TRAINING REPORT

NAME OF TRAINING:	**Leadership training for EmOC**
HOSTING INSTITUTION	Tanzania Training Centre for International Health
LOCATION:	Ifakara
DATES	From 2nd to 12th August 2011

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ABBREVIATIONS

TTCIH	Tanzania Training Centre for International Health
EmOC	Emergency Obstetric Care
AMO	Assistant Medical Officer
GMOs	General Medical Officers
FP	Family Planning
PPP	Power Point Presentations
DMO	District Medical Officers
DHMT	District Health Management Team

EXECUTIVE SUMMARY

Background

The curriculum for training AMOs was developed by the Tanzania Training Centre for International Health, (TTCIH) at Ifakara to address the area of Emergency Obstetric Care (EmOC). Educational objectives are specified to provide clear information of the knowledge and aspects of practice where competency acquired by the trainee will be assessed. Assessment of competencies is structured to reflect the pathway of learning required throughout training. This report focuses on their Leadership component of the training. The component of Leadership training which took two weeks, was conducted after three months training on technical training of EmOC

Rationale

There is enough evidence that AMOs are more likely to work in rural areas. It is for this reason that a curriculum to upgrade the skills of AMO in obstetric emergencies, Family Planning and Clinical leadership has been developed. This will in turn contribute significantly to the improvement of maternal health services in the country. The training in Leadership is specifically geared to supporting the technical aspects of EmOC to address challenges in implementation.

Objectives

At the end of training participants should be able to:

- maintain appropriate professional boundaries, personal limits, ethics, and accountability to regulatory bodies and appropriately manage conflicts of interest.

- demonstrate effective leadership qualities and skills in improving maternal health services

Methods

In order to acquire knowledge and skills in Leadership a conceptual framework called ÷our journey as leadersø was used to lead the presentations, exercises and discussion on leadership. Various techniques for training were used to involve participants in learning. Also exercises and assignments were provided to stimulate learning by doing.

Evaluation

Evaluations in the training were also conducted. There was a pre and post test for participants to assess their knowledge gain. This evaluation showed that there was a considerable knowledge gain. Also role plays conducted by participants were scored. Eventually participants evaluated the training by completing an evaluation questionnaire.

Plan for follow-up activities.

The role plays were used to prepare participants to address some of the challenges when conducting EmOC activities at work place. Also pairs of participants were given an opportunity to plan their work. These two activities were aimed to provide participants capacity to implement their work after training.

Barriers in training

There were very few opportunities for practice. A workshop modality to involve participants in training was not fully applied.

Recommendations

- During training there should be tea breaks in the morning and afternoon to refresh participants.

- There is need to modify training literature and various leadership games to include examples which are culturally appropriate.

- The practical sessions should be made available to allow participants to observe and learn from the community, health centres and district level practitioners.

- There is need to develop a model for Leadership training for EmOC implementation.

- There is need to harmonize this training with that provided to District Health Management Teams (DHMTs) to harmonize their understanding on leadership concepts.

1 INTRODUCTION AND BACKGROUND

This curriculum was developed by the Tanzania Training Centre for International Health (TTCIH) at Ifakara to address the area of Emergency Obstetric Care (EmOC). The curriculum is presented as a framework of characteristics and competencies, designed to guide and support the refresher training of Assistant Medical Officers (AMOs) to handle and manage all emergency obstetric cases at the health facility level. The objective of the curriculum is to equip the AMOs with the knowledge, skills and professional qualities appropriate to the health care needs of pregnant women. The curriculum is a response to the human resources for health crisis that is facing the Tanzanian health care system that although there is a strong political will to expand primary health care services to the entire country, there is still an acute shortage of human resources to provide quality medical and surgical services at health facilities.

The curriculum encompasses an educational plan designed to bring about change in the way services are provided. Educational objectives are specified to provide clear information of the knowledge and aspects of practice where competency acquired by the trainee will be assessed. Assessment of competencies is structured to reflect the pathway of learning required throughout training. Competency will be achieved through an incremental process of learning and development. As such the curriculum indicates ways in which learning will be attained in the key areas of clinical expertise as well as professional and functional qualities. In implementing this curriculum, consultants/doctors who supervise this training are crucial to this process in guiding the day-to-day learning and ensuring robust growth of the profession. This curriculum also specifies the assessment formats selected to test the articulated objectives so as to ensure that all learning outcomes are seen as being valuable achievements.

