



Consultancy Report

IDENTIFYING LEADERSHIP AND MANAGEMENT COMPETENCY GAPS IN THE MINISTRY OF HEALTH – GOVERNMENT OF THE KINGDOM OF SWAZILAND



Executive Summary

The Human Resources Alliance for Africa (HRAA) Project contracted ESAMI to conduct a skills audit to assess the nature and scope of leadership and management competency gaps in the Ministry of health of the Government of Swaziland. ESAMI being one of the project's implementing partners and having the capacity to execute the request agreed to the following HRAA terms;

- Review relevant documents including Abt Report on skills-gap and agree with the Ministry officials on the approach to close the competency gap focusing on the following areas; planning, management and human resources development.*
- Conduct consultation with key stakeholders including Permanent Secretary, Directors and Managers of different departments in the Ministry of Health on their understanding of the skills gap and the way forward;*
- Develop a tailor made training programme including tools / approaches to address identified gaps.*

The consultancy assignment was executed following the Process Consultancy approach. The approach involved participation by the client at all stages of the assignment. This was important to ensure ownership and smooth implementation of the outcomes. Data collection methods involved documentary review, interviews and questionnaires.

The findings were in tandem with those contained in the report by the Abt Associates on the "Current and Desirable Capacity to implement the HRH Strategic Plan (2012). Specifically, the findings are views of managers presently in the system. The views in this report therefore are a true reflection of the key stakeholders in the ministry. It is evident that competency gaps exist in the effective management and communication processes in the devolved governance system, strategic planning and management, aligning and focusing resources towards the overarching vision and mission, human resource planning and development, creating ambience for effective team work, effective supervision at facility level and creating high performance culture. Managers emphatically acknowledged the significant need for effective management and leadership as a key ingredient into the effective running of the health systems and facilities. Thus, the need to strengthen leadership and management at all levels of the health system was highly recommended.

A leadership and management development framework that is context based but with a thrust into the preferred future of the ministry and government need to be developed that will ultimately help close the gap in leadership and management competencies. The framework should include but not be limited to competency clusters that were investigated in this undertaking. Tailored training interventions recommended addressing the leadership and management competency gaps were effective management in a devolved governance System, Strategic Leadership and Management, Workforce Management and Developing High Performance Systems.

Table of Contents

Executive Summary	2
1. Introduction	4
1.1. Background	4
1.2. Scope of the Assignment	5
1.3. Deliverables.....	5
1.4. Methodology.....	5
1.4.1. Key assignment questions.....	5
1.4.2. Approach and Methods for Performing the Assignment.....	6
1.4.3. The Consulting Process	10
1.4.1 Process Mind Map	12
2. Findings, Analysis and Discussions.....	13
2.1. Organisational Review and Analysis	13
2.1.1. Reporting lines and Communication Processes.....	13
2.1.2. Managerial and Leadership Challenges	14
2.1.3. Supervision.....	15
2.1.4. Strategic Planning	15
2.1.5. Human Resource Management	16
2.2. Management and Communication Processes	16
2.2.1. Administrative Reporting Lines.....	17
2.2.2. Management Processes in RHMTs.....	20
2.2.3. Bottlenecks in the RHMTs' Management Processes	21
2.2.4. Strategic Planning and Implementation Processes.....	22
2.3. Leadership Competencies at Individual level.....	23
2.3.1. Senior Managers.....	23
2.3.2. Middle Managers	34
3. Conclusion and Recommendation	39
3.1. Major Conclusions.....	41
3.2. Recommendations	42
3.2.1. Long-term plan.....	42
3.2.2. Tailored Training Interventions.....	47
3.2.3. Next steps	48
4. Appendices.....	50
4.1. Middle Level Management and Leadership Assessment Tool.....	50
4.2. Leadership & Management Competency Assessment Tool for Senior Managers	59

1. Introduction

The Human Resources Alliance for Africa (HRAA) Project contracted ESAMI to identify leadership and management competency gaps of the Swaziland Government Ministry of Health (MOH). ESAMI being one of the project's implementing partners and having the capacity to execute the request agreed to HRAA terms to conduct the assignment.

The purpose of this report is firstly, to present the findings on the leadership and management competency gaps in the ministry of health and recommendations on how to close the gaps. Secondly, the report serves as a barometer to gauge current leadership and management practices.

The following sections of this chapter highlight the background to the assignment, scope, key activities, deliverables, and consultancy approach and methodology. Findings, conclusions and recommendations are presented in chapter two and three.

1.1. Background

The previous studies in the Ministry identified a gap on Human Resource Management and Planning in senior and middle level management in the health sector. This gap was also assessed in Financial Year 2012 (FY12) of the HRAA project by Abt Associates and revealed shortages of Human Resource for Health (HRH) staff with the appropriate competencies in HRH planning, development and management. The shortages were attributed to the apparent lack of common strategic vision, understanding of each one's role and responsibility in the course of work and decision making process. The assessment recommended the acquisition of the following competencies as key in closing the perceived gap;

1. Effective Human Resource Management and processes.
2. Promoting Effective Communication.
3. Strategic Thinking: Creating a shared long-term vision and an understanding of the interconnectedness of strategic decisions and activities.
4. Leading Change: Charting the course for stakeholders to navigate a shift in business processes to meet diverse expectations of clients.
5. Manage Organizational Cultures: Instilling the societal values and expectations.
6. Results Driven: Linking practices and processes to positive outcomes and demonstrating the added value of HRH.

7. Technology Savvy: Using critical thinking to anticipate the unique solutions and challenges that new technology will bring.

1.2. Scope of the Assignment

ESAMI was contracted to conduct a skills audit to assess the nature and scope of leadership and management competency gaps. To successfully execute the assignment, the following activities were undertaken:

- 1.2.1 Reviewing relevant documents including the report by Abt Associates on MOH capacity and agreeing with the Ministry officials on the approach to close the competency gap focusing on the following areas; planning, management and human resources development.
- 1.2.2 Conducting consultations with key stakeholders including Permanent Secretary, Directors and Managers of different departments in the Ministry of Health on their understanding of the skills gap and the way forward.
- 1.2.3 Developing a tailor made training programme including tools / approaches to address identified gaps.

1.3. Deliverables

The following deliverables were agreed on:

- 1.3.1 An inception report to include an outline on how to approach the activity (Activity Plan/Outline)
- 1.3.2 Training Needs Assessment Report
- 1.3.3 Tailor-made Training Programme

1.4. Methodology

This section describes the approaches and methods for performing the assignment.

1.4.1. Key Assignment Questions

The following key investigation questions guided the process of executing the assignment;

1.4.1.1 Is there a competency gap in leadership and management capabilities in the management cycle of the Ministry of Health of the Government of Swaziland?

1.4.1.2 If the answer to question one is yes, how significant is the competency gap?

1.4.1.3 At what level in the system is the gap very eminent?

1.4.1.4 What interventions or tools would be suitable and appropriate in closing the gap?

1.4.2. Approach and Methods for Performing the Assignment

This section describes the approach and steps followed to execute the leadership and management competency gap analysis consultancy.

1.4.2.1. Organizational Review and analysis

The review focused on the MOH in general. ESAMI team reviewed and analyzed the MOH mission and functions of the different departments through interview discussions and review of some documents. Special attention was paid to problems likely to affect objectives, resources and work environment (external and internal environment). In the analysis the following were carried out:

- Review and analysis of the strategic priorities of the ministry. This activity involved in-depth review of the health sector strategic plan from the policies, mission, goals, objectives, and targets on one hand and the operating environment on the other. Interviews with managers augmented the analysis.
- An assessment of HRH management and processes to ascertain how HRH functions was conducted through interviews with officials.
- A review of management processes and communication lines between the central and lower level facilities.
- Processes for creating compelling and shared vision and an understanding of the interconnectedness of decisions and activities were done to assess probable bottle necks in the implementation stage. This was done through investigation of strategic planning processes, the functioning of Regional Health Management Teams (RHMTs) and the interactions between programme managers at the central level and implementing officials at facility level together with the role of RHMTs.

- Stakeholder identification and relationships was ascertained through the review on reporting relationships among the central level, RHMTs and facilities. This was done to decipher the business processes, priorities, roles and expectations.
- Identification of common practices and organisational values such as teamwork and collaboration through management and communication processes and the strategic planning practices. Self-Assessment augmented the analysis.

1.4.2.2. Individual Level Analysis

In this analysis consultants focused on individual senior and middle managers in the MOH. The focus was on deficiencies in terms of skills, knowledge and attitudes. This was done in relation to the work done. Ethical Behaviours were also included in the assessment.

The consultant investigated individual skills, actions, abilities, attitudes and expectations through self-assessment questionnaires. The interviews with individual managers also provided greater insights into their perceived leadership and management competencies. Self-introspection encouraged self-reviews. In addition senior managers also provided vital information on the strengths and weakness in their areas of jurisdiction.

This activity further involved the identification of specific types and levels of skills and knowledge managers had and ascertaining what they lacked in meeting current and future performance needs.

1.4.2.3. Training Needs Identification

The above activities informed the identification of the training needs. This included;

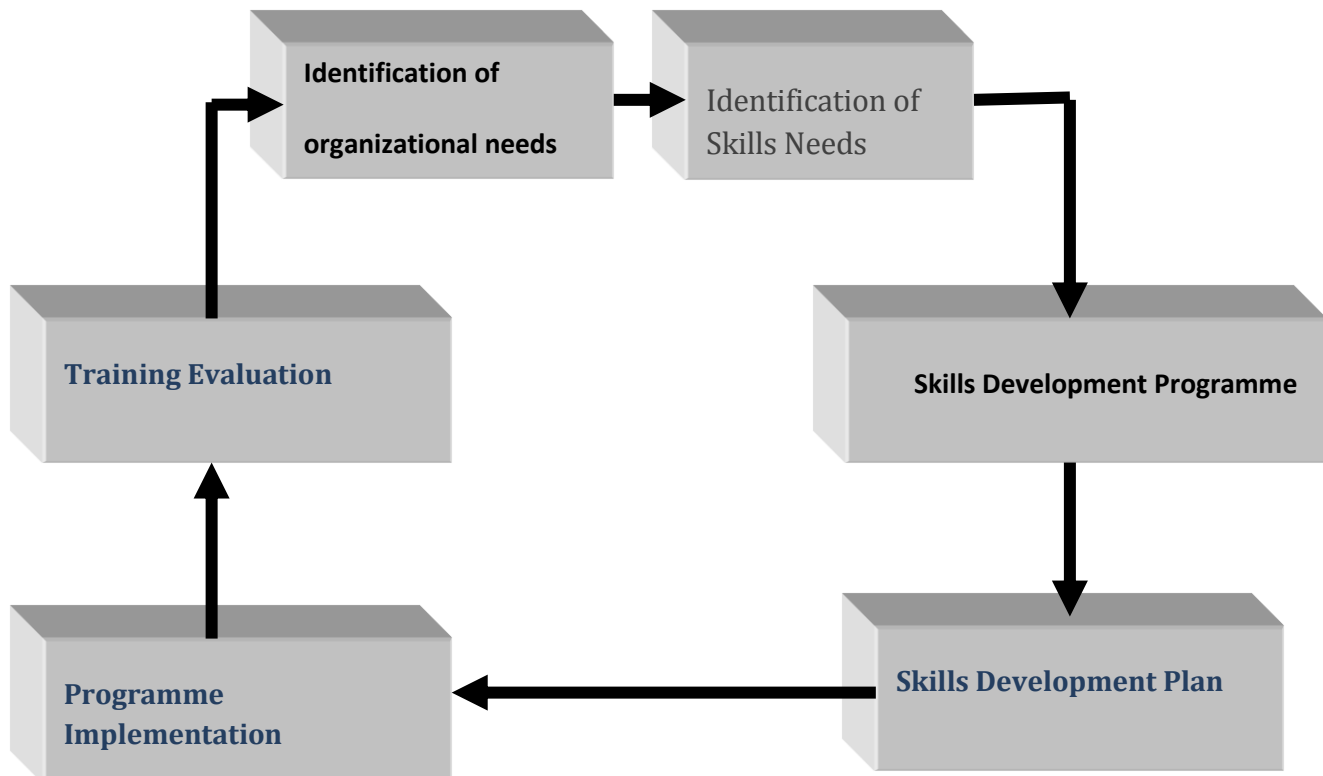
- Identification of organizational, occupational and individual work related problems
- Gap analysis through the assessment of the problems that can be addressed through training and the extent to which training would improve knowledge, skills and attitude
- Assessment of knowledge and skills required to enable the ministry achieve satisfactory levels of capacity and performance.

