemaker requires that the L4UHC team spend time up-front identifying the areas of inquiry which are reflected in triads. Identifying triads takes at least two weeks' worth of time.

### MORE INFORMATION

For more information on this tool, visit:  
<http://cognitive-edge.com/Sensemaker/http://cognitive-edge.com/Sensemaker/>

# 3

## TOOL 6: LEADING BY LISTENING

### WHERE IN THE PROGRAM

Session 1: Module 1, Day 2  
Session 2: Module 1, Day 3  
Session 3: Module 2, Day 5

### AT A GLANCE

A key leadership skill is the capacity to really listen (to oneself, to others, to the larger context). Listening is about connecting with what is going on in reality right now.

### USE AND OUTCOME

Listening is a foundational skill that, through practice, builds competencies such as collaborative leadership, building coalitions, decision-making etc.

### SET-UP

Flip chart and PowerPoint slides

### PROCESS

#### Session 1: Module 1 day 2

##### PART 1: LINK WITH UHC COMPLEXITY

Leading systemic change in a complex environment requires a different approach and process. It takes a journey, involving all concerned stakeholders. When the experiences and expertise of the past no longer offer the answers for today's challenges, we need to shift our quality of attention to what is happening around us and build capacity to collectively make sense of what is going on and what is the needed response/intervention to change course.

The journey consists of three movements: sensing, reflecting, acting. These ingredients are key in this whole program. Sensing is done through the sensing journeys and by learning from each other. Every module will offer several reflective practices and the whole journey works towards collective action that moves Universal Health Coverage forwards.

# 3

## TOOL 6: LEADING BY LISTENING

### PROCESS

#### PART 2: KEY LEADERSHIP CAPACITY ON THIS JOURNEY: LISTENING

1. Introduce the four levels of Listening:
  - Level 1: Downloading, from habits, from what you know. Listening from your bubble, projecting your experience of the past on the world.
  - Level 2: Factual, noticing differences. You notice what is disconfirming. You open the curtains of your bubble and watch outside.
  - Level 3: Empathic listening, with open heart. Seeing the situation through the eyes of another person, it creates an emotional connection with another person. Listening from the place where the other person is speaking from.
  - Level 4: Generative listening. Listening to future possibilities, by turning yourself into a holding space for what wants to happen. That is what great coaches, leaders and educators do: they notice arriving future possibilities.
2. Introduce the three capacities that allow people to shift from one level to another:
  - From Level 1 to Level 2: Open your mind. This is the capacity to suspend your voice of judgment and your habits of quick replies and opinions. This requires curiosity.
  - From Level 2 to Level 3: Open your heart. This is the capacity to empathize and to look at a situation through the eyes of somebody else. This requires compassion.
  - From Level 3 to Level 4: Open your will. This is the capacity to let go of the old (habits, mental models, ...) and let come the new. This requires courage.
3. Give personal examples (facilitator) from your daily work/life where you experienced such a shift. Preferably examples from a multi-stakeholder context.
4. Ask participants to reflect in small groups on:
  - Their individual capacity to listen.
  - The capacity to listen in their organizational context.
5. Ask participants to reflect on the conditions that they need to put in place, in their UHC context, in order to invite a high quality of listening into the UHC reform.

#### PART 3: [TOOL 1: DIALOG WALK](#)

#### RESOURCES AND REFERENCES

- <https://www.edx.org/course/u-lab-leading-change-times-disruption-mitx-15-671-0x>
- [https://www.youtube.com/watch?v=B\\_5CMLr6do8](https://www.youtube.com/watch?v=B_5CMLr6do8)

# 3

## TOOL 6: LEADING BY LISTENING

### PROCESS

#### Session 2: Module 1 day 3

PART 1: SHORT RECAP OF THE LEVELS OF LISTENING: THE WAY WE RELATE TO THE WORLD AROUND US.

PART 2: INTRODUCE THE FOUR LEVELS OF DIALOG: THE WAY WE RELATE TO OTHERS:

- Level 1: Downloading, from habits. A polite and nice exchange.
- Level 2: Factual, debate. You notice and reply to what is disconfirming. The conversation is about convincing each other about who/what is right and wrong.
- Level 3: Empathic conversation in an inquiry into another's point of view. It's a reflective dialog.
- Level 4: Generative conversation holds the space for new insights and possibilities to emerge.

PART 3: INTRODUCE [TOOL 11: 3D SCULPTING](#) AND INVITE PARTICIPANTS TO PRACTICE LEVELS 3 AND 4 LISTENING AND DIALOG DURING THE ENTIRE PRACTICE.

#### RESOURCES AND REFERENCES

- <https://www.youtube.com/watch?v=P9HGPbXhesM>
- <https://www.youtube.com/watch?v=Uy5DjOgqLGw>

#### Session 3: Module 2 day 5

PART 1: SHORT RECAP OF THE LEVELS OF LISTENING & DIALOG, and the mechanisms to shift from one level to another (open mind: curiosity, open heart: compassion, open will: courage).

PART 2: INDIVIDUAL REFLECTIVE JOURNALING ON (1) how the capacity of listening and dialog has shifted during the program; (2) the capacities to be curious, compassionate and courageous; (3) the capacity to create the conditions – in the UHC reform – for high quality of listening and dialog.

PART 3: SHARING WITHIN THE SMALL GROUP AND HARVESTING OF THE CONDITIONS IN PLENARY.

# 3

## TOOL 7: RAPID RESULTS APPROACH

### WHERE IN THE PROGRAM?

All modules

The figure below highlights how the Rapid Results Approach can be leveraged throughout the program.

### RRI IN L4UHC



#### MODULE 1:

Learn & practice the theory ID possibilities

- Learn about how the short term can be used to advance the long term
- Learn about adaptive challenges Learn about beginning with readiness



#### MODULE 2:

Co-create a enabling environment

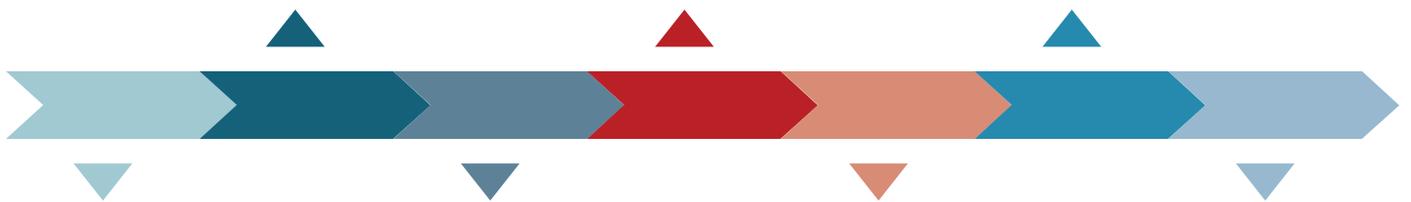
- Participants explore how to mobilize others and plan for implementation of multi-stakeholder intervention



#### MODULE 3:

Reflection individually & collectively on a way forward

- Documentation of results
- Documentation of lessons learned
- Reflection on how to move forward



#### PREPARATION AND SET UP



#### PRACTICUM 1:

Validate the needs & refine the problem diagnosis

- Participants practice identify the challenge (under the iceberg)
- Participants practice assessing readiness



#### PRACTICUM 2:

Working collectively for results

- Participants learn to work as a team and use their leadership skills
- Participants learn to build and or strengthen their UHC coalition
- Participants deliver on their short term initiatives



#### PRACTICUM 3:

Practice working collectively for sustained results

- Participants strengthen their team work
- Participants strengthen or institutionalize their UHC coalition
- Participants deliver another round of results honing their leadership competencies

# 3

## TOOL 7: RAPID RESULTS APPROACH

### AT A GLANCE

The Rapid Results Approach is integrated throughout the program and is used to anchor the reflections on results and the specific challenges which keep UHC reforms from making progress. The holding environment, which the Rapid Results approach provides can be useful to country teams who need more support to successfully deliver Collective Action Initiatives (CAIs) which challenge them to engage in new possibilities.