2 RATIONALE FOR THE TRAINING

There is a serious shortage of medical specialists and General Medical Officers (GMOs) in Tanzania, including those in the area of Obstetrics. In Obstetrics for example, there are only approximately 100 Obstetricians for a population of 38.7 million. It is acknowledged worldwide that the quality of health services depends on health workers skills, motivation, performance team work and dedication. Upgrading of skills of middle level cadres that are currently providing services is needed for quality service delivery in our health facilities. There is enough evidence that AMOs are more likely to work in rural areas to perform various functions such as: provision

of diagnostic and case management services, performing emergency surgery, managing other complications referred by lower levels as well as providing Family Planning (FP) services. It is for this reason that a curriculum to upgrade the skills of AMO in obstetric emergencies, Family Planning and Clinical leadership has been developed. This will in turn contribute significantly to the improvement of maternal health services in the country.

This report focuses on the Leadership component of the training. The Leadership component which took two weeks was conducted after the three months training on technical training of EmOC. Being new and rather experimental, this training was proposed to shade light in the new area of leadership to technical participants who also head their health facilities. Health workers practice leadership and management at their facilities without any training in this area. Given various challenges that face them in implementing EmOC, training on Leadership was crucial to support EmOC implementation.

3 BROAD AND SPECIFIC OBJECTIVE OF THE TRAINING

3.1 Broad Objective
The broad objective is to develop the knowledge, abilities, attitudes and professional qualities that Assistant Medical Officers (AMOs) require for management of obstetric emergencies. Skills as medical expert, manager/supervisor, health advocate, communicator, researcher/scholar, educator, collaborator and professional will be performed after completion of the training programme.

3.2 Specific Objectives:
At the completion of training, all AMOs should be competent to independently perform/display the following objectives:

- Lead and manage to achieve results

- Lead teams to face challenges

- Improve work climate to strengthen performance

- Reorient roles in the health system

- Lead change for better health

- Monitor and evaluate their activities

4   TRAINING METHOD

4.1   <u>Introduction</u>

Although participants were already familiar with each after being together for three weeks of training, at the beginning of leadership training there was need for introductions to take place again. First the Director of the TTCIH - Prof. S. Pemba started by introducing the topic of Leadership to participants. He particularly emphasized on its importance to EmOC in particular and to health services in general. He also introduced the facilitator of the course to participants. Then the course coordinator Prof. Kihaile gave a short presentation to link the previous course on EmOC with Leadership. Finally the facilitator asked participants to re- introduce themselves but this time to introduce themselves differently as leaders by sharing information in the following areas:

- o   Name particulars
- o   Family details
- o   Details at work place

    - Geographical location,
    - Staffing,
    - Main health problems
    - Challenges at workplace
    - Management meetings
    - Planning and
    - Sources of funding

- o   Challenges they could face in implementing EmOC

The challenges that were mentioned in implementing EmOC were listed on the flip chart. posted and used as examples to be addressed throughout the leadership course.

4.2   <u>Curriculum</u>

The training adhered to the curriculum which is elaborated in Table 1.