1.4.2.4. Investigation Tools

Various tools described below were employed.

1.4.2.4.1. Skills Needs Assessment (SNA) framework

SNA involves the identification and analysis of specific attitude, knowledge and skill gaps in a given institution under study. “Need” implies “lack”. This deficiency leads to failure to meet expectations or standard performance. These needs vary in terms of breadth and depth. The investigation focused on organizational, departmental, individual, present and future needs. Below is the schematic presentation of the model;



Specifically, SNA was adopted because of the model’s renowned ability to achieve the following benefits:

- Reduction of waste. A lot of resources are wasted when training programmes are not designed/tailored to meet systematically identified needs,
- Focus - the training programme resulting from SNA is specific and well-targeted,
- SNA validates and makes training relevant,
- SNA leads to the adoption of an appropriate training strategy,
- A training evaluation criteria is easily drawn following a SNA,
- Specific elements of skills, knowledge and attitude change needs are pin-pointed succinctly,

- SNA assists in giving clues to the type of local training materials to adopt into the training programme,
- Non-training needs are easily identified.

1.4.2.4.2. Interviews

A non-structured interview was adopted. A non-structured approach helped in creating ambience for managers to explain in detail how they individually perceived the issues of leadership and management competencies. It also gave consultants lee-way to ask as many questions as possible to follow through on issues that needed more discussions. The consultants used the assignment's lead questions as a guide.

1.4.2.4.3. Questionnaires

Questionnaires (appendices 4.1 and 1.1) were preferred to assess competency gaps at personal level due to their efficacy on measuring attitudes, opinions and eliciting other contents from respondents. They were used to elicit answers to sensitive questions that required absolute anonymity.

Questionnaires were a tool that called for self-assessment. Having the respondents complete a self-assessment questionnaire personally, fostered an easy grasp into the respondent's perceived self-efficacy in line with their performance. Given that the consultants had no prior close work relation with the respondents, it was not possible to appreciate the full picture and understand all the factors that affected their performance. Having the respondents complete a self-assessment, allowed the consultants to view performance through their lenses and get their "side of the story". Thus, self-assessment informed the consultancy on the respondents' strengths and weaknesses from their own perspective, as well as training needs/desires.

1.4.2.4.4. Documentary Review

Documentary review complemented interviews and questionnaires. The review of existing literature assisted in detailed understanding of the situation and enriched the consultants' understanding of the ministry's policy direction and documented leadership and management competency deficiencies. The following documents were reviewed;

- Ministry of Health and Social Welfare National Health Policy (2007)
- The Abt Associates Report

- Extracts of the 2007-13 strategic plan
- HRAA Project Scope of Work and Activity Plan
- Human Resources for Health Draft 27 May, 2012: Current and Desired capacity to implement the HRH Strategic Plan 2012=2017

1.4.3. The Consulting Process

Consultants used the Process Consultancy approach in undertaking the assignment. This approach requires involvement of the client at all stages of the assignment. This is important to ensure ownership and smooth implementation of the outcomes. The consultancy followed the steps below.

1.4.3.1. Desk familiarisation review

Under each key activity, desk literature review was undertaken. The review of existing literature assisted in detailed understanding of the situation and enriched the consultancy in the development of appropriate skill needs for the targeted audience, and deeper understanding of the assignment.

1.4.3.2. Inception Meetings (Interviews with Senior Managers)

Several meetings were held with various senior officials in June, 2013. The meetings were held with the main stakeholders under each key activity. A courtesy call on the Principal Secretary was also made in order to obtain high level ownership. The general direction of the study was discussed with HRAA Country Coordinator and major suggestions were made by senior health officials. The general direction of the study was discussed and agreed upon. During these meetings both parties clarified their understanding, the expectations and the objective of the assignment. Key bottlenecks were highlighted and potential solutions were suggested. The role of both the client and the consultant was clarified and agreed on. The following MOH officials at the Ministry Headquarters participated in the interviews that were conducted in their respective offices.

- Director of Health Services
- Deputy Director – Public Health
- Chief Nursing Officer
- Deputy Chief Nursing Officer
- Senior Health Administrator
- Health planning unit officials
- Human Resource Management unit officials

The total number of HQ officials interviewed was twenty (20).

Upon completion of meetings, an inception report was developed and submitted to HRAA project Country office who in turn submitted it to the Ministry of Health Officials and PEPFAR, the USAID implementing Partner in Swaziland. A consultative meeting with PEPFAR was subsequently held on 9 July 2013. Discussion on the inception meeting report focused the next steps of the assignment on the following three activities:

- Review the major communication and reporting lines to understand the tripartite reporting system and management processes of RHMTs.
- Review the current process of strategic planning to deduce the cascading of the strategic intention from the higher levels down to implementation. This approach aimed at understanding the process of vision sharing and how the activities were aligned towards the overall ministry's vision and mission.
- Facilitate self-introspection on the leadership and management competencies among the top and middle level managers.

1.4.3.3. Interviews with Middle Managers

Interviews were conducted with managers from Central, Regional and Facility Levels. The interviews were conducted in the managers' own offices at their places of work. The first set of interviews was with senior managers at central level at the ministry headquarters during inception meetings. These interviews were followed by subsequent meetings with selected middle managers in two regions, Hhohho and Lubombo Regions. The following officials were interviewed;

In Lubombo Region

- Regional Health Administrator
- Regional Matron- Public Health
- In-charge -Emergency Preparedness Response Unit
- Clinical Supervisor – Ezulwini
- Regional Matron – Ezulwini

In Hhohho Region

- Regional Health Administrator
- Regional Matron – Public Health

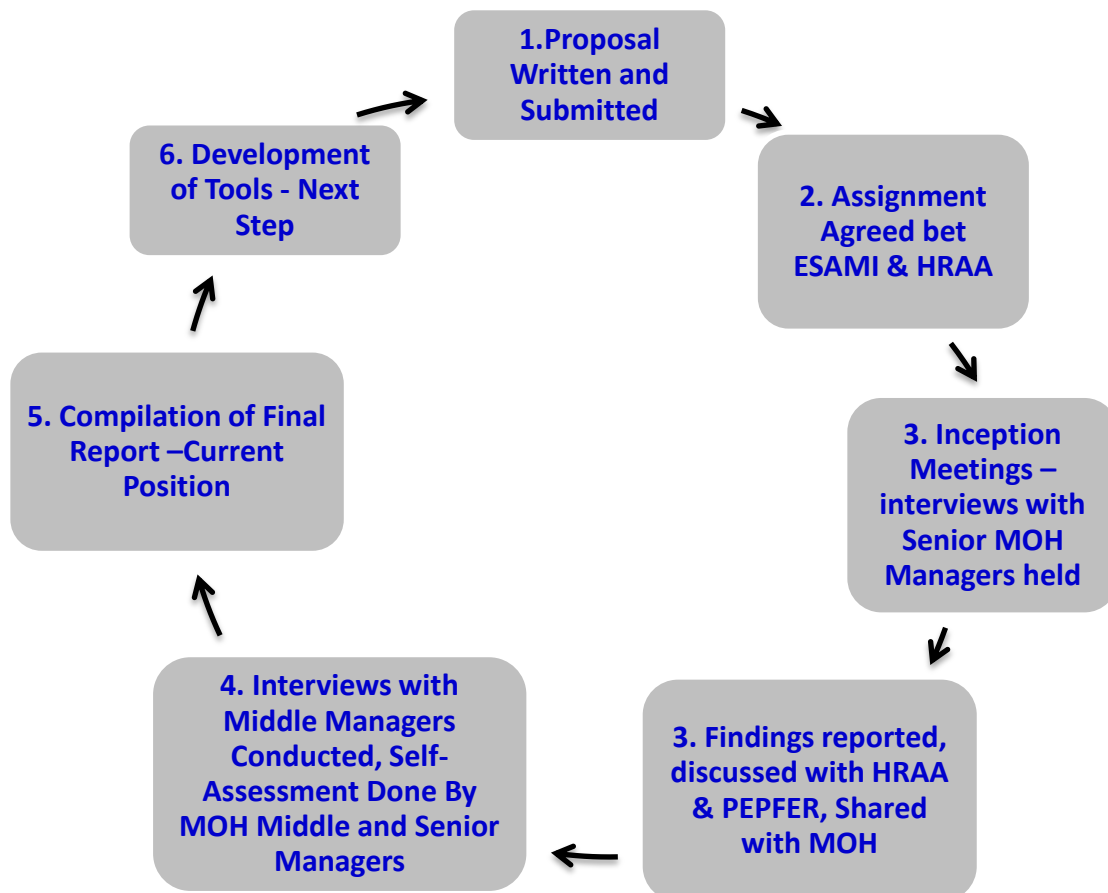
These interviews were aimed at following through issues raised by senior managers during inception meetings. They also provided an opportunity to get the individual opinions on leadership and management competencies, reporting lines, strategic thinking and planning and on other perceived bottlenecks. The total number of middle managers interviewed was eight (8).

1.4.3.4. Self-Assessment on Leadership and Management Competencies

Two questionnaire sets for senior and middle managers were developed and administered separately. Self-assessment aimed at enabling managers to assess themselves on competency areas that would foster their success in current and future performance activities. Managers were required to complete the questionnaires individually.

1.4.1 Process Mind Map

The mind map below shows the major steps of the consultancy assignment.