### PURPOSE

- To anchor the program in the work that the participants have at home
- To provide a holding environment for elements of teamwork to develop among the participants
- To provide a structured change management process for achieving short-term goals

### USE AND OUTCOME

- Participants experience working as a functional team.
- Participants attain a short-term result.
- Participants practice their leadership competencies.

### SET-UP

Review the L4UHC agenda for how to deliver the different parts in each module.

During modules, remember to begin any introduction of a Rapid Results session with the overview and explain the following:

- Participants will advance UHC reforms at home as a result.
- Participants are flexible to use parts of the Rapid Results process based on their appetite for doing more. They can either launch a full-fledged Rapid Results Initiative or do their CAI without the structure, experimentation and coaching support Rapid Results Initiative (RRI) provides.
- Coaches on the ground provide the follow-up support and help the teams learn to solve their problems.

# 3

## TOOL 7: RAPID RESULTS APPROACH

### PROCESS

See module agenda for when to introduce an overview, explain readiness, develop results chains and road maps.

---

### PRINCIPLES

- The implementation gap is the gap between what an organization is supposed to achieve and all the changes and additional capabilities that are required for the organization to achieve its goal.
  - Change processes should begin with a readiness assessment.
  - RRI teams should focus on short-term intermediary results and not activities.
  - RRIs should have an element of “fun” to induce creativity and resilience.
- 

### RESOURCES AND REFERENCES

[Resource 3: Facilitator Agenda](#)  
[Resource 8: Rapid Results Chain “The Funnel”](#)  
[Resource 9: Readiness and Roadmap Templates](#)

# 3

## TOOL 8: SENSING JOURNEYS

### WHERE IN THE PROGRAM?

Module 1, Day 4, in the afternoon  
Module 2 and 3, Day 3, in the afternoon

### AT A GLANCE

Sensing Journeys pull participants out of their daily routine and meeting room and allow them to experience the challenge – or the system – through the lens of different stakeholders. Sensing journeys bring participants to places, people and experiences that are most relevant for the respective question they are working on.

### PURPOSE

- Learning about the challenge at hand by interacting with it: a real-life experience and dialog

### USE AND OUTCOME

- Relationships with peers in host country
- Insights about the adaptive challenges peers are dealing with and how they respond to them
- Practice of generative conversation
- Understanding of the systemic forces at play in Universal Health Coverage (UHC) and input for their collective actions

### SET-UP

- Management & Administration team will identify the actors to be involved in collaboration with colleagues in the host country.
- Places should be of high potential for the learning of the participants, e.g. high influence within system, interesting innovators, inspiring leaders, marginalized people.
- If possible (time-wise), each group should visit two sites.
- Organize logistics: divide groups, planning, transport (buses, taxis, tickets for public transport), lunch.

# 3

## TOOL 8: SENSING JOURNEYS

### SET-UP

- Brief the hosts: share the intention and purpose of L4UHC and of the Sensing Journeys. Share the profile of participants and short descriptions of the country teams, including where they are in the UHC reform process.
- Prepare the groups: divide the different country teams up among the facilitators, appoint a facilitator to be the leader of each group; appoint a person to take pictures, copy any materials on a USB drive and make a short report afterwards.
- Create and print a document for each participant:
  - Overview of places they will visit, with short description
  - Name, address and phone number of the places/people that will be visited
  - Timetable
  - City map
  - Emergency phone number from organizing team

### PROCESS

#### THE DAY BEFORE THE SENSING JOURNEY:

- Introduce the sensing journey to the group with overview of the places and group composition. Distribute the documents with all details.
- Explain the intention and purpose of a sensing journey and give example of questions that are aligned with that intention and purpose. Introduce the importance of quality of listening and dialog.
- Give groups the opportunity to meet for 30 minutes:
  - To get to know each other.
  - To explore the places they will visit and what the potential learning is from each place.
  - To identify a couple of generative questions, for example:
    - + What personal experience or journey brought you into your current role?
    - + What is the biggest leadership challenge you are confronted with today?
    - + How do you deal with conflict between stakeholders?
    - + If you had a magic wand, how would you use it to tackle your challenges?
    - + What initiative, if implemented, had/would have the greatest impact for the system (UHC) as a whole?
    - + What was the most unexpected thing that ever happened in this UHC reform?
- Option: introduce Resource 11: Sensing Journey Bingo resource to encourage the use of generative questions (see below). If used, provide a couple of prizes for the winners.
- Explain process and logistics of the next day.

# 3

## TOOL 8: SENSING JOURNEYS

### PROCESS

#### THE DAY OF THE SENSING JOURNEYS:

- Organize a session at the end of the day for reflection and sense-making.
- Questions for the debrief can include:
  - What surprised/shocked you today?
  - What have you learned about leadership for UHC?
  - What touched you personally?
  - What did you notice about your own skills of suspending judgment, listening with curiosity and compassion, asking generative questions?
  - What are the insights that you want to integrate in the UHC reform in your country?

### PRINCIPLES

- Listening, inquiry and dialog are the most important skills to practice, not gaining knowledge.
- Sensing journeys are different from field trips.
- Sensing journeys are focused on adaptive challenges (situation) and adaptive leadership (people), not on technical issues.
- Participants visit in small groups (maximum 9), to enable real dialog.
- Diversity is important: country teams are divided among the different groups, with an eye for diversity in profiles.

#### USE WITH

[Tool 1: Dialogue Walk](#), [Tool 2: Guided Journaling](#), [Tool 3: Journaling - End of Day/Session Reflection](#), [Resource 11: Sensing Journey Bingo](#)

### RESOURCES AND REFERENCES

- [Resource 11: Sensing Journey Bingo](#)

# 3

## TOOL 9: TWO ANGELS

### WHERE IN THE PROGRAM

Module 2, Day 4

### AT A GLANCE

Participants sit in small groups of three and one person shares a challenge he/she is facing for which he/she has been reacting in the same way and is not sure if he/she can respond differently. He/she gets feedback from the other two participants.

---

### PURPOSE

This is an activity for participants to practice their listening skills, but also to distinguish between advocacy and inquiry. It is usually done on the same day as a dialog walk so that participants can experience deeper levels of inquiry as well.

---

### USE AND OUTCOME

By forcing the “feedback” providers to speak from the position of the person sharing, the feedback providers are forced to listen and respond in an empathetic way. The outcomes should be that participants really feel heard and get to practice both advocacy and inquiry.

---

### SET-UP

The room should be big enough for multiple conversations that don’t require people to sit at tables. The activity should be modeled beforehand.

# 3

## TOOL 9: TWO ANGELS

### PROCESS

- People are asked to sit in groups of three across country groups to minimize the risk of sharing.
- The first person with a dilemma presents to the others who can only ask clarifying non-judgmental questions.
- The person sharing will then turn his/her back to the feedback providers who will play the role of angels, one “on each shoulder”. After sharing the person’s dilemma one “angel” will advocate for why it makes sense to pursue the same course of action. The second “angel” will then advocate for another course of action. Both are required to leverage the sharer’s strengths and potential for courage.
- Each person gets to share a dilemma and run through the process in 15 minutes. The whole session may take one hour.