Table 1. THE COURSE CURRICULUM

LESSON	TOPIC	LEARNING OUTCOME	STUDENT ACTIVITY	RESOURCES
1	Introduction to Leadership training Self Assessment pre-test	Students will know their assessed level and determine targets and goals of training in the coming week.	Students complete a self assessment score Discuss the relevance of the Subject and what is to be achieved in the training	Self assessment hand outs Timetable for the week Power point and hand out.
2	Leading and Managing to Achieve Results in	Students will be able to work confidently as leaders and managers in their workplace by understanding main principles required of leadership and management	Brain storming Group discussion Answering questions	Power point presentation Hands out Hands on
3	Leading and Face Challenges	Students will be able to scan their internal and external situation and appropriately plan their work with clear knowledge of the targets to achieve	Working on examples relevant to their work experience and interest	Power point presentation Hands out Hands on
4	Improving Work Climate to Strengthen Performance	Students will be able to create a conducive working environment for the work to be done	Working on examples relevant to their work experience and interest	Power point presentation Hands out Hands on
5	Achieving Results	Students should be able to organize align resources and implement their activity towards the planned target.	Working on examples relevant to their work experience and interest	Power point presentation Hands out Hands on
6	Monitoring and Evaluation	Students should be able to monitor and evaluate their activity using a result based approach	Working on examples relevant to their work experience and interest	Power point presentation Hands out Hands on
7	Capacity Assessment and building	Students should be able to assess their organizational capacity and be able to build it	Working on examples relevant to their work experience and interest	Power point presentation Hands out Hands on

4.3   Training Techniques

In order to provide training on knowledge and skills in Leadership a conceptual framework called ÷our journey as leadersøwas used. See   figure 1.

Figure 1. OUR JOURNEY AS LEADERS
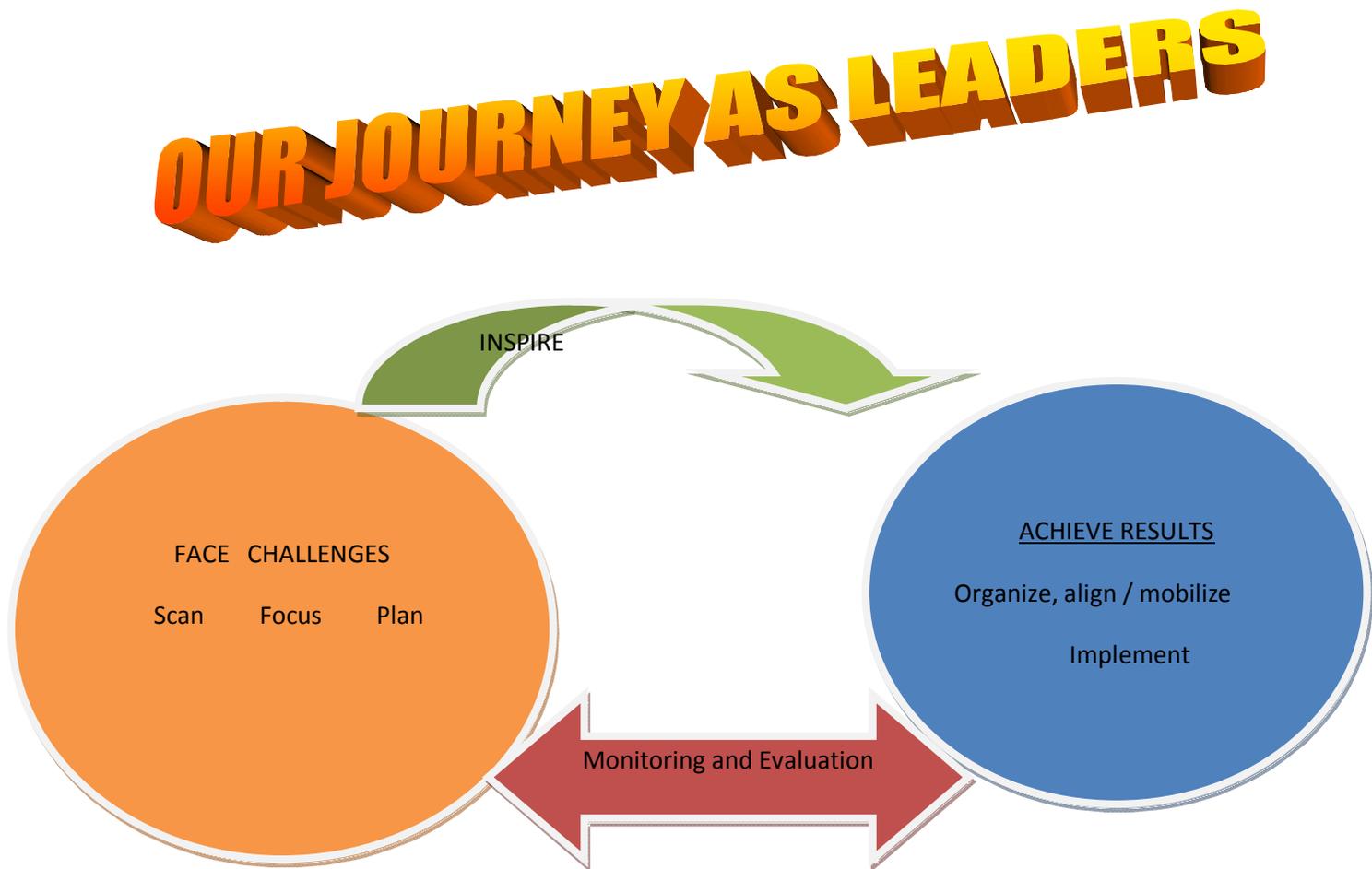
The following techniques were used to train various aspects of leadership and management in EmOC. These included:

- Lecture discussions

- Group exercise and assignments

- Individual exercises

- Pair exercises and assignment

- PPP

- Plenary sessions

5   LIST OF MATERIALS DISTRIBUTED

5.1   <u>PPP notes on:</u>

1. Leadership and Management in Maternal Health

2. Leading and Managing to Achieve Results

3. Capacity assessment

4. Leading to face challenges

5. Improving Work Climate to Strengthen Performance

6. Achieving results (Moving up the leadership ladder, Reorienting roles in the health system and Leading Change for better health

7. Delegation

8. Organizing

9. Guide for writing a proposal

10. Monitoring and Evaluation

11. Organizing a meeting

5.2   <u>Exercises</u>

- Assessing the environment

- Creating clarity: Visioning and mobilizing

- Building trust

- Sharing power and influence

- Developing people

- Self reflection

- Meeting Attitude

5.3   <u>Additional Materials</u>

- Improving your work environment

- Eleven skills of leadership

- Gorilla story

- Leadership values

- Simple planning steps

6 PLANNING EMOC ACTIVITIES

Participants were encouraged to start their plans to address EmOC challenges at workplace. This was done through Role plays and development of plans.

Role Play

Instructions for the role play to address challenges in implementing EmOC activities were given to three groups of participants of six as indicated in Box 1.

Box 1 INSTRUCTION TO STUDENTS ON ROLE PLAY TO ADDRESS EMOC CHALLENGES

Demonstrate in a role how you and your team can interact with your District authorities/ Other co-workers at workstation/ Community in addressing EmOC challenges in your area. The role play should demonstrate (presence or absence) of the following:

1. Leadership qualities

2. Skills in facing challenges,

3. Skills in inspiring your team

4. Skills in achieving results.

The role play should be limited to following:

- EmOC issues and challenges at your environment

- EmOC technical skills you have learnt

- Actual social economic situation at our workplaces

The role play should take between 20 and 30 minutes to complete. The event will take place on Thursday 11th August 2011. This activity will contribute to your final test score. Individuals in a team will all score the same mark.

Plans

Participants (in pairs) were asked to develop plans for implementing EmOC at their workplaces. These plans were developed and presented on Day Eight in plenary session where comments were provided to respective pairs of participants to improve them. These plans will be used by participants to implement their activities. Also supervisors will use them when supervising participants at work places.

7   PARTICIPANTS EVALUATION AND FEEDBACK

7.1   Evaluation

Participants were evaluated by completing the pre/post test. Similarly participants Role plays were scored to evaluate their knowledge, skills and attitude developed in introducing EmOC at their work place. As a feedback, participants evaluated the facilitator and the course by completing an evaluation form (See Annex 11.4).

Pre-Post Test

Participants had a pretest at the beginning and a posttest at the end of the course. Table 2 presents scores by individual participants in the two tests. It is evident that participants gained considerably in Leadership knowledge during the training.