2. Findings, Analysis and Discussions

This chapter contains summary findings from interviews with managers and their self-assessment on leadership and management competencies. The chapter is organised and divided into three sections starting with ‘organisational review and analysis, followed by management communication processes. The last section comprises findings on Leadership and management Competencies from the self-Assessment questionnaires.

2.1. Organisational Review and Analysis

This section comprises overall review of the organisation as described by senior management through inception interviews. These views were first presented in the inception meetings report but included herein to provide the general picture. They are classified and summarised under the following thematic areas;

- Reporting lines and Communication Processes
- Management and Leadership Competencies
- Supervision
- Strategic Planning
- Human Resource Management

2.1.1. Reporting lines and Communication Processes

The Government of Swaziland has divided the country into four administrative regions namely; Hhohho, Lubombo, Manzini and Shesheleweni. Each region has a health management team called ‘Regional Health Management Team’ (RHMT) created to oversee matters pertaining to health. RHMTs were intended to be semi-autonomous and are supposed to operate following the principles of decentralisation.

Through discussions, consultants noted the existence of three pillars of power renowned as the ‘tripartite’ at facility levels. These three pillars of power are; Senior Medical Officer’ (Responsible for clinical services), Matron (In-charge of Nursing issues), and Hospital Administrator (responsible for support staff and all administrative services). There is no overall Chief Executing Officer among the three resulting into an apparent lack of effective coordination and hence creating parallel communication and reporting lines.

Due to lack of clear boundaries among the three pillars resource management was cited to be difficult compounded by each pillar pulling on its own side. In such a situation effective

team-work remains a night mare. Most of the senior officials cited lack of coordination and effective teamwork to be an impediment to performance.

Double reporting was cited at regional and facility level. One given example was the vertical programmes. Programme implementing officials at lower levels, mostly nurses, report directly to their supervisors and not programme managers. While facilitation of the programmes is vested on regional and facility management teams overall accountability remains with programme managers. Another challenge was that programme managers have no direct authority over regional and facility managers on matters patterning their programmes. They are however expected to negotiate and engage with regional and facility managers to ensure successful implementation of the programmes. Success in these management processes requires high synergy and collaboration. Due to lack of effective teamwork among the tripartite at facility levels, synergy and collaboration maybe compromised.

2.1.2. Managerial and Leadership Challenges

The Consultants were informed that appointments into managerial positions were done without prior induction into management and leadership roles. Managers however, emphatically acknowledge the significant need for effective management and leadership as a key ingredient into the effective running of the health systems and facilities. Thus the need to strengthen leadership and management at all levels of the health system was highly recommended. In support of these assertions, officials cited lack of confidence in their new endeavours and ability to make effective decisions.

The officials proposed intensive and extensive competency development that is well planned and structured to give proper grounding into leadership and management skills and practices.

The following are among the required competencies that were cited;

- Effective decision making
- Understanding of decentralisation and implementation
- Team-building and motivation
- Personal effectiveness
- Strategic planning and implementation
- Coaching and mentoring
- Performance management

- Effective interpersonal relations
- Project monitoring and coordination
- Monitoring and evaluation
- Data analysis for informed decision making
- Coordination and management of international and local partnerships
- Effective Negotiation and ability to engage for effective buy-in between non-line reporting levels
- Strategic Human Resource Management

2.1.3. Supervision

There was an observation about inadequate effective supervision that was said to result into complacency and poor utilization of resources. The problem was said to cut across all levels and has resulted into poor interpersonal relationships and below optimal performance. Management suggested need to strengthen supervision at all levels with emphasis on facility level supervisors.

Many a time, weak supervision makes it difficult for employees to get work done. Effective supervision should foster creation of a supportive developmental process that enhances employees' acquisition of motivation, autonomy, self-awareness and skills necessary to effectively accomplish tasks and contribute towards attainment of corporate objectives. Effective supervision is synonymous with good ambience for working.

2.1.4. Strategic Planning

The ministry has a strategic plan that runs up to 2013. The process of generating a new plan is underway. However, senior managers felt they cannot contribute effectively due to lack of adequate knowledge in strategy plan development.

The planning unit highlighted some concerns about the implementation of the current plan calling for implementing units to be equipped with necessary skills. This includes use of monitoring and evaluation tools, strategic information such as collaboratively formulated key performance indicators (KPIs) and key result areas (KRAs) that would help them measure performance of various units and as an input for future planning.

2.1.5. Human Resource Management

The HR function was said to be weak. It was highlighted that the ministry had a lot of pending labour related litigations. In fact it was stated that MOH had the highest number of industrial relation cases compared to other ministries. Furthermore, cases were not properly investigated before being heard.

Other issues were about training and development. It was noted that people were sent for training without proper prior needs assessment. A lack of proper induction across all levels was alluded to. The staff in HR department also observed that there was lack of planned training interventions tailored to foster systematic competency development.

Lack of induction for newly appointed staff was said to pose a challenge in performance improvement. Strengthening induction is another area for priority action. Most of the juniors in the HRM departments indicated their inadequacy in effective communication due to lack of basic ICT skills. In conclusion the HRM unit requested for competency enhancement in the following;

- Conducting needs analysis that would inform training
- Policy development and analysis
- Human Resource Planning
- Conducting Induction
- Records management
- Customer care
- Managing discipline
- Public Speaking
- Basic Computer skills
- Report and Speech writing

2.2. Management and Communication Processes

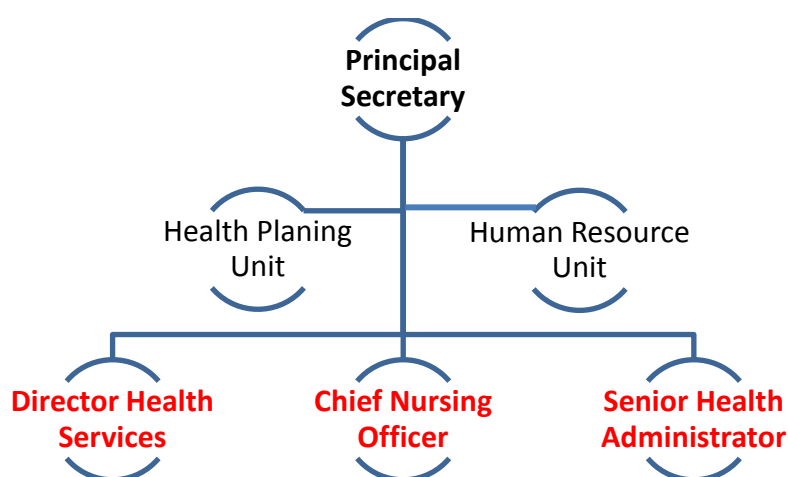
This section comprises summaries on the reporting and communication processes from the interview discussions with both senior managers at central level and middle managers from Hhohho and Lubombo regions. The major aim of these interviews was to investigate the decision making processes and reporting channels and assess any possible impediments on managerial effectiveness and performance.

2.2.1. Administrative Reporting Lines

Two parallel reporting lines between facility and central levels were noted to be in existence. On most issues, lower facilities (hospitals and clinics) report directly to line superiors at the central and via RHMTs on a few others. We refer to the first (direct) reporting as ‘line reporting’ and the second one via RHMTs as ‘staff reporting’. The existence of tripartite reporting system as described in section 2.1.1 at facility levels was also confirmed. The three pillars report through two lines except for Medical Officers who by default and not design do not report via the RHMT as will be explained later.

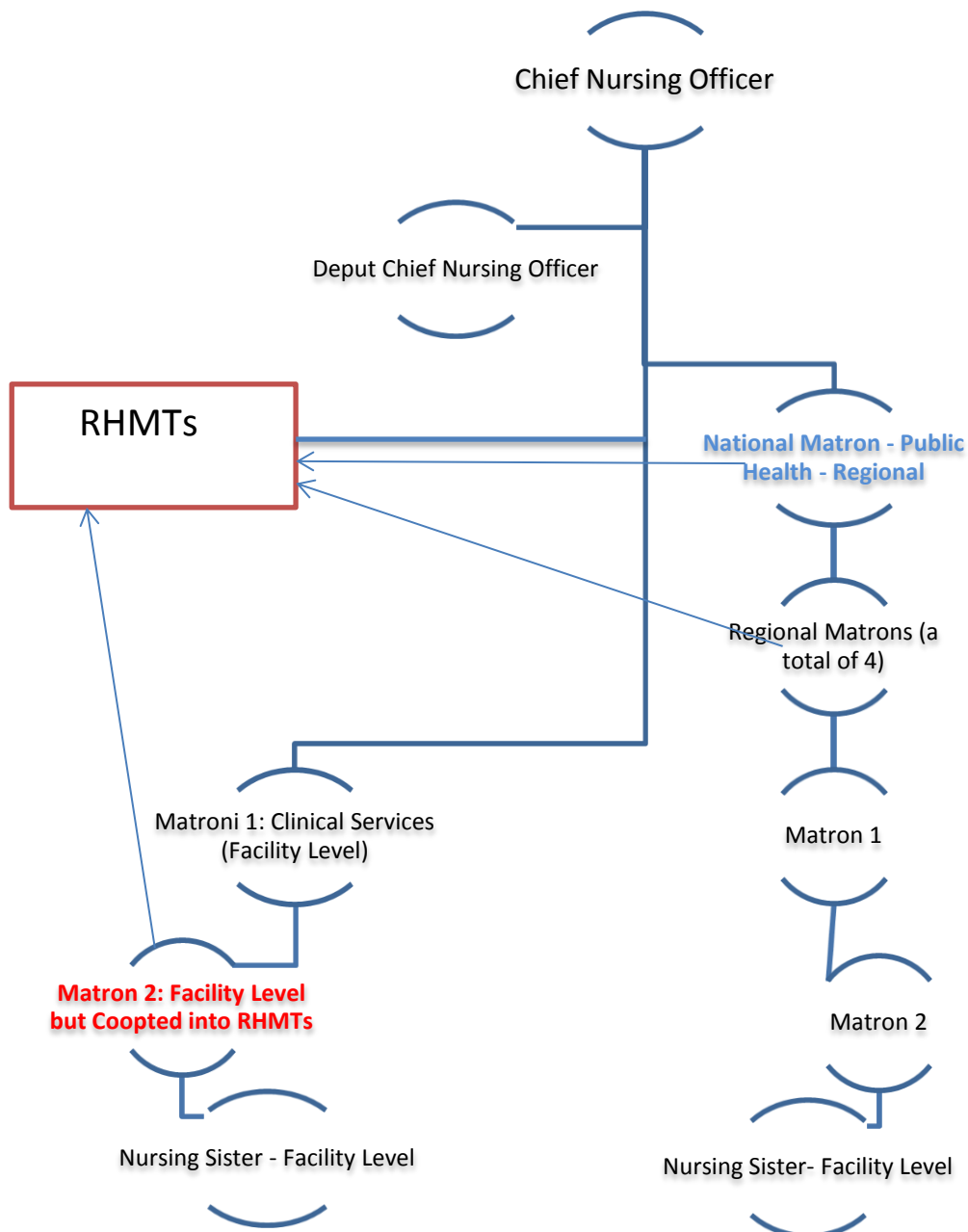
2.2.1.1. Direct Reporting Lines

This section illustrates the reporting lines deciphered through verbal interviews. We will illustrate the reporting lines in schematic and narrative form. The schematic representations are not in any way meant to represent the official organisational hierarchy, rather are solely visual illustrations on the reporting lines from facility (clinics and hospitals) to the central level. Normally, reporting is channelled through formal organisational structural reporting systems. To ably understand the reporting lines, we shall start by representing the set-up of senior positions at central level. The focus is on the three portfolios of officers reporting directly to the Principal Secretary as show in the organogram below.