#### USE WITH

[Tool 1: Dialog walk](#), [Tool 2: Guided Journaling](#), [Tool 3: Journaling: End of Day/Session Reflection](#) and [5 whys](#)<sup>13</sup>

### RESOURCES AND REFERENCES

See: <http://www.liberatingstructures.com/8-troika-consulting/>  
[https://www.mindtools.com/pages/article/newTMC\\_5W.htm](https://www.mindtools.com/pages/article/newTMC_5W.htm)

<sup>13</sup> 5 Whys is a tool by Mindtools.com to efficiently identify the root of a problem (see [https://www.mindtools.com/pages/article/newTMC\\_5W.htm](https://www.mindtools.com/pages/article/newTMC_5W.htm))

# 3

## TOOL 10: UHC COMPLEXITY

### WHERE IN THE PROGRAM

Module 1, Day 2

### AT A GLANCE

This session lays out a framework for better understanding the dynamic complexity of UHC reforms. It is also an opportunity for participants to use the “iceberg model” to begin to explore some of the “hidden” issues behind their Universal Health Coverage (UHC) reforms.

### USE AND OUTCOME

Share a framework for thinking more completely about UHC reforms. The outcomes are two-fold: 1) participants learn more about the dynamic complexity of UHC and 2) they begin to see how the different aspects are interconnected.

### SET-UP

Flip-chart and PowerPoint slides

### PROCESS

1. Review the UHC cube.
  - a. Emphasize that behind the cube there lies a complex and non-linear political process
  - b. Emphasize that the UHC concept is linked to human rights, solidarity and equity.
  - c. Emphasize that designing and implementing solutions requires cooperation among a number of diverse actors and institutions with different values, beliefs, interests and access to information on UHC.
2. Review the Providing for Health (P4H) framework.
3. Review the 3D version of the framework and discuss operating structures which are simultaneously vertical and horizontal.

# 3

## TOOL 10: UHC COMPLEXITY

### PROCESS

4. Discuss the richness and instability of the interactions among stakeholders.
5. Explain how managing change toward UHC is a non-linear process.
6. Introduce systems thinking.
7. Apply systems thinking “iceberg model”<sup>14</sup> to UHC.
8. Review examples of underlying opposite positions influencing UHC reform.
9. Develop a conclusion.
10. Start the activity.

### PRINCIPLES

It is just as important to understand the model as it is to draw inspiration on where to find elements of connectivity and tension among the different UHC-related variables.

### RESOURCES AND REFERENCES

“UHC complexity” ([p4h.world/l4uhc/manual](http://p4h.world/l4uhc/manual))

### LINKS TO OTHER SESSIONS

- Definition and reflections on UHC, global and regional overview (e.g. key notes by UHC experts)
- [Tool 11: 3D Sculpting](#) (UHC aspect)
- Visioning and strategizing for UHC (envisioning the future)
- [Resource 2: Country Presentations](#)
- [Tool 4: Knowledge Café](#) topics: prioritizing health; power; etc. (how well do the chosen topics are objective?)
- The UHC aspect of [Tool 8: Sensing Journeys](#)
- Participation in CAIs, discussion of CAIs (UHC aspect) in Module 3

14 See “AIZ Leadership Toolbox” ([p4h.world/l4uhc/manual](http://p4h.world/l4uhc/manual)) p. 31

# 3

## TOOL 11: 3D SCULPTING

### WHERE IN THE PROGRAM

Module 1, Day 3

### AT A GLANCE

3D Sculpting of a system (i.e. current reality of UHC in country), when combined with Inquiry from four specific vantage points (each housing different inquiry questions), allows for a 360-degree view of current reality and its underlying (emerging future) potential.

### USE AND OUTCOME

To create an externalized view of current reality and gain insight, from multiple perspectives, into some of the systemic underlying causes and shaping factors. To sense and surface the inherent possibilities pushing through current reality, and to begin to activate them.

### SET-UP

#### PEOPLE & PLACE

- One large table with enough space around, allowing for 360 degree movement around (for the four different viewing points (part 2, step 2))
- One flipchart and markers for each country team
- One bag of sculpting materials per table

#### TIMING: TOTAL 3 HOURS 30 MINUTES

- PART 1: Introduction (20 minutes)
- PART 2:
  - Step 1: build current reality (30 minutes)
  - Step 2: 4-directions reflection (30 minutes)
- PART 3: Introduction of process (Part 4 to Part 7) (15 minutes)
- PART 4: Reflection (20 minutes)
- PART 5: Adapt to desired future and reflection (30 minutes)
- PART 6: Convergence: What does UHC mean for us? (30 minutes)
- PART 7: Preparation of country presentations (25 minutes)

# 3

## TOOL 11: 3D SCULPTING

### SET-UP

#### MATERIALS

- Paper bag with assortment of items (play-dough, cotton & wool, pipe-cleaners, figurines, small objects or shapes, lego blocks or similar etc.)
- Clean square paper or cardboard to work on

### PROCESS

#### Part 1: Introduction of practice by the facilitators

- Explain:
  - The intention of process.
  - The process (steps and timings).
  - The use of the materials: all items in the bag can be used to represent one of the stakeholders, relationships and/or forces. See below for more info.
- Model it – fast-forwarded – in front of the room, with the facilitator team.
- Distribute handouts (with all steps and timings) and remind people of the levels of listening.

#### Part 2: Sequence for Country Teams

##### STEP 1: BUILD CURRENT REALITY

Each country team, facilitated by their coach, co-creates a model or sculpture that represents the current situation/system of the UHC reform in their country. (A system is a constellation of stakeholders, the relationships between those stakeholders and the systemic forces that give rise to current reality.)

Each time someone contributes a piece to the sculpture, they explain what they did and why.

Invite people to practice Level 3 Listening & Dialog and to build on each other's ideas.

- ▶ All participants participate. Coach takes notes.
- ▶ All team members include themselves and their organizations in the model.
- ▶ Make sure that all important stakeholders (that influence the UHC reform – directly and indirectly – are included). The coach listens and lists all stakeholders that are placed into the sculpture on a flipchart.

# 3

## TOOL 11: 3D SCULPTING

### PROCESS

#### STEP 2: FOUR DIRECTIONS REFLECTIONS

Country teams reflect on their model from four directions.

Coach reads aloud the question (below), each person responds briefly, then moves to the next question. The whole team physically moves around the table so that they see the model from each direction.

Coach writes down key points.

“When you look at this sculpture...”

1. East (feeling, relationship)
  - What do you love (what gives you energy)?
  - What frustrates you (what causes you to lose energy)?
2. South (Truth, Practicality)
  - What are the key conflicts and hard truths that you face going forward and that need to be expressed/addressed?
3. West (Perspective)
  - What beliefs and systemic barriers lock you into the current state of operating?
4. North (Vision & Purpose)
  - What, in this situation, is the old that’s ending or should die?
  - What do you feel is the new, wanting to be born/emerge?

#### STEP 3: ADAPT TO DESIRED FUTURE

- Teams adjust/change their model so that it better represents the desired future that they want to create/contribute to.

#### Part 3: Introduction of process Part 4 to 7 by the facilitators

- Introduce concepts of:
  - Readiness.
  - Leverage points/acupuncture points.
- Remind people of difference between adaptive and technical challenges.
- Explain process and timings.
- Distribute handouts with all concepts and questions (and space to answer them) and remind people of the levels of listening/dialog.

# 3

## TOOL 11: 3D SCULPTING

### PROCESS

#### Part 4: Reflection process

- Participants reflect and coaches takes notes.
- Questions:
  - What/where are the adaptive challenges?
  - Where in the current system is there readiness for change?
  - Identify the two or three strategic leverage points that could move the system from the current to a desired future, and that address those adaptive challenges.