Table 2   PRE/POST TEST SCORE

No	Names	SCORES out of 36		VARIENCE
		PRE-TEST	POST TEST	
1	Daniel Masumbuku	5	30	25
2	Paschalis Amos	5	30	25
3	Flora Ngubila	7	28	21
4	Shadrak Mlolasa	7	21	14
5	Joshua Mazingo	9	30	21
6	Bahati Nyamachaguri	7	29	22
7	Luzeke Mbogo	10	19	9

8	Leonard Mugema	9	25	17
9	Richard Mafunda	17	31	14
10	Elifrida Makongoro	6	24	18
11	Mary Njogopa	8	21	13
12	Ladislaus Kanoni	7	27	20
13	Arnold Fungo	11	28	17
14	Lusekelo Mponi	13	30	17
15	John Mulemela	11	22	11
16	Anastasias Kisimba	6	19	13
17	Leobadia Katito	4	21	17
18	James Massaga	7	31	24
19	Issa Stereko	6	32	26
Average		8.15	26.2	18.1

Role Play

Table 3 presents the results of participantøs scores after participantøs presentation. The score are uniform in each group as they presented together.

Table 3. PARTICIPANTS SCORE IN GROUP EXERCISE

GROUP	NO	NAME OF PARTICIPANT	SCORE
A		1. Issa Stereko	34
		2. Paskazia Amos	34
		3. Bahati Nyamachaguri	34
		4. Flora Ngubila	34
		5. Luzeke Mbogo	34
		6. Ladisiraraus Kanoni	34
B		1. Joshua Mazigo	30
		2. Elifrida Makongolo	30
		3. Richard Mafunda	30
		4. Anord Fungo	30
		5. Anastasias Kisimba	30
		6. James Masaga	30

		C	1. Mary Njogopa	33
			2. Leonard Mugema	33
			3. Lusekelo Mponi	33
			4. Daniel Masumbuko	33
			5. Leokadia Katito	33
			6. Shadrack Mlolasa	33

7.2 Feedback

On the last day participants were given an opportunity to evaluate the trainer and the training in various aspects. Table 4 Indicates scores participates gave for each statement. Generally participants were satisfied with what transpired in the training.

Table 4. PARTICIPANTS SCORE IN TRAINING EVALUATION

No.	STATEMENT	SCORE				
		Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1	Overall, this is an excellent course	14	5	-	-	-
2	Overall, I learned a great deal from this course	11	7	1	-	-
3	Overall, I learned a great deal from this instructor	13	5	1	-	-
4	The instructor related to students in ways that promoted mutual respect	17	2	-	-	-
5	The instructor told us what we could expect to learn as a result of taking this course	15	3	1	-	-
6	The instructor provided adequate opportunities for questions and discussion during class time	18	1	-	-	-
7	The instructor was available to students outside of class	4	10	2	-	3
8	The instructor provided useful feedback on my progress in the course	10	7	2	-	-
9	The instructor stimulated my interest in the course	17	1	1	-	-
10	As the course progressed the instructor showed how each topic fit into the course as a whole	16	3	-	-	-
11	Overall, the instructorøs explanations were clear and understandable	16	3	-	-	-
12	The instructorøs use of teaching technology (e.g., WebCT, audio-visual presentations)	12	4	1	-	2
13	PowerPoint presentations, e-mail was effective and appropriate	7	10	1	-	1
14	The general climate in this course was good for					

	learning	16	3	-	-	-
15	Expectations for learning in this course were clearly communicated	16	3	-	-	-
16	There was a collaborative atmosphere in this course	8	4	1	-	-
17	The evaluation methods used in this course were fair and appropriate	8	5	-	-	-
18	The learning activities were well integrated into the course	8	5	-	-	-
19	There was close agreement between the stated course objectives and what was actually covered	9	4	-	-	-
20	The requirements of the course (projects, papers, exams) were adequately explained	10	2	1	-	-
21	The physical facilities provided for this course were appropriate (e.g. classroom/lab space, structure, furnishings etc)	9	4	-	-	-
22	Training was focused to the actual situation at our workplace	13	-	-	-	-

8   PLANS OF ACTIVITIES AT WORKPLACE

Participants were asked to group themselves into pair according to their original places of work. After three day of lecture and discussion participants were already in position to see areas they could implement EmOC at their stations. Since challenges and opportunities were unique to their places they were asked to start planning accordingly. They were asked to develop their plans continuously during the remaining time of the course as they got more insight in Leadership. They were told that the plans would be presented on Day eight where other participants would have an opportunity ask questions and give comments on each individual plan. The final action plans would be used to implement their EmOC activities. On the final day the supervisors were given these plans which they will use to supervise participant implementation.