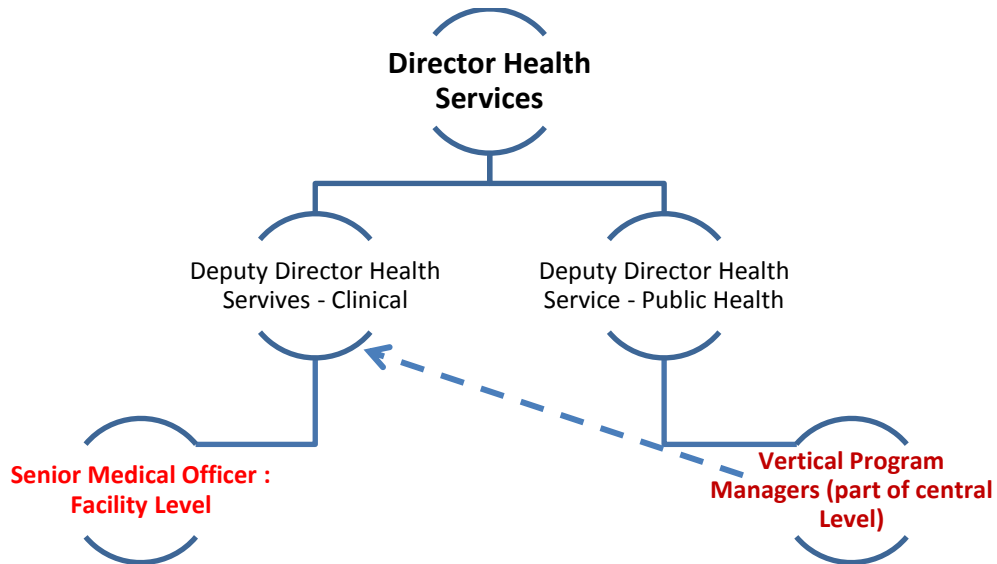
Under the Chief Nursing officer, the reporting lines are as follow: On the clinical side there are Nursing Sisters at facility (clinic/hospital) level who report to Matron-2. Matron-2 reports to Matron-1 at facility level. Matron-1 reports to Chief Nursing Officer at central level.

Discussion further revealed that the Public Health Unit has a strong line reporting via the RHMTs. The Nursing Sisters supervising activities at Public Health units report to regional Matrons who are a total of four. Regional matrons report to the National Matron who is in charge of all public health activities at regional level. Regional matrons in turn report to the Chief Nursing officer at central level. On the clinical side, matrons at facility level report to Chief Nursing Office (CNF) at central. The organogram below shows the reporting lines.

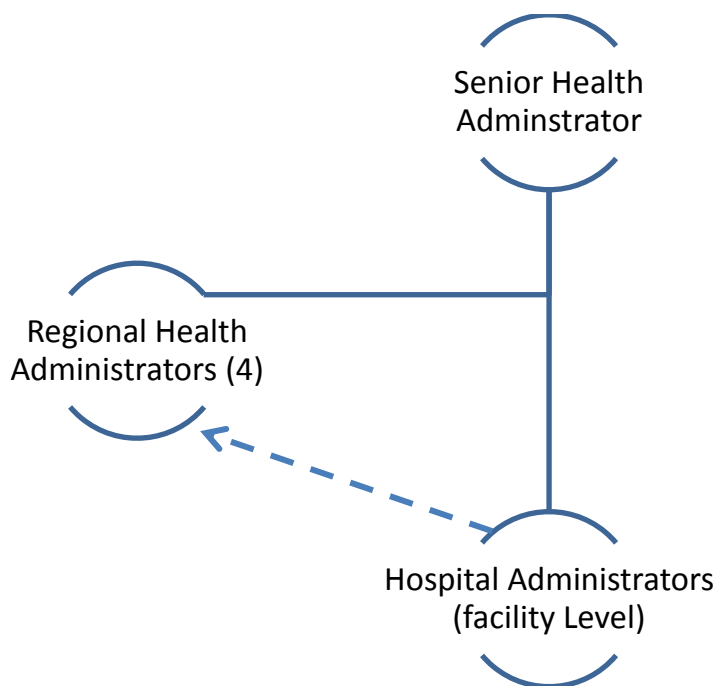


The medical officers at facility level report directly to the Deputy Director Health Services – Clinical at central level, who in turn reports to the Director Health Services. Managers stated

that there was no Regional Medical Officers through whom Medical officers at facility level should report. Managers of Vertical programmes seem to be under the Deputy Director Health Services – Public Health. However, discussion revealed that they also report to the Deputy Director Health Services – Clinical.



Hospital Administrators directly report to the Senior Health Administrator at central. The Hospital Administrators are also required to report to the Regional Health Administrator via the Regional Health Administrator at the region.



Generally, it was noted that facilities report directly to the central level. Only on certain issues do facilities go through RHMTs. Even then, reporting via RHMTs is done by Matrons and Administrators and not the Medical Officers.

2.2.1.2. Reporting Via RHMTs

The 'staff reporting' is from lower level facilities to central level via RHMTs. Lower level facilities report some issues via RHMTs such as on new facility, structure and support staff. Apparently, clinical issues may not be reported through RHMTs. This may have to do with the absence of Regional Medical Officer. Other apparent causes could be the current roles, structure and operation of the RHMTs. The current essence of RHMTs is conducting regional routine meetings.

2.2.2. Management Processes in RHMTs

RHMTs comprise all regional health executives-all heads of departments, including those in mission hospitals. RHMTs operate mainly through monthly meetings which are chaired by respective Regional Health Administrators (RHA). These meetings are attended by between 30 and 40 people. Resolutions passed during meetings are referred to relevant officials such as Regional Health Administrator and Regional Matrons action. One portfolio eminently absent at RHMTs is that of the Regional Medical officer. This may explain why clinical activities are reported directly to central level. On this premise RHMTs can be described and viewed as collegial committees and not as administrative units with formal authority and permanent structures.

On vertical programmes, programme managers link with RHMTs but implementation of programmes is done at facility level. However, focal point persons at regional and facility level are expected to facilitate programme implementations. Given the lack of line authority by programme managers at central level, and the existence of dual reporting lines in place and existence of the tripartite at facility level, accountability is most likely blurred. In case of any perceived unsatisfactory performance, the only remedial avenue available to programme managers to correct any non-performance is to engage direct line managers at central level for necessary action. Apparently, RHMTs seem to be less effective in enforcing some issues. To counter such potential set back, managers reported that RHMTs work as teams to foster effective implementation of programmes. The Chair of RHMTs (the regional health

administrator) is mainly responsible for organising meetings but has no administrative authority to enforce decisions made during meetings. However, the chair has the liberty to consult with respective officials.

The discussions further revealed that RHMTs were supposed to be facilitative core entities. They were intended to be a strategic avenue through which the Ministry was supposed to drive the strategic intent to lower levels of the system. Contrary to this view, most of the officials interviewed retorted that RHMTs operated without a strategic plan and that they lacked the capacity to monitor activity implementation against strategic plan. In addition, RHMTs were said to be too large to be effective, and were mainly concerned with operational issues.

2.2.3. Bottlenecks in the RHMTs' Management Processes

Motivation to attend the meetings was said to be low in both regions. The managers hinted that the meetings were not productive but rather routine instead of being strategic in nature. Generally, meetings were said to be non-productive due to the large numbers of people involved and required to attend. The language of communication during meetings was said to be Siswati and as such, considered to be a hindrance to foreign employees particularly medical doctors. Issues of ensuring discipline were said to be complicated by the fact that RHMTs did not have authority to discipline any deviance behaviour since such was the prerogative of line supervisors but ultimately the Ministry of Public Service (MOPs). Furthermore, control of personnel was still centralised and RHMTs were hardly consulted on transfers, not even in recruitment. Currently RHMTs were said to be constrained by lack of designated officers to attend to HRM issues. An example was the issue of performance appraisals that are dealt between facility level and central facilities leaving RHMTs with no role to play.

Given lack of perceived enhanced leadership and management capacity at RHMT level, full devolution of power may not be possible, as a significant number of officials observed. With enhanced capacity, perhaps, the central level would retain policy and strategy development functions but devolve the operationalization to RHMTs.

These challenges may be construed to indicate that the decentralisation process is yet to be well understood. It may also be an indicator of skill deficiency in the effective devolution

implementation and management. Possible causes include the lack of induction to the operations of RHMTs among newly employed staff. Current officers in the regions seemingly do not understand devolution. Most of the staff that were around when decentralisation started were said to be no longer at regions. Such makes coordination of the regions difficult as people are invited for meetings and other activities elsewhere without the Regional Administrator's consent. As such central effective coordination of regional activities suffers.

Medical doctors are not represented at RHMTs, according to the managers. They do not even attend RHMT meetings. At Lubombo, we were informed that only foreign medical doctors relate with the regional administrator and only on matters of contract renewal. Lack of medical officers' representation creates a vacuum at RHMTs on clinical issues that are key to health systems strengthening and management. Another related issue is the nursing representation at RHMTs. The discussions revealed that the nurses on clinical side were represented by Matron 2 at RHMT while at facility level Matron 2 is under and reports to Matron 1. Such a practice seemingly may be construed to have reduced the authenticity and credence of the efficacy and vibrancy of RHMTs. Ultimately RHMTs could be perceived as mere committees and not as authoritative functional units. Hence the management of RHMTs may not be effective.

2.2.4. Strategic Planning and Implementation Processes

Discussions under this theme showed that the planning unit of Ministry of Health had embarked on developing a new strategic plan (2014-17). Furthermore, managers hinted that the current plan was more of an action plan than strategic plan due to the eminent absence of Key Results Areas. Other key features eminently missing were the Monitoring and Evaluation (M&E) plan, and Key Performance Indicators. The plan was not widely renowned, too.

At the time of the consultations, each department was developing their own strategic plan without a unifying framework in place. The ideal practice is that each department is supposed to buy into the health sector's strategic plan that should equally have emanated from the MOH strategic plan. These multifaceted strategic planning processes obtaining are not centrally coordinated. This practice has apparently created a gap in the understanding of the macro planning and implementation at regional and lower facility level. The lack of central

coordination has created silo planning that would require correcting before the various departmental strategic plans are ready for implementation.