#### Part 5: Adapt to the desired future & reflection

- Team adjusts/changes its model so that it better represents the desired future that they want to create/contribute to.
- Reflection:
  - What are the two to three key differences between current reality and desired future?
  - Adapt or confirm the two to three leverage points/acupuncture points that could move the system from the current to the desired.
  - Reflect on common intention: "What in this model (the desired future) are the essentials that the team most cares about?"

#### Part 6: Convergence

- Team writes down: "What does UHC mean to us, what unites us?"

#### Part 7: Preparation of Country Team Presentations (15 minutes maximum per team)

- Summary of:
  - Key characteristics of current reality
  - Key characteristics of desired future
  - Adaptive challenges and leverage points
  - What does UHC mean to us?



# 4. RESOURCES

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# 4

## RESOURCE 1: COMPETENCY FRAMEWORK

The following competency framework is adapted from the framework used by the Akademie für Internationale Zusammenarbeit (AIZ) and represents the main competencies strengthened during the Leadership for Universal Health Coverage (L4UHC) program. Obviously, to succeed, participants will need to tap into a wider range of competencies. Through deeper analysis of the Monitoring and Evaluation (M&E) data collected, this framework is expected to be refined over time.

- Sensing
- Sense-making

- Systems thinking
- Listening
- Mobilizing others
- Ability to prepare projects in complex environments
- Self-leadership (self-awareness, response to uncertainty and complexity, clarity on values and beliefs, compassion and courage)
- Inquiry vs. advocacy
- Articulate visions that are adapted to the perspectives of multiple stakeholders (analytical and communication skills)



“UHC at the crossroads” (participant at module 3 in France) © Franz von Roenne

# 4

## RESOURCE 2: COUNTRY PRESENTATIONS

During Module 2 and Module 3 country teams share their experiences during the practical phases. The following pages show examples of these presentations. During Module 2 participants share their experiences of ‘sensing’ in their home countries. They also share their readiness templates, which have been filled out with three possibilities for their Collective Action Initiatives (CAIs). During Module 3 the teams share the results of their CAIs.

### Module 2

Countries share the following information

#### 1. TIMELINE AND DESCRIPTION OF MAJOR EVENTS

Description of Event	Description of Event	Description of Event
Highlights of the insights, challenges and lessons during this period	Highlights of the insights, challenges and lessons during this period	Highlights of the insights, challenges and lessons during this period

#### 2. ANALYSIS OF THE EXPERIENCE

Topic Area	Details
Find, connect & engage stakeholders (including development partners)	
Deep listening to improve the quality of your conversations	
Why UHC matters or doesn't matter to people in your country?	
UHC in your country (status, risks, gaps, strengths)	
Next steps	

#### 3. READINESS TEMPLATE

See under Resource 9: Readiness and Roadmap Templates

# 4

## RESOURCE 2: COUNTRY PRESENTATIONS

### Module 3

Countries share the following information

#### 1. OVERVIEW OF THE COLLECTIVE ACTION INITIATIVE/RAPID RESULTS INITIATIVES

Challenge	Goal	Achievements

#### 2. OUTCOME HARVESTING

Activity	Who made a direct contribution?	Intermediate Outcome(s)	Significance of the Outcome	Source/ Evidence

#### 3. EVALUATION OF THEIR COLLABORATION

Area of Reflection	Details
What was the team able to achieve?	
What were good habits and/or innovations of the team?	
What could be improved?	

# 4

## RESOURCE 2: COUNTRY PRESENTATIONS

### 4. EVALUATION OF STAKEHOLDERS

Area of Reflection	Individual/ Personal Level	Institution / Organisation	The Coalition/ Team	Stakeholders in the UHC System
How did we engage this stakeholder?				
What could have been done differently?				
What lesson has been learned?				

### 5. EVALUATION OF INDIVIDUAL LEADERSHIP INTERVENTIONS:

Which competencies did I practice?

Did I work differently?

What was behind my inability to work differently?

# 4

## RESOURCE 3: FACILITATOR AGENDA

### MODULE 1: CONNECTING INDIVIDUALLY AND COLLECTIVELY TO UHC

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
OBJECTIVES	Participants & teams connect with each other and learn about what makes the program unique	Participants immerse in UHC complexity, learn why leadership matters and practice listening	Participants make sense of UHC in their country and define common values	Participants practice listening skills and identify the focus of their Collective Action Initiatives	Participants prepare self & coalition for leadership and collective action
MORNING	1. Work session for Leadership for Universal Health Coverage (L)4UHC delivery team	1. Welcome and framing of objectives with testimonial 2. Aligning on program expectations 3. Why L4UHC? 4. Overview of program content and skills: a. Self-leadership b. System c. Mobilizing others	1. Debrief from day 2 2. Leading by dialog 3. Introduction to sculpting in the context of CAI, incl. stakeholder mapping 4. 3D Sculpting exercise: what is your current reality including stakeholders, relationships and forces? a. 1st reflection: 4D b. Shift to desired state	1. Debrief from day 3 2. Presentation and panel 3. Lunch	1. Debrief from day 4 2. Reflections: Guided journaling & Personal Development Plan (PDP) 3. Program review of the week: content, skills, practices 4. RRI approach: Prep & Presentation of in-country preparations
AFTERNOON	2. Sub-group preparation meetings	5. UHC complexity (cube) & iceberg (identify adaptive issues) 6. Leading by listening, including sensing 7. Dialog walk 8. End of day reflection and feedback	5. 3D Sculpting exercise pt 2: • Reflection on possibilities, readiness, adaptive challenges, key learning assumptions • What does UHC mean for us, what binds us? 6. Country presentations 7. Intro sensing journeys 8. End of day reflection and feedback	4. Sensing journeys 5. Reflection	5. RRI: Prep & presentations 6. Program Evaluation/ Sensemaker 7. Next steps with the program 8. Closing
EVENING	3. Participant registration 4. Dinner with short key-note on UHC	9. Free evening	9. Free evening	6. Dinner at hotel	9. Free evening

# 4

## RESOURCE 3: FACILITATOR AGENDA

### MODULE 2: SENSE-MAKING TO DEFINE COLLECTIVE ACTIONS

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
OBJECTIVES	Participants & teams reconnect	Participants remember their place in the program and share knowledge	Participants learn from the host country; sensing on implementation & coalitions	Participants practice listening skills and identify the focus of their Collective Action Initiatives	Participants prepare Self & coalition for leadership and collective action
MORNING	<ol style="list-style-type: none"> <li>1. Work session for L4UHC delivery team</li> </ol>	<ol style="list-style-type: none"> <li>1. Welcome and framing of objectives</li> <li>2. Sharing of personal intentions</li> <li>3. How did we get here? Program and agenda review (onboarding, RRI, Theory U)</li> <li>4. Individual and collective reflection (prepare the presentations)</li> <li>5. Country presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Debrief from day 2</li> <li>2. Preparation for sensing journey</li> <li>3. Presentation and panel</li> <li>4. Lunch</li> </ol>	<ol style="list-style-type: none"> <li>1. Debrief from day 3 (sense-making)</li> <li>2. Mobilizing others: advocacy vs. inquiry</li> <li>3. Framing (benefits and risks) (frame this opportunity so it's exciting to engage with it)</li> <li>4. Recap of CAI process and principles 15-20 min</li> </ol>	<ol style="list-style-type: none"> <li>1. Debrief from day 4 (integration)</li> <li>2. Leading by listening (Open Mind - Open Heart - Open Will (OM-OH-OW))</li> <li>3. Letter to future self</li> <li>4. Country teams develop a road map for in-country work</li> </ol>
AFTERNOON	<ol style="list-style-type: none"> <li>2. Sub-group preparation meetings</li> </ol>	<ol style="list-style-type: none"> <li>6. Knowledge Café on collaboration &amp; building coalitions</li> <li>7. Sensemaker</li> <li>8. Introduction to sensing journeys</li> <li>9. End of day reflection and feedback</li> </ol>	<ol style="list-style-type: none"> <li>4. Sensing journeys</li> <li>5. Reflection</li> </ol>	<ol style="list-style-type: none"> <li>5. Funnel exercise with country-presentation</li> <li>6. Overview for planning and road map</li> <li>7. End of day reflection and feedback</li> </ol>	<ol style="list-style-type: none"> <li>1. Country teams finalize their road map for in-country work</li> <li>2. Country presentations with feedback</li> <li>3. Program evaluation</li> <li>4. Next steps with the program</li> <li>5. Closing</li> </ol>
EVENING	<ol style="list-style-type: none"> <li>3. Participant registration</li> <li>4. Dinner with short keynote on UHC</li> </ol>	<ol style="list-style-type: none"> <li>10. Free evening</li> </ol>	<ol style="list-style-type: none"> <li>6. Dinner at the hotel</li> </ol>	<ol style="list-style-type: none"> <li>8. Free evening</li> </ol>	<ol style="list-style-type: none"> <li>6. Free evening</li> </ol>