9   BARRIERS ENCOUNTERED

Training was conducted smoothly with support from the training coordinator and the TTCIH. However there were a few barriers which need to be addressed to make the course more effective.   There were few opportunities for practice in the training. Practical sites were not available. Students could learn better in a health centre facility some practical aspects of leadership. Most books and literature in leadership are written in English which was an obstacle

for some participants to follow. Also examples given in literature in various games have western culture not directly depicting the local situation**.**

10   LEARNING AND FUTURE RECOMMENDATIONS

- The training should be conducted as a workshop. After three months of mainly classroom and practical sessions the leadership training should be conducted differently for motivation and involvement students. There should be tea breaks in the morning and afternoon to refresh students.

- Literature has various leadership games but some need to be modified to include example which are culturally appropriate.

- The practical sessions should be made available to allow participants to observes and question some aspects in the community, health centres and at districts which would make the training more practical and relevant to them. This could be arranged in the second work of the course after the first more theoretical sessions in the first week.

- There is need to develop a model for Leadership training for EmOC and other mid level cadres.

- There is also a challenge that the training of AMOs in EmOC without related training to DMOs may be less productive. Hence a suggestion on harmonizing this training with that of the District Health Management Team to ease the implementation.

11   ANNEXES

11.1 List of participants
1. Issa Stereko
2. Paskazia Amos
3. Bahati Nyamachaguri
4. Flora Ngubila
5. Luzeke Mbogo
6. Ladisiraraus Kanoni
7. Joshua Mazigo
8. Elifrida Makongolo
9. Richard Mafunda
10. Anord Fungo

11. Anastasias Kisimba
12. James   Masaga
13. Mary Njogopa
14. Leonard Mugema
15. Lusekelo Mponi
16. Daniel Masumbuko
17. Leokadia Katito

18. Shadrack Mlolasa

11.2 Timetable

DAY ONE

Time	Activity
9.00 - 9:30	General Introduction to the Course
9:30 - 10:00	Introduction by Participants
10:00 - 10:30	Break
10:30 - 11:00	Norms of the Workshop Expectation Of participants Objectives of the workshop
11:00 - 12:00	Challenges in implementing EmOC
12:00 - 1:00	Leadership qualities : Example from leaders we admire
1:00 - 2:00	Lunch break
2:00 - 4:00	Lecture on Leadership and management of EmOC

DAY TWO

Time	Activity
8:30 - 9:00	Announcements and Recap of day one activities
9:00 - 10:00	Leading and managing to achieve Results
10:00 - 10:30	Break
10:30 - 1:00	Leading and managing to achieve results
1:00 - 2:00	Lunch Break
2:00 - 4:00	Capacity Assessment of an organization

DAY THREE

Time	Activity
8: 30 - 9:00	Announcements & Recap of Previous Day
9:00 - 10: 00	Leading and Managing to Face Challenges
10:00 - 10: 30	Break
10:30 - 12: 00	Group Work
12:00 - 13:00	Plenary Session
13:00 - 14:00	Lunch Break
14:00 - 15:00	Capacity Assessment
15:00 - 16:00	Group Work

DAY FOUR

Time	Activity
8:30 - 8:45	Announcements and recap of the previous day
8: 45 - 10:00	Lecture on Inspiring
10:00 - 10:30	Break
10:30 - 11:30	Lecture on Improving Work Environment
11:30 - 13:00	Pair to work on Planning EmOC at workplace
13:00 - 14:00	Lunch Break
14:00 - 16:00	Groups of SIX to work on Role play to improve EmOC

DAY FIVE

TIME	ACTIVITY
8:30 - 9:00	Announcements and Recap
9:00 - 10:00	Leadership transitions
10:00 - 10:30	Break
10:30 - 12:00	Re-orienting roles
12:00 - 12:30	Gorilla game
12:30 - 13:00	Leading change