There are challenges on how to synchronise and coordinate the strategic planning processes taking place in various departments. One major cause was said to be the diverse funding sources. Various cooperating partners were said to fund various activities of the health sector hence compelling departments to plan on activities that will easily be funded. This practice was said to have potential to escalate to silo planning. Silo planning may continue making it difficult to centrally coordinate, monitor and evaluate what will have been planned. A multiplicity of monitoring indicators cannot be avoided in such practices hence rendering central performance evaluation nearly impossible. However, successful strategic planning would depend on ensuring that the central planning unit build legitimacy and claim its role of central coordination of the planning process. Competency in strategic planning and implementation is thus of great essence.

2.3. Leadership Competencies at Individual level

This section summarises responses from five (5) senior managers from Ministry headquarters and nineteen (19) middle managers based at regions and facility levels.

2.3.1. Senior Managers

The responses under this section were obtained from five (5) top managers based at the Ministry of Health Headquarters using the leadership and management assessment tool for senior managers (See annex 1.1). The assessment focused on competency gap identification through inquiries on areas managers sincerely needed skills enhancement that were relevant to their current work responsibilities. This assessment was an additional avenue to get written responses from top managers who had provided great insights verbally into leadership and management competency areas that needed improvement in the ministry during the inception meetings. It is not possible though, due to the principle of anonymity provided for in the questionnaires, to really be sure whether the managers who participated in verbal interviews are the one who completed the questionnaires. In any case the self-introspections augmented the verbal issues discussed above.

2.3.1.1. Major Competencies Assessed

The self-assessment was based on four leadership core competency clusters namely; fostering a team environment, creating organisational transformation, building trust and accountability and promoting a high performance culture. Each cluster had sub-clusters. The tool has four clusters of generic activities that managers are supposed to execute. Managers were requested to rate the importance of each activity on a scale of zero to three (0-3) against their current job and the need to enhance their skills in order to execute each activity effectively on a scale of zero to two (0-2). Activities that were perceived to have no relevance at all to their current jobs were expected to be scored zero. An activity in which they did not need development was also expected to be scored zero signifying no need for development. The product of ratings on importance and need for development signified competency gap. For example an activity rated zero both on importance and development need would have a zero product. This means that the activity is not executed and therefore no need to enhance skills to execute that activity. Therefore, the competency requirement in that activity is zero, too. The total sum of the products of importance and development ratings (importance multiplied by need) in each cluster therefore signifies the minimum competency requirement (gap) in that specific area.

2.3.1.2. Findings on Fostering Team Environment

The competency gap summaries and desegregated summary ratings on importance to current jobs and development need are shown in the figures below.

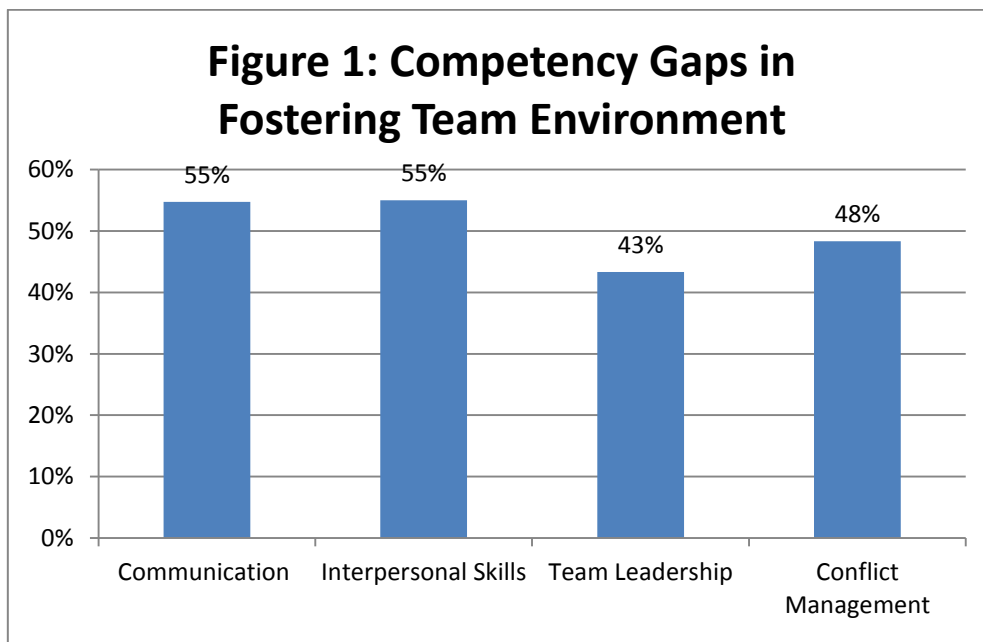


Figure 1 above shows aggregated ratings of importance of fostering team environment against the need for developing the ability to foster effective communication, amiable relationships among the workforce, ability to develop and lead teams and proactive identification of conflict sources and effectively managing them. The percentage ratings depict the self-perceived competency deficiencies in each of the four segments under fostering team environment. The highest deficiency in this case is in communication and interpersonal skills followed by conflict management and lastly team leadership. In percentage terms, it means there is 55% need for competency enhancement in communication and interpersonal relations.

This is indicative that one of the biggest problems is the lack of effective communication and amiable interpersonal relationships at work. These two skill areas are interrelated and complementary. One cannot be an effective manager without being effective in both skills. Enhancing communication skills can make a difference in the way that managers relate with others and the resultant relationship that they share. We may also need to see the attached importance separately from the dreaded need for development as shown in figure 2 below.

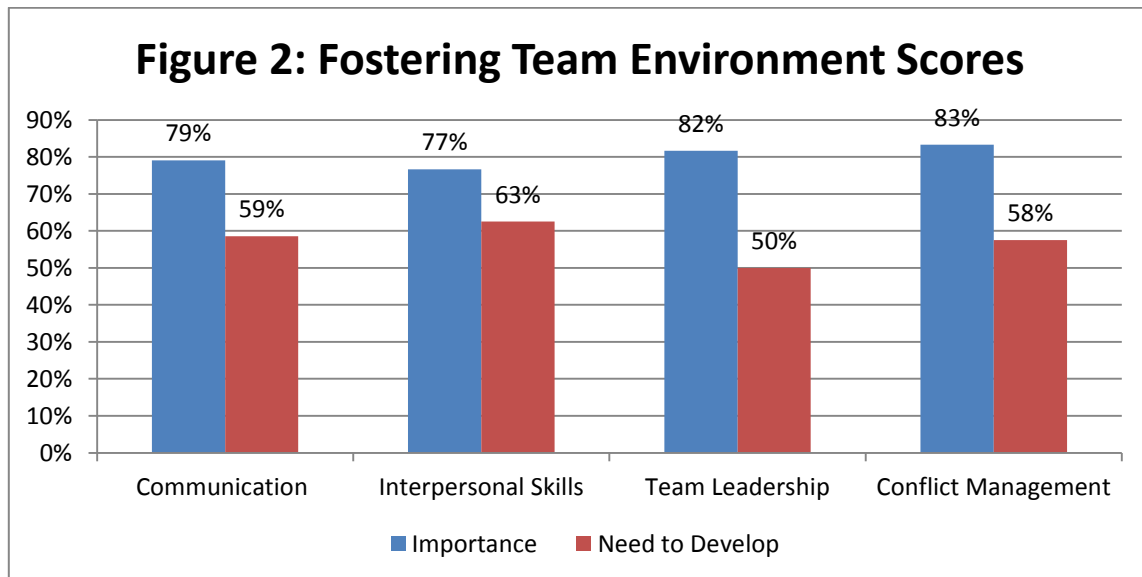


Figure 2 above indicates that top managers value the importance of developing an environment in which employees could work effectively in teams. Need for skills enhancement is also shown through the percentage rating of 50% and above. This is an indication of the need to improve in people skills.

2.3.1.3. Discussion on Fostering Team Environment

Effective people skills are very critical for every manager. They consist of the ability to understand other people and to interact effectively with them. In the modern dynamic work environment driven by information technology, there are unprecedented increased expectations of how fast things need to get done. With higher expectations, work-related tensions are probably higher than ever before. This fact is evidenced through the reported high labour litigations in the ministry. High litigation rates are a sign of high eminent frictions between individuals. The manager's degree of success therefore depends on the ability to interact effectively with other people and foster ambience for others to relate well among themselves.

In fact, effective interpersonal skills are one of the major key factors for effective people management. They help managers develop effective teams through improved relations. All managers need interpersonal skills in performing the leadership function because they involve communicating with, motivating and leading, coaching, empowering and facilitating employees, as well as relating with other people. These skills are important to managers at all levels.

These skills are very important in the light of the present set-up in the MOH with multiple reporting lines, and also with vertical programmes managers and RHMTs who have no line but staff authority. Their effectiveness would really emanate from their ability to relate well at personal level with all key stakeholders. Proper induction of managers into management and leadership roles will be the starting point to introduce managers to interpersonal skills. This finding is in tandem with what managers indicated on the lack of systematic induction and activities for building effective teams. Due to lack of induction managers found it difficult to work in teams and cope with new joining members. This is compounded by lack of need-based training interventions and frequent team building exercises.

When managers become adept at interpersonal skills, they will have increased ability to establish and follow policies and procedures in a mutually benefiting manner with other work units within the organisation. These skills underlie the ability some managers have to make things happen and get work done collaboratively with high levels of satisfaction among subordinates and colleagues. Interpersonal skills will enable managers to foster effective collaboration among the tripartite system present at facility level. The skills give managers

the power to engage, persuade and influence behaviour and align people’s efforts toward intended organisational outcomes with minimal concern as to seniority concerns. Vertical Programme managers will certainly need these skills to enable them get work done through the implementing unit over whom they have no line authority. The skills will also be helpful to programme managers, in particular, when delegating tasks, sharing information, resolving conflicts, being team players, and working with people from very different functional lines.

These skills are also a premise for effective teamwork among the tripartite. There is need for synergy and high collaboration among the tripartite which are currently reported to be lacking. Interpersonal skills will also help increase confidence in managers. Managers will be able to foster effective communication. Effective communication will help create ambience for conflict resolutions that would impact positively on the reduction of the cited high rates of labour litigations.