# 4

## RESOURCE 3: FACILITATOR AGENDA

### MODULE 3: LEARNING FOR THE FUTURE OF UHC REFORM

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
OBJECTIVES	Participants & teams reconnect	Participants reconnect to program, reflect on past months and learn about co-creation	Participants learn from the host country	Participants grow in their leadership skills. Teams map opportunities to scale up their work	Preparing for the future
MORNING	<ol style="list-style-type: none"> <li>1. Work session for L4UHC delivery team</li> </ol>	<ol style="list-style-type: none"> <li>1. Welcome and framing of objective</li> <li>2. Activity on 'What have we learned?' (learning tree)</li> <li>3. How did we get here? Program and agenda review (on-boarding)</li> <li>4. Individual and collective reflection, prepare presentations</li> <li>5. Country presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Debrief from day 2</li> <li>2. Preparation for sensing journey</li> <li>3. Presentation and panel</li> </ol>	<ol style="list-style-type: none"> <li>1. Debrief from day 3</li> <li>2. Immunity to change</li> <li>3. How to grow in our leadership capacities? (harvesting learning on all leadership competencies)</li> </ol>	<ol style="list-style-type: none"> <li>1. Debrief from day 4</li> <li>2. Guided Journaling</li> <li>3. Developing a strategy road map for future in-country work</li> </ol>
AFTERNOON	<ol style="list-style-type: none"> <li>2. Sub-group preparation meetings</li> </ol>	<ol style="list-style-type: none"> <li>6. Country presentations -part 2 and feedback</li> <li>7. Jazz (improvisation) and dialog walk</li> <li>8. Sensemaker</li> <li>9. Introduction to sensing journey</li> <li>10. End of day reflection and feedback</li> </ol>	<ol style="list-style-type: none"> <li>4. Sensing journeys</li> <li>5. Reflection</li> </ol>	<ol style="list-style-type: none"> <li>4. Brainstorming possibilities to advance their work</li> <li>5. End of day reflection and feedback</li> </ol>	<ol style="list-style-type: none"> <li>4. Presentation of next steps</li> <li>5. Program evaluation</li> <li>6. Next steps with the program</li> <li>7. Closing</li> </ol>
EVENING	<ol style="list-style-type: none"> <li>3. Participant registration</li> <li>4. Dinner with short key-note on UHC</li> </ol>	<ol style="list-style-type: none"> <li>11. Dinner to be confirmed</li> </ol>	<ol style="list-style-type: none"> <li>5. Dinner at hotel</li> </ol>	<ol style="list-style-type: none"> <li>6. Dinner to be confirmed</li> </ol>	<ol style="list-style-type: none"> <li>8. Free evening</li> </ol>

# 4

## RESOURCE 4: FACILITATOR PROFILE

### OVERVIEW

The desired candidate will be responsible for co-creating conception & design of the L4UHC program (with a focus on fostering dialog, self-reflection, transformative learning and co-laborating for progress), as well as preparation, implementation and documentation of the program. The Learning & Facilitation team as a whole should have a good gender balance.

### SKILLS AND COMPETENCIES

- Deep knowledge of and elaborate experience with facilitating all or at least two of the following:
  - Theory U and Presencing
  - Adaptive Leadership
  - Rapid Results Approach
  - Coalition building techniques
- In-depth knowledge and experiences of international cooperation, especially in the context of Human Capacity Development
- Experience in facilitating Leadership Development formats in the field of international cooperation accompanying reform processes
- Experience in developing and implementing leadership development modules with partner organizations, preferably in health sector and in the continent where the program will run
- Detailed knowledge of Leadership Development (including know-how of up-to-date relevant theories and approaches)
- Detailed knowledge on transformation and planning processes
- Proven intercultural competence
- Flexibility in case of short-term changes and differing needs of participants on-site
- Oral and written fluency in English and/or French
- Familiarity and competence in cooperating in a complex multi-stakeholder steering process of the program's contractors (flexibility and sensitivity regarding needs of different stakeholders and their mindsets)
- Significant experience in facilitating/coaching top-level executives (public and/or private sectors)
- Familiarity with UHC topics
- In-depth knowledge in systemic thinking and coaching (preferably systemic coaching) and profound experience of coaching in the international context
- Facilitation style: dynamic and action-oriented

### MORE INFORMATION

For more information on facilitation and the role of the facilitator, please see "AIZ Leadership Toolbox" ([p4h.world/l4uhc/manual](http://p4h.world/l4uhc/manual)) p. 50-51.

# 4

## RESOURCE 5: MONITORING AND EVALUATION (M&E)

### OVERVIEW

The L4UHC program helps to unlock Universal Health Coverage (UHC) reforms by focusing on three areas: individual self-mastery, understanding of UHC complexity and performance of coalitions. It is monitored and evaluated on all levels through the Sensemaker© data collection tool, post-module surveys, integrated Rapid Results Initiative (RRI) and CAI monitoring and interviews with the participants.

For our comprehensive M&E plan as well as evaluation reports, please visit [p4h.world/l4uhc/m&e](http://p4h.world/l4uhc/m&e)

### L4UHC LOGICAL FRAMEWORK

	SUMMARY
GOAL	L4UHC has helped to unlock UHC reforms in the participating countries
OUTCOMES	<p>Individual</p> <ul style="list-style-type: none"> <li>• Increased understanding of the complexity of UHC</li> <li>• Increased personal connection to UHC</li> <li>• Increased self-leadership competencies with regards to UHC reform</li> <li>• Increased capacity to recognize and deal with adaptive challenges</li> <li>• Increased capacity to engage stakeholders</li> </ul> <p>Collective</p> <ul style="list-style-type: none"> <li>• L4UHC has helped to build a sustainable and effective coalition for UHC in the participating countries</li> <li>• L4UHC has increased the alignment among the key stakeholders in the participating countries</li> </ul>
OUTPUTS	<p>Regional modules</p> <p>RRI coaching</p> <p>P4H partner support during L4UHC</p>
ACTIVITIES	Totality of activities

# 4

## RESOURCE 5: MONITORING AND EVALUATION (M&E)

### SURVEYS

After each module and at the end of the program, participants are asked to fill in simple surveys that cover all outputs, outcomes and the goal. The results from these surveys are not used to draw strong conclusions, but rather to triangulate and to help interpret the results gained by other, more in-depth methods.