DAY SIX

TIME	ACTIVITY
8:30 - 9:00	Announcements And Recap
9:00 - 9:30	Game
9:30 - 10:00	Delegation
10:00 - 10:30	Break
10:30 - 12:30	Proposal Writing
12:30 - 13:00	Organizing

DAY SEVEN

TIME	ACTIVITY
8:30 - 9:00	Announcements and Recap
9:00 - 10:00	M&E
10:00 - 10:30	Break
10:30 - 11:00	Group work - Meeting attitude
11:00 - 12:00	Managing a meeting
12:30 - 13:00	Group work : Thinking about teams

Day Eight was devoted to presentation of the role plays and implementation plans at workplace while Day Nine devoted to Post test, Evaluation of the course and Closing of the workshop.

11.3 Pre/Post Test

Name…………………………………………………………………………

1. **Leading** means mobilizing others to envision and realize a better future   YES   NO

2. **Managing** means planning and using resources efficiently for intended results   YES   NO

Statements about **Leading**	YES	NO
3. Scan for up-to- date knowledge about yourself (behavior and values affects others), your work group, your organization, and your environment		
4. Focus staffø's work on achieving the organizational mission, strategy and priorities		
5. Implement activities efficiently, effectively and responsively to achieve		

	YES	NO
defined results		
6. Monitor and evaluate achievements and results against plans and continuously update information and use feedback to adjust plans structures, systems and processes for future results		

Statements about **Management**	YES	NO
7. Align and mobilize stakeholders and staff time and energies as well as material and financial resources to support organizational goals and priorities		
8. Inspire your staff to be committed and to continuously learn how to adapt (do things better).		
9. Plan how to achieve results by assigning resources, accountabilities and timeliness		
10. Organize people, structures, systems and processes to carry out the plan		

11. To be a good Leader you have to have some specific **leadership competencies**. List four leadership competencies

       A

       B

       C

       D

12. Strategic plans have **Vision and Mission.**

       A. What is a vision of an organization?

       B. What is a Mission of an organization?

13. What does SMART stand for in writing objective?

        S

        M

        A

        R

        T

14. A good leader has to **communicate well** with his/her team or stakeholders. Mention four aspects in strengthening communication in any programme or organization.

15. **Trust** in a leader is crucial for inspiring people to work in an organization. Mention two aspects of maintaining trust in your organization.

16. When you become a leader, there are things that **you have to change** or make transition. List the three leadership transitions

17. When **change is introduced** in any organization, people in the organization respond in various ways. What are the four responses to change?

18. What is the difference between **monitoring and evaluation** of a project or programme?

11.4 <u>End of Course Evaluation Questionnaire</u>

The questions below are answered on a 1-5 scale where

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Statement	Score
1. Overall, this is an excellent course.	
2.Overall, I learned a great deal from this course	
3. Overall, I learned a great deal from this instructor.	
4. The instructor related to students in ways that promoted mutual respect.	
5.The instructor told us what we could expect to learn as a result of taking this course	
6.The instructor provided adequate opportunities for questions and discussion during class time	
7. The instructor was available to students outside of class.	
8.The instructor provided useful feedback on my progress in the course	
9. The instructor stimulated my interest in the course.	
10. As the course progressed the instructor showed how each topic fit into the course as a whole.	
11. Overall, the instructorøs explanations were clear and understandable.	
12.The instructorøs use of teaching technology (e.g., WebCT, audio-visual presentations,	
13. PowerPoint presentations, email) was effective and appropriate.	
14.The general climate in this course was good for learning	
15.Expectations for learning in this course were clearly communicated	
16.There was a collaborative atmosphere in this course	

17. The evaluation methods used in this course were fair and appropriate.	
18. The learning activities were well integrated into the course.	
19. There was close agreement between the stated course objectives and what was actually covered.	
20. The requirements of the course (projects, papers, exams) were adequately explained.	
21. The physical facilities provided for this course were appropriate (e.g. classroom/lab space, structure, furnishings etc).	
22.Training was focused to the actual situation at our workplace	