2.3.1.4. Creating Organisational Transformation findings

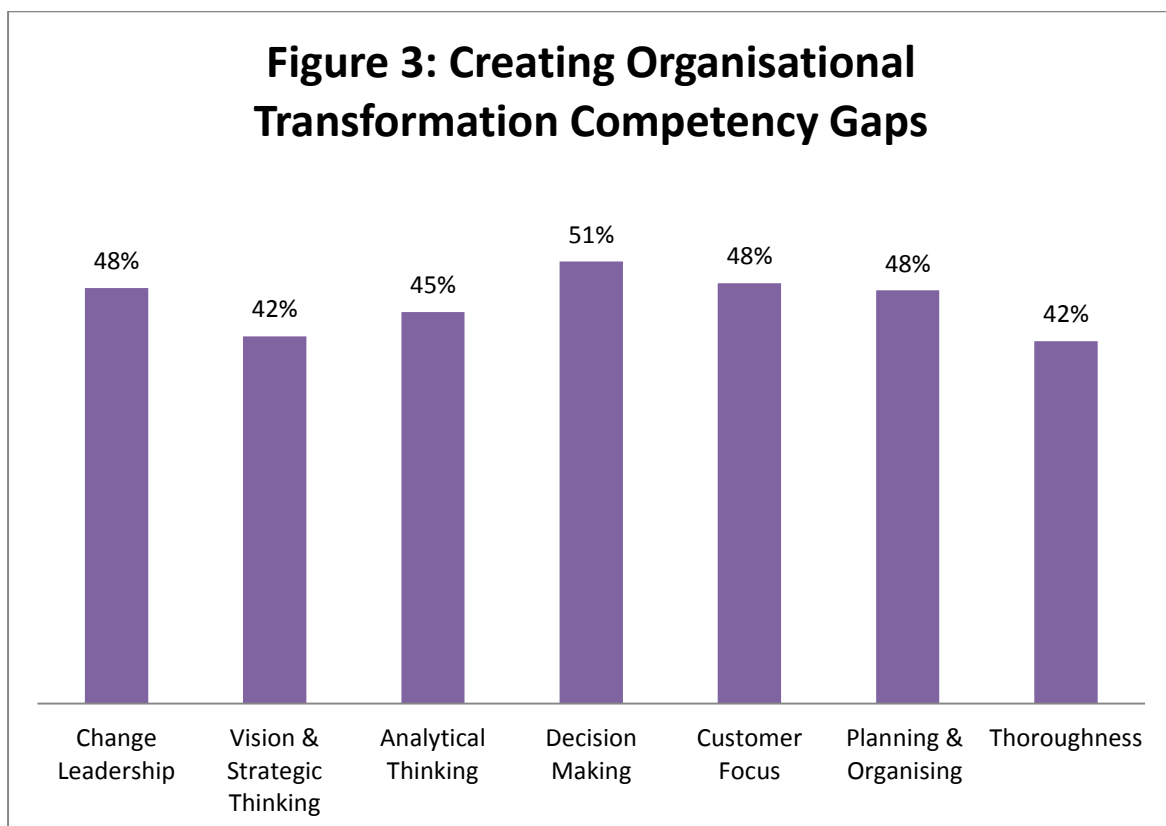


Figure 3 above shows the self-declared competency gaps in change leadership, ability to envision the preferred organisational future and mapping out strategies to achieve the same, focused analytical thinking, making informed decisions with clear understanding and taking stock of customer needs. They also include ability in organising and aligning resources to achieve strategic intent and being thorough about systems, processes and action required to be taken to achieve set goals. These are actions about developing a compelling shared vision based on the organisational mission and legal mandate, developing key performance indicators capable of producing well identified and articulated key result areas.

The ratings above infer that managers need enhanced capacity to make effective managerial decisions. In percentage terms, the development need to transform an organisation out of 100% is about 46% on average. This is the competency gap to be filled. Acceptable gap should not be more than 25% percentage by rule of the thumb.

Figure 4 below shows the importance attached to activities renowned for enhancing successful organisational transformation.

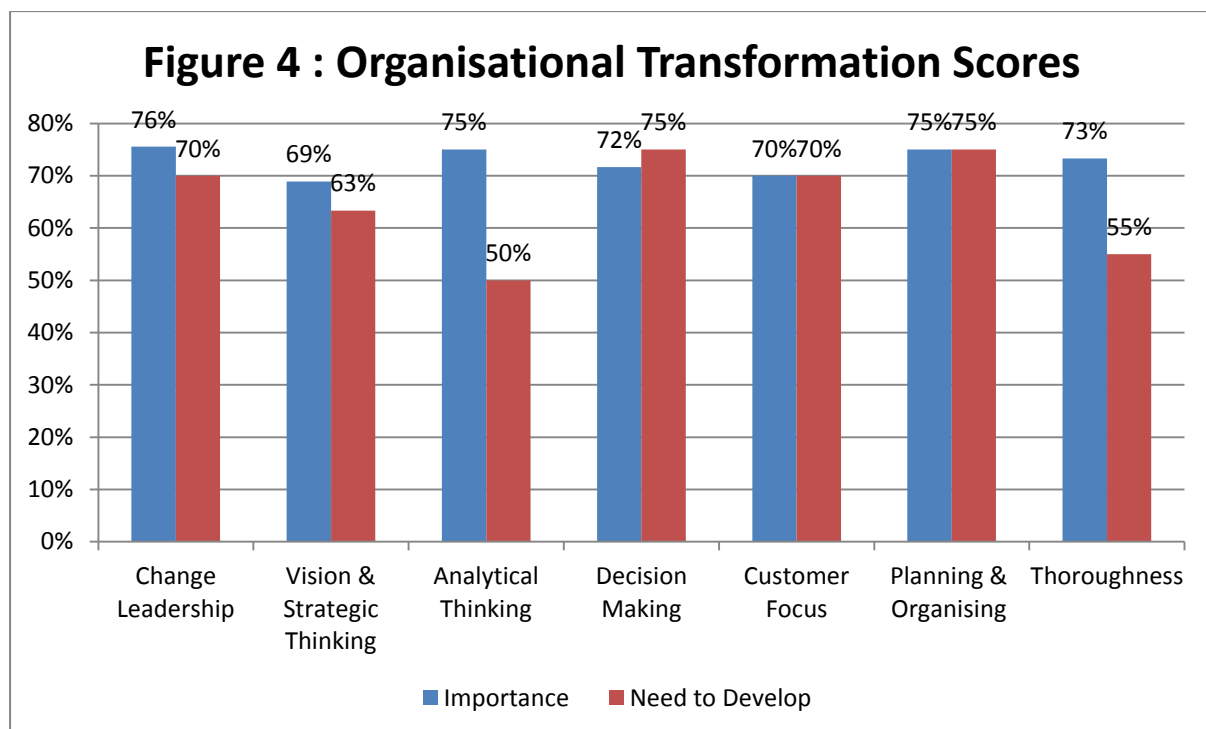


Figure 4 above shows both high importance and developmental need in the ability to foster organizational transformation. Out of 100% importance of the activities in figure 4 to the managers' work is rated between 63% and 76%. This means that all these activities are perceived to be very important to their work. In terms of need for development, the lowest is

50% rating in analytical thinking while decision making, and planning and organizing were highest at 75%. Thus, all the seven activities were considered to be very important.

2.3.1.5. Discussions on Organisational Transformation

These skills border on visionary and strategic leadership, strategic management and the ability to develop and implement viable strategic plans. They are generally called conceptual skills that involve the ability to acquire, analyse, and interpret information in a logical manner. These findings are evident of the identified competency gap on strategic planning. All managers need to understand the environment in which they operate, as well as the effects of changes in those environments on their organisation. They should be able to see the big picture. Top managers particularly need strong conceptual skills, because changes affecting the organisation tend to be more important at their level than at lower managerial levels. Around a third of their time is spent conceptualising. Conceptual skills enable top managers make critical as well as strategic and well-informed decisions that provide clear direction for the organisation.

Conceptualisation provides profound capacity in managers to conceive, visualize and act in line with corporate objectives, policies and systems. Managers with higher conceptual skills view their organizations as 'integrated wholes' with many parts, all of which are interrelated and interdependent. Managers with such competency are able to perceive themselves and their employees, teams, or sections as part of and contributors to other sections and the entire organization. Conceptually adept managers foster the effective organizational transformation. This is one of the critical competency gaps acknowledged verbally and confirmed through self-evaluation.

During the interviews, all managers openly acknowledged the lack of competency in strategic planning and implementation which is key to organizational transformation. It was apparent from the discussions that managers had no adequate time to learn and introduce the needed change given the absence of collaboratively developed strategic plans. Our conclusion is that collaboration was hampered by lack of open communication. Managers do not seem to be free to openly and positively correct subordinates and peers on matters pertaining to performance.

2.3.1.6. Findings on Building Trust and Accountability

The pie chart (figure 5) below shows the competency gaps required to be filled in order to build trust and accountability. This is about self-awareness, being and acting ethically in line

with the acceptable moral standards and creation of high personal credibility. These abilities are facets of effective leadership acumen.



Figure 5 ratings are indicative that managers value building trust and accountability. Out of 100% the competency gaps are rated at 44% and 47% for ethics/integrity and personal credibility respectively.

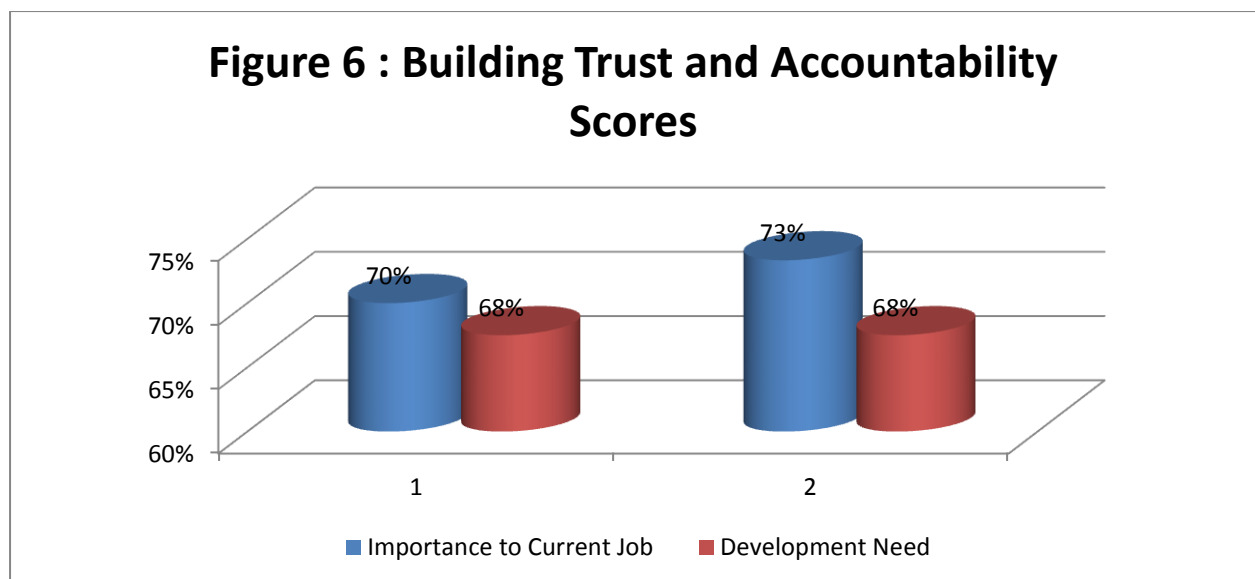


Figure 6 above indicates that building trust and accountability is important in the manager’s substantive jobs given the ratings of 70% and 73%. The ratings also indicate that managers need to enhance their skills in these areas given 68% out of 100%.