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### SENSEMAKER

Sensemaker<sup>®</sup> represents a quantitative approach to narrative work which does not require machine or expert interpretation of text. Participants use the tool to tell stories and then tag their stories for better interpretation. For example, a self-identified story can be tagged as an opportunity to learn about self, an experience in building coalitions and a lesson learned in listening. The tool then takes the statistical data to map narrative landscapes and identify patterns of meaning over time, but the originating narrative is always available as an interpretational basis for the statistical patterns and as a method for intervention design.

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### RAPID RESULTS MONITORING

Rapid Results Initiatives provide an opportunity for people to work as a team towards intermediary outcomes in a short period of time. The use of Rapid Results in the L4UHC program allows the program to collect information on three areas: progress towards their UHC reform goals, functioning of the team and strength of the UHC coalition. Data is gathered during the practicums.

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### STAKEHOLDER INTERVIEWS

Experienced writers continuously interview national stakeholders as well as development partners to surface comprehensive narratives on how L4UHC has created impact on the individual, team and country level.

# 4

## RESOURCE 6: OBJECTIVES AND DELIVERABLES

The table below describes the objectives and deliverables for each stage of the L4UHC program.

STAGE	OBJECTIVES	DELIVERABLES
PREPARATION AND SET UP	<ol style="list-style-type: none"> <li>1. Stakeholders (country counterparts, development partner management, their country level staff and the L4UHC delivery team) are aligned on the purpose and process to deliver a L4UHC cycle.</li> </ol>	<ol style="list-style-type: none"> <li>1. A strong and sustained commitment and co-ownership from World Bank Group and others who are supporting large UHC programs in the country and in the region is secured.</li> <li>2. Problems/key UHC issues/key stakeholders are identified.</li> <li>3. Countries are selected in line with P4H, GIZ and World Bank priorities.</li> <li>4. Development partner country counterparts have been on-boarded including discussion on roles and expectations.</li> <li>5. Country counterparts are on-boarded &amp; prepared.</li> <li>6. Country counterparts have identified participants.</li> <li>7. Coaches are recruited.</li> <li>8. The needs of the participants have been assessed (Who will be in the room?) to prepare for Module 1.</li> <li>9. Sensing journeys and modules are authorized by the host country offices and planned.</li> </ol>

STAGE	OBJECTIVES	DELIVERABLES
MODULE 1	<ol style="list-style-type: none"> <li>1. Participants know of the purpose, process, the tools and approaches of the L4UHC program. Difference between this program and regular programs is highlighted.</li> <li>2. Participants reflect on their individual role in UHC in order to develop a personal connection and commitment to UHC.</li> <li>3. Participants deepen their understanding of UHC complexity and see it from new perspectives.</li> <li>4. Participants are exposed to and practice leadership skills including: individual leadership, multi-stakeholder collaboration, working in complexity and leading by listening.</li> <li>5. Participants value collaborating in heterogeneous teams.</li> <li>6. Participants learn from the host country's UHC reform case.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participants can articulate their personal stake in the national UHC agenda.</li> <li>2. Participants can articulate a preliminary collective shared value for advancing UHC reforms.</li> <li>3. Participants are excited to test their leadership skills in-country and agree on related deliverables for in-country work.</li> <li>4. Participants draft a hypothesis of a priority UHC intervention and why it matters. Their homework is to test their assumptions and define three viable focus areas for their short-term initiatives.</li> <li>5. Participants learn about the host country through-sensing journeys, multimedia, speakers or panels.</li> <li>6. Participants share assumptions on leadership (one word, one sentence).</li> <li>7. Data is collected for (M&amp;E).</li> </ol>

# 4

## RESOURCE 6: OBJECTIVES AND DELIVERABLES

STAGE	OBJECTIVES	DELIVERABLES
PRACTICAL PHASE 1	<ol style="list-style-type: none"> <li>1. Participants engage across sectors with colleagues and stakeholders to broaden their UHC perspectives.</li> <li>2. Participants practice competencies of listening and sensing.</li> <li>3. Participants improve cooperation amongst themselves.</li> <li>4. Participants identify any missing stakeholders for specific short-term initiatives they will address in the L4UHC program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participants practice in-country sensing journey and/or shadowing and engage with key UHC stakeholders to see the system from other perspectives.</li> <li>2. Participants practice listening and sensing competencies.</li> <li>3. Three focus areas are identified based on qualitative and quantitative data and stakeholder maps.</li> <li>4. A stakeholder and/or network map of UHC focus areas is created.</li> <li>5. Participant list is refined for Module 2.<sup>15</sup></li> <li>6. Data is collected for M&amp;E.</li> </ol>

STAGE	OBJECTIVES	DELIVERABLES
MODULE 2	<ol style="list-style-type: none"> <li>1. New participants have been successfully on-boarded.</li> <li>2. Participants deepen L4UHC skills: individual leadership, multi-stakeholder collaboration, working in complexity and leading by listening.</li> <li>3. Participants practice coalition-building.</li> <li>4. Participants define how they will move their UHC agenda forward in-country through RRI and/or CAIs.</li> <li>5. Participants learn the host country's UHC reform case.</li> <li>6. Participants improve their understanding of the program objective: specifically how leadership shows up in UHC processes and which parts of UHC reforms need coalitions to function well.</li> </ol>	<ol style="list-style-type: none"> <li>1. An agreement on the focus areas for in-country CAIs is made.</li> <li>2. Leadership implications in the work ahead are identified.</li> <li>3. Collective action implications in the work ahead are identified.</li> <li>4. A logic matrix for the CAIs and next steps in-country is created.</li> <li>5. Participants learn about the host country learning through sensing journeys, speakers or panels.</li> <li>6. Data is collected for M&amp;E.</li> </ol>

<sup>15</sup> Additional (missing) stakeholders who attend may need financial sponsorship from operational and development partners.

# 4

## RESOURCE 6: OBJECTIVES AND DELIVERABLES

STAGE	OBJECTIVES	DELIVERABLES
PRACTICAL PHASE 2	<ol style="list-style-type: none"> <li>1. The RRI and CAIs demonstrate results.</li> <li>2. Participants practice and reflect on their leadership skills.</li> <li>3. Cooperation among participants has been reinforced.</li> <li>4. The UHC coalition has been broadened or strengthened.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stakeholders (government, civil society and partners) are aligned around a vetted results chain (the funnel).</li> <li>2. Approval is obtained and financing secured (from government and partners) for the short-term initiatives.</li> <li>3. CAIs are launched.</li> <li>4. Measurable advancement of UHC reforms takes place.</li> <li>5. Participants practice of leadership skills.</li> <li>6. Results are analyzed in preparation for Module 3.</li> <li>7. Data is collected for M&amp;E.</li> </ol>

STAGE	OBJECTIVES	DELIVERABLES
MODULE 3	<ol style="list-style-type: none"> <li>1. Participants reflect and share learnings from the overall program and particularly their RRI and/or CAI.</li> <li>2. Participants have defined next steps and commit to a set of forward-looking actions which include national and development partners.</li> <li>3. Country participants have an improved sense of cohesion and a sense of collective purpose.</li> <li>4. Participant learn from the host country's UHC reform case.</li> </ol>	<ol style="list-style-type: none"> <li>1. The analysis of results are shared and participants learn with a wider stakeholder base.</li> <li>2. Leadership lessons learned individually and as a collective have surfaced.</li> <li>3. A strategy and/or next steps is/are developed to take advantage of lessons learned and results achieved.</li> <li>5. Data is collected for M&amp;E.</li> </ol>

STAGE	OBJECTIVES	DELIVERABLES
BEYOND THE LEADERSHIP LEADERSHIP PROGRAM	<ol style="list-style-type: none"> <li>1. Participants reconnect to follow up on their work plan virtually or in-country.</li> <li>2. Participants provide feedback on the overall effectiveness of the program.</li> <li>3. Operational counterparts take up the work.</li> </ol>	<ul style="list-style-type: none"> <li>• A Six-month check-in after the program ends is carried out (facilitator calls, Sensemaker, surveys).</li> <li>• Government and/or operational teams may pick up the cost of local coaches.</li> </ul>

# 4

## RESOURCE 7: PARTICIPANT PROFILE AND TEAM COMPOSITION

L4UHC brings together high-level representatives from government, the private sector and civil society who have the authority and credibility to catalyze social change in their respective countries. Once back home, these leaders widen their coalition and mobilize their implementing teams.