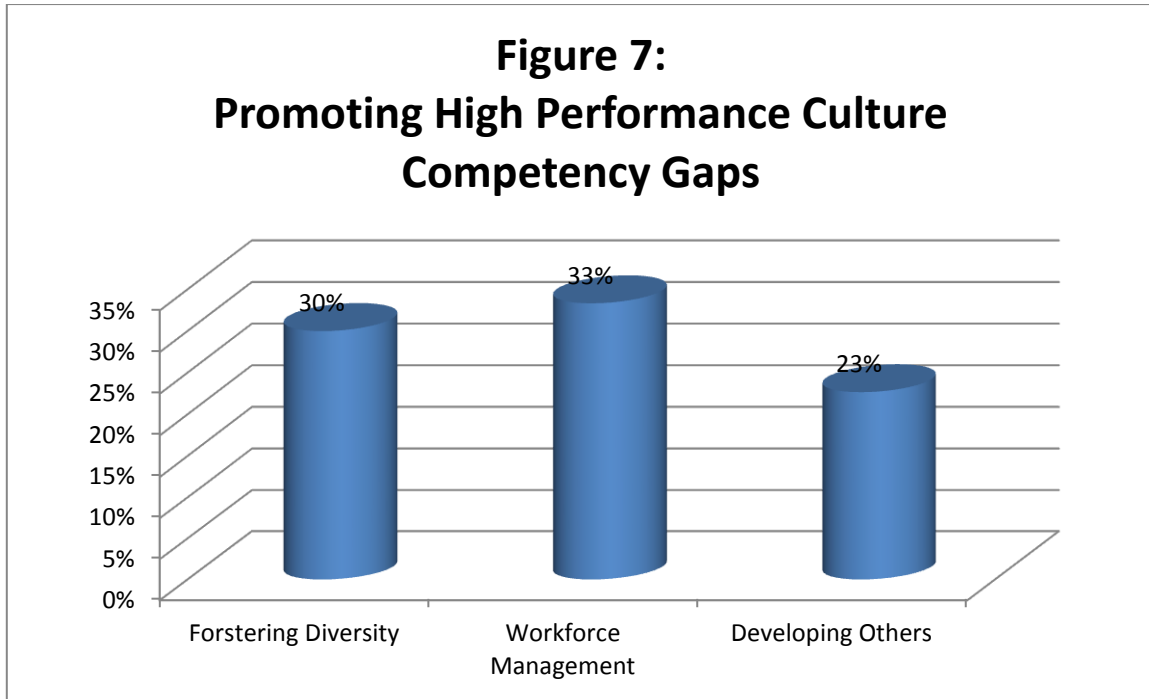
2.3.1.7. Discussion on Building Trust and Accountability

Being aware of personal characteristics can help a manager to adapt to others and understand how to self-regulate one's conduct. These skills help managers to avoid rushed judgments, appreciate the nuances of particular situations, size up opportunities, capitalize on personal strengths, and avoid situations in which the manager is likely to fail. Ineffective self-awareness may lead to failure to meet "business objectives", build and lead a team, inability to change or adapt during transition and lack of foresight; forethoughts, prudence, insights and prescience.

Managers' personal strengths and strategies and interactions with others will be governed by Self-awareness. Self-awareness enhances social awareness and self-management and foster effective relationship management at work and in society. Such abilities lead into building trust and being accountable. In the MOH it is apparent that building trust and accountability may not be effective in the absence of effective performance management and appraisal systems. Interview discussions highlighted lack of operational performance appraisal systems. This may have led to the failure to recognise and reward performance accordingly. Consequently trust may have been lost and as such workers, not only managers, may have become less accountable. The situation seems to be further compounded by the manager's lack of authority and control over staff mobility. The in and out movements of staff is determined by the ministry of public service.

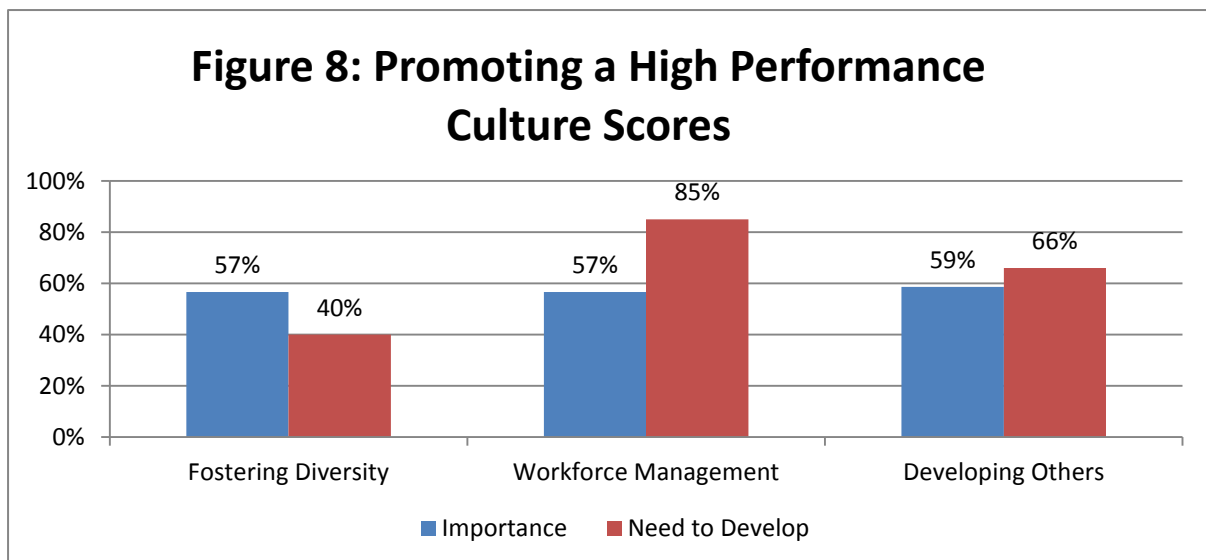
2.3.1.8. Findings on Promoting High Performance Culture

Figure 7 below shows the competency gap on promoting high performance culture. Three sets of competencies rated were; fostering diversity, managing employees effectively and developing employees' potential.



The ratings in figure 7 above are indicative of the manager’s moderate need for competency enhancement in promoting high performance culture. The ratings of 30%, 33% and 23% out 100% is indicative of lower competency gap. These maybe activities senior managers are not directly involved with. Otherwise it may mean that managers are well competent in these activities. The disaggregated ratings in figure 8 below will elucidate the position.

Figure 8 below shows the ratings on importance and development need in the three areas.



The above ratings infer that top managers value promoting high performance culture and they need to enhance their ability to do so. All the activities were rated important given the lowest score of 57% out of 100%. The need for development in fostering diversity was rated lowest

at 40% out of 100% while workforce management was the highest. This is indicative that managers desire to enhance their competencies more in workforce management, followed by developing subordinates and least in fostering diversity.

2.3.1.9. Discussions on Promoting High Performance Culture

The above ratings do not show greater desire for creating a high performance culture. Therefore, the activities that would enhance a high performance may not be valued by managers. Alternatively, the ratings may indicate that managers are not aware that creating a high performance value system involves fostering diversity and developing subordinates in addition to managing them well.

Creating a Sustainable High Performance Organisation is one of the primary leadership challenges facing any leader. Organisations worldwide are searching for elements that constitute continuous organisational success. They are searching for effective approaches to management that offer competitive advantage. Identifying these approaches is important because customers always demand excellent performance and Swaziland is not an exception.

High Performance Organisations are those where, social arrangements, collective Goals and controlled Performance are executed or achieved with excellence. They are excellent ones where managers are able to target actions and achieve superior results. Without effective strategic planning and implementation, attainment of high performance is very unlikely. It is however imperative for MOH top managers to foster high management quality through high integrity and earn trust from subordinates through modeling the envisaged behaviours, and promptly making right decisions fast. In addition, coaching and mentoring subordinates should be highly prominent. With the self-confessed lack of confidence in leadership and management functions, top managers may not be able to coach and mentor subordinates effectively. To ably coach and mentor, the managers themselves should be competent in leading and managing people and the work processes. Continuous performance improvement should be eminent too but this seems not to be the case especially due to the absence of induction into managerial functions.

In high performance cultures, there is always continuous performance management for improvement and sustainability. Managers focus on process improvements, simplification and alignment toward strategic goals, a practice which is not currently evident in the ministry. Top managers particularly would insist on continuous reporting on performance from lower level managers. Lack of open communication, synergy and effective teamwork, seems to be

bottlenecks in this regard. Top managers develop strategies to foster workforce quality by holding workers responsible for their results, inspiring them to accomplish results and training workers to be resilient and flexible. Such strategies would include effective performance management which is apparently not eminent. In a nutshell, there is an apparent lack of eminent high performance dispositions as evidenced through the parallel reporting systems, and lack of role clarity in the tripartite and RHMTs.

The acknowledged lack of effective supervision at all levels could have highly negated identification of bottlenecks in the performance of subordinates. The lack of effective strategic planning practices is an issue worth considering, too. The result is the evident misalignment between executable departmental activities and the ministry strategic intent enshrined in the vision and mission statements.

2.3.2. Middle Managers

This section comprises self-assessment summary ratings from nineteen (19) middle managers on ninety-nine (99) competency areas a manager can use to be effective and successful (See annex 4.1). The competencies were clustered into nine (9) domains namely; providing direction, problem solving and decision making, providing support and being reliable, team involvement and communication, recognition, interpersonal skills, culture building, coaching/influencing and personal power.

2.3.2.1. Providing Direction

This cluster depicts leadership and managerial ability to ensure that each individual, and the team, understand their unique role in the section/department and how such impact current and future performance. It is premised on the ability to envision a preferred future for the department and strategising on how to achieve the vision successfully.

2.3.2.2. Problem solving and Decision Making

The competencies in this cluster pertain to the ability to proactively handle issues and make effective decisions that empower both the manager and followers. These are critical competencies for high performance managers.

2.3.2.3. Support/Reliability

The third strand of competencies was measuring managers' perception of the degree to which subordinates respect and trust them. Such perceptions are important in elucidation the degree

of respect the managers commands among their followers. The higher the respect the manager enjoys, the greater the chances of influencing them more easily.

2.3.2.4. Team Involvement and communication

The fourth cluster focused on the managers' ability to work with and through teams and provided leads on how managers enable others to perform at optimal levels using synergic gains inherent in effective teams. Such abilities involve participatory and collaborative approaches in managing the business and lead to achieving the sense of ownership among employees.

2.3.2.5. Recognition

The fifth cluster was testing managers' knowledge and understanding of the different motivational strategies other than financial rewards. It is widely renowned that acknowledgement and recognition of people's effort is one such powerful strategy.