### PARTICIPANT PROFILE

INSTITUTION	LEVEL
<ul style="list-style-type: none"> <li>Ministries of Health, Labour and Finance</li> <li>Other relevant ministries, e.g. Planning</li> <li>Prime Minister’s Office</li> <li>Thematic commissions</li> </ul>	<ul style="list-style-type: none"> <li>Ministers</li> <li>Director level or above</li> </ul>
<ul style="list-style-type: none"> <li>Parliamentary committees responsible for health/social protection</li> </ul>	<ul style="list-style-type: none"> <li>Members of Parliament</li> </ul>
<ul style="list-style-type: none"> <li>Social health insurance agencies</li> <li>Social security funds</li> <li>Private health insurance companies</li> </ul>	<ul style="list-style-type: none"> <li>Directors General</li> <li>Chief Executive Officers and Deputies</li> </ul>
<ul style="list-style-type: none"> <li>Civil society organizations</li> <li>Medical associations</li> <li>Trade unions</li> <li>Employer associations</li> </ul>	<ul style="list-style-type: none"> <li>Directors General</li> <li>Chief Executive Officers</li> <li>Managing or Executive Directors</li> </ul>
<ul style="list-style-type: none"> <li>Health service providers (public and private)</li> </ul>	<ul style="list-style-type: none"> <li>Directors General</li> <li>Chief Executive Officers</li> <li>Managing or Executive Directors</li> </ul>

### TEAM COMPOSITION

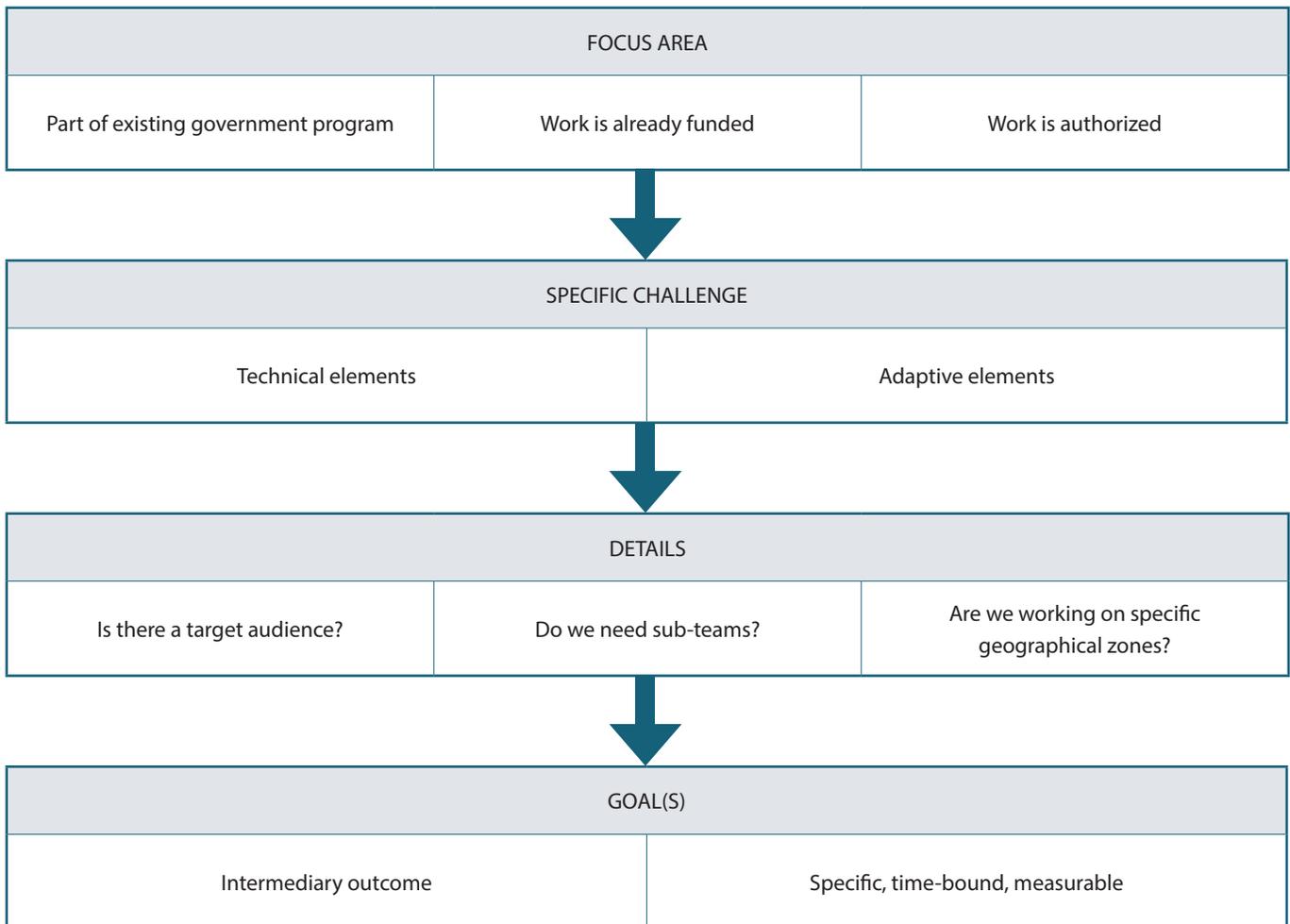
Well-balanced and diverse country teams are among the most fundamental success factors for the program. Only if the teams duly reflect the stakeholder landscape in their countries on an appropriate level can the L4UHC program contribute to unlocking UHC reforms. In line with the overall L4UHC approach, leaders are not defined by their formal authority only. Sometimes well-connected indi-

vidual actors without much formal authority can make all the difference. Hence, finding the movers and shakers in UHC reform is a task that can require between three to six months and can only be carried out in close coordination with people on the ground. The L4UHC country focal persons play a key role in this process (see Resource 13: Tasks of UHC Country Focal Persons (CFP)).

# 4

## RESOURCE 8: RAPID RESULTS CHAIN “THE FUNNEL”

The following results chain is used through the life of the program to draw a link between the focus area selected by the participant teams, the specific challenge they are ready to address, the details/specificities of their work and the ultimate short-term goal they want to achieve.



# 4

## RESOURCE 9: READINESS AND ROADMAP TEMPLATES

During the Leadership Journey participating teams will need a way to identify possibilities of work and assess the readiness for change. This is part of their sensing work and happens during the 1st practical phase and 3rd module. The following is the readiness template.

### Readiness Template

POSSIBILITY & TYPE	FUNDED OR UN-FUNDED	AVAILABLE RESOURCES	PROBLEMS & CHALLENGES <small>(Hidden issues under the iceberg)</small>	STAKEHOLDERS	READINESS  <small>(what people are willing or unwilling to do)</small>
				POSITIVE <ul style="list-style-type: none"> <li>• Understanding of issues</li> <li>• Motivation</li> <li>• Experience with consultants</li> <li>• Financial resources</li> <li>• Skill level</li> </ul>	NEGATIVE <ul style="list-style-type: none"> <li>• Understanding of issues</li> <li>• Motivation</li> <li>• Experience with consultants</li> <li>• Resources Financial</li> <li>• Skill level</li> </ul>

### Road Map Template

During the implementation of the CAI the teams use the Rapid Results Approach to organize themselves and have a structured approach for experimentation and learning. As part of this work, the teams need a work plan. To prepare for the detailed work plans which they will create at home, a high-level road map is defined during Module 2 and Module 3. The following is a template for this road map:

LONG -TERM GOAL:				
Short-term goal and indicator:				
Challenge or technical problem being addressed:				
Start Date	Due Date	Due Date	Due Date	End Date
	Milestones	Milestones	Milestones	
Activities				
Risk and/or Dependency				

# 4

## RESOURCE 10: RECRUITING AND MANAGING COACHES

### OVERVIEW

As part of the L4UHC program, locally based coaches provide accompaniment to the UHC coalitions. These coaches are not technical experts but process guides who provide facilitation, communication and team-building support to the coalition. They also help the coalitions leverage the Rapid Results Approach so that they can develop high-performance teams which maintain a results focus throughout the 100-120 day period of their CAI.

The desired candidate will have deep knowledge of change management processes. Knowledge on Rapid Results Approach is highly desired. A focal person from the Learning & Facilitation team will work with the local coach to provide this support and in some cases train the candidate to provide RRI coaching support.

Desired candidates will have strong facilitation, project management and coaching and/or organizational development skills which can support the preparation and implementation of Rapid Results teams.

### SKILLS

- Facilitation
- Communication, especially writing case studies and qualitative reports
- Project management
- Conflict resolution and/or coaching skills
- Results-Based Management

### COMPETENCIES

- A willingness and ability to learn new change-management and leadership methodologies
- Experience with change management in the public sector
- Ability to work remotely on cross-cultural teams

### EXPECTATIONS

- To work with the Rapid Results focal person to prepare for major events such as the launch, mid-point and final reviews of the CAI
- To work with local national and international stakeholders in a way that clarifies how they can contribute to and take advantage of the facilitation and Rapid Results processes
- To attend L4UHC modules and provide facilitation support to country participants

# 4

## RESOURCE 10: RECRUITING AND MANAGING COACHES

### DELIVERABLES

- Completed surveys and data collection as required
- Bi-weekly report to RRI focal person facilitator
- Weekly calls with the RRI focal person facilitator
- Follow-up on actions for the L4UHC program such as having the participants vet articles and the accuracy of data collected

# 4

## RESOURCE 11: SENSING JOURNEY BINGO

The objective of our sensing journey is to learn more about the UHC reform in the host country and specifically through the lens of L4UHC.

You win the Bingo if you ask all the questions in a row in the matrix below. For each question you ask, place an X in the corresponding square below. The blank square in the middle is a wild card for your own question.

B	I	N	G	O
What personal experience or journey brought you into your current role?	What is the biggest leadership challenge you are confronted with today?	How do you deal with conflict between stakeholders?	If your organization was a living being, what would it look and feel like?	If you had a magic wand, how would you use it to tackle your challenges?
What are your most important sources of success and change?	What would the optimal UHC system look like for you?	Why do you do and keep doing what you do? What drives you in your work?	What initiative, if implemented, had/ would have the greatest impact for the (UHC) system as a whole?	Which relationships were the most fragile and why?
What was the most unexpected thing that ever happened in this UHC reform?	Who are the people that had the biggest impact on you during your career?	WILD CARD	What are you most proud of?	How do you invite effective collaboration between stakeholders with different needs?
How did you find the talent needed to support you?	What is your dream for the future of your country?	What are you most proud of?	If your organization was a living being, and it could develop what would it morph into next?	What is/was the greatest fear of your stakeholders?
What limiting factors prevent this system from developing further?	How do you re-charge yourself in the case of serious setback?	What initiative, if implemented, would have had the greatest impact for you?	What is/was your biggest fear?	What is/was your biggest risk?

# 4

## RESOURCE 12: SETTING DATES FOR REGIONAL MODULES

Scheduling of the regional modules depends on the availability of key actors in the program, both participants and implementers. The following guidelines explain who needs to participate in the modules.

### MUST BE PRESENT IN PERSON:

#### 1) Key institutions from each participating country in modules 1,2,3

Either the highest-level person available or their deputy, or the most functionally appropriate person (without deputizing).

#### 2) Key actors for field visits in host country

#### 3) People directly involved in the delivery

Namely: two experts on self-leadership, one expert on results-oriented change management, project manager, one member of the P4H Network Coordination Team.

#### 4) RRI coaches in Modules 2 and 3

### SHOULD BE PRESENT IN PERSON:

#### 5) One representative of P4H partners per country

If this is not possible, the P4H partners have to be duly represented in a different way, e.g. by a member of the P4H Coordination Desk or by one person assuming this role for several countries.

#### 6) One to two additional UHC experts and one UHC practitioner

### CAN BE PRESENT IN PERSON:

#### 7) RRI coaches in Module 1

#### 8) Additional P4H partner representatives

If possible, P4H partners should be represented coherently by one single person in order to avoid a development partner (DP) overkill at the modules. Yet, if in exceptional cases this is not possible, additional DP staff may attend.

# 4

## RESOURCE 13: TASKS OF L4UHC COUNTRY FOCAL PERSONS (CFP)

To facilitate the implementation of the program, a L4UHC CFP is designated in each participating and host country.

### TASKS IN PARTICIPATING AND HOST COUNTRIES

#### 1) Liaising with other P4H partners and national actors

If there is an official P4H Network CFP in a given country, he or she assumes the role of L4UHC CFP. Otherwise, any representative from one of the P4H partners can assume this role. The focal person consults and coordinates the other involved P4H partners for all matters relating to L4UHC as well as other non P4H member partners.

#### 2) Finding suitable dates for the regional modules

With a wide array of high-level stakeholders from different countries, finding a suitable date for the three regional modules requires a diligent process that accounts for both practical and political issues. The Global L4UHC Team creates a calendar for the entire cycle and then relies on the feedback and input from L4UHC CFPs in the participating and host countries for weeding out dates that might negatively affect the set-up of the program. For example, there might be travel restrictions for public officials from the Ministry of Finance at certain stages of the fiscal year; all key stakeholders from the Ministry of Health (MoH) might attend an important internal training during a given week, etc.

#### 3) Preparing a country briefing

The L4UHC CFP prepares a short country briefing (three to four pages max.) that provides an insight into the state of UHC reform, the involved stakeholders and their relationships.

### TASKS IN PARTICIPATING COUNTRIES ONLY

#### 4) Selecting and briefing participants

A strong and well-balanced country team is an indispensable condition for the success of the program. Key stakeholders are expected to stay engaged throughout the program. Assembling such a team requires a lot of insider knowledge (e.g. informal power of actors, anticipated changes in position, etc.) and good connections to the relevant actors. This is why we rely on the L4UHC CFP to coordinate with all relevant partners and resource persons to assemble a relevant participant list before the start of the program and modify it when needed throughout the program.

#### 5) Integrating the L4UHC CAIs with P4H partner country operations

L4UHC is not an isolated capacity-building measure, but a comprehensive operational tool that is geared to strengthen existing P4H partner operations in support of UHC. We rely on the L4UHC CFP to support the harmonization of any activities arising from L4UHC with ongoing in-country work.

### TASKS IN HOST COUNTRIES ONLY

#### 4) Support the exchange with the host country

- Suggest a list of actors in the area of UHC that might be suited for an exchange.
- Establish contact with the relevant actors and agree on field visits and exchanges at the venue of the module.
- Join the discussions as a resource person.

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