2.3.2.6. Interpersonal and Culture Building

Interpersonal relation cluster measured similar factors measured in the senior managers already discussed above. Culture building also measured similar characteristics investigated for senior managers. The focus was on ascertaining the extent to which managers make their subordinates feel motivated about work.

2.3.2.7. Coach/Influencer and Personal Power

Coach/influencer was meant to measure awareness, will and ability to empower subordinates while personal power pertained to the ability to earn respect on the basis of high ethical and moral values and not induced through threats or coercion.

The objectives of the assessment were:

1. To help managers ascertain areas in which they wished to develop;
2. Enable managers identify areas which were not their strengths;
3. Help deduce how managers' actions and focus create an environment which enables subordinates to perform optimally;
4. Decipher critical areas to focus leadership and management development that would enhance high performance work environment.

Managers were requested to complete the assessment tool by affirming if they performed each of the 99 activities (competencies) by ticking against the statement. If the statement was not true, managers left it blank. Secondly, managers summarised each section by adding up the number of ticked statements for each of the nine sections. For each section they added up all the numbers of all the statement they had ticked and wrote the total in the space provided below each section. Finally they shaded in the progress chart at the end of the assessment form. For example, if a manager had five (5) statements ticked in the Culture Building section, the manager shaded in the bottom 5 boxes, and did so in all the nine focus areas. Summary findings are indicated in figure 9 and 10 below.

Figure 9 - Self Assessed Comptency Levels

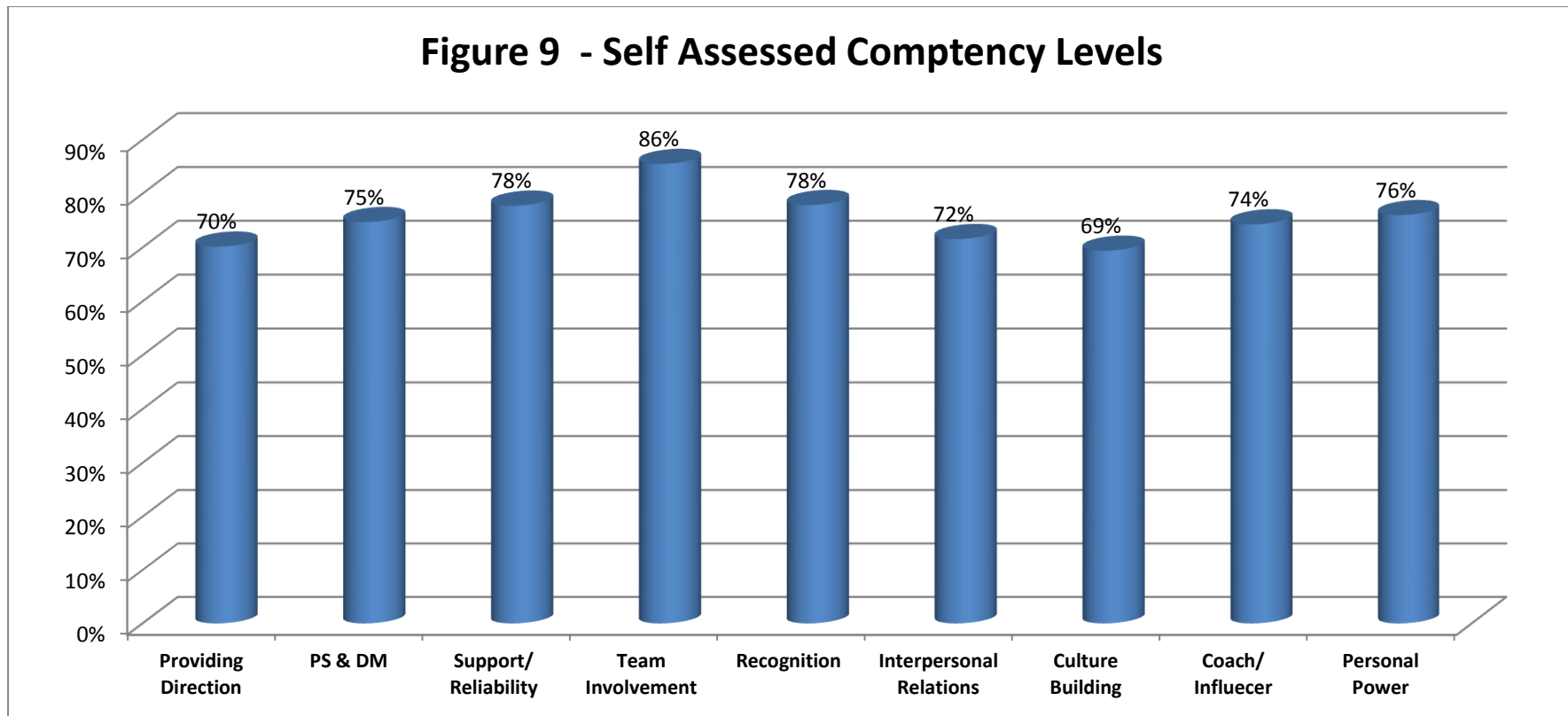


Figure 5 above shows the self-perceived level of competencies in each of the 9 competency clusters. The ratings show competency level above 50%. Middle managers perceived themselves as fairly competent in leadership and management.

Figure 10 - Self-Assessment on Competency Levels

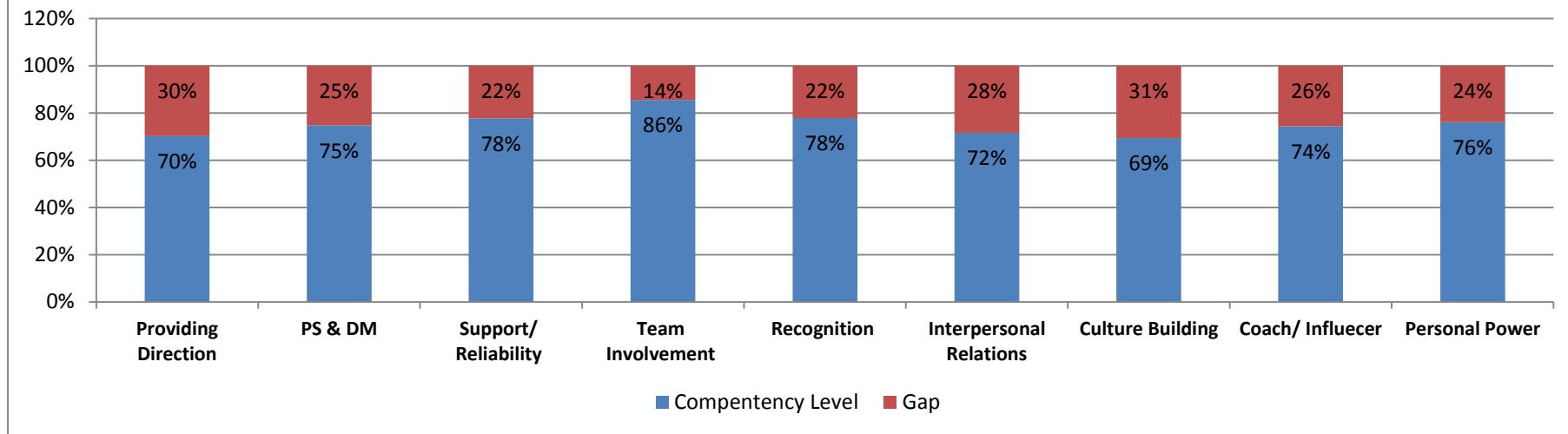


Figure 10 show the comparison between the perceived competencies and the probable competency gaps. There is an indicative 75% competency level and 25% competency gap in leadership and management at the middle and lower management.

2.3.2.8. Discussions on Ratings for Middle Managers

RHMTs comprise the vast majority of the Middle managers. Their ratings indicate they have high competency in most of the activities measured in the questionnaire, the highest being team involvement (86%) and lowest in providing direction (70%) but at variance with views on lack of collaboration and effective teamwork precipitated by unclear role clarity among the tripartite and dual reporting lines. This is however reflective of how they perceive themselves within their areas of jurisdiction. In the absence of effective performance management and appraisal systems high self-esteem is highly likely as the case may be. Effective and regular performance reviews would help in raising self-awareness about individual performance. In the absence of agreed strategic objectives and targets, and key performance indicators some middle managers may not be aware of their performance and competency gaps. Therefore, the high self-assessment ratings on competencies should not be construed in isolation of other findings and views of senior managers.

Through the interviews it was evident that RHMTs did not have clear guidelines in managing meetings, adequate resources and allowances for attending meetings. There were neither specific venues for holding meetings nor permanent offices to operate from. Discussions also indicated that meeting agendas were not circulated in advance. There were no systems for enforcing resolution from the RHMT meetings. Such issues inform on existence of significant managerial competency gaps. Further, there is a high likelihood of role conflict associated with dual reporting lines. As such, accountability may not be placed on specific offices or officers among middle managers. Currently, accountability is still the preserve of the central level managers with RHMTs providing supportive and advisory functions. This is a sign of very minimal devolution of authority and responsibility under the decentralisation principles. The observation by senior managers of lack of leadership and management competency across all levels of management in the systems therefore counters these high ratings.

The current perception is that the Health Administrator at facility level (even among the RHMTs) is the senior most but officially that does not seem to be the case. This perception emanates from the control over resources and chairing of meetings. This paralysis of seniority is equally eminent at both facility and regional levels. At regional level, seniority is construed from the chairmanship role in RHMT meetings. Given that the Regional Administrator is

tasked to chair the regional health management meetings may or may not mean overall seniority as stated by majority of the managers! With such perceptions, effective teamwork can be compromised. Unit of purpose and direction is equally likely to be negatively affected.

Another example of role-confusion is whether or not RHMTs have overall responsibility of all the health issues in their respective regions or are they responsible for administrative functions only? What authority do RHMTs have? How are they supposed to supervise the facilities in the region if facilities are not compelled to report all issues through them? These are some of the issues and questions that can be addressed through a clearly delineated RHMT organisational structure and systems.

3. Conclusions and Recommendations

We will conclude this skills gap analysis by highlighting the major findings and recommendations on required interventions. In addition, a general model and tailored training programmes for filling the gaps have been proposed.

3.1. Major Conclusions

The results of this investigation are in tandem with the Abt Associates findings. Further, this investigation has specifically brought out the views of managers actually in the system rather than options based on value judgements by consultants. The views in this report therefore are a true reflection of the Key stakeholders in the ministry. The views on the reporting system further amplify the bottlenecks in the leadership and management performance.

One of the key questions this investigation set out to answer was, ‘are there competency gaps in leadership and management in the Ministry of Health of the Government of Swaziland?’ From the findings discussed above, it is clear that competency gaps exist. This is also evidence through the acknowledgement by the top managers during inception meetings. The second question was that; ‘how significant is the competency gap?’ The answer to this question is ‘to a large extent’, based on the interview discussions and self-proclamation by managers. Generally, there are deficiencies in the management and communication processes. From the preceding findings and discussions, the following deficiencies can be identified;

- Ineffective communication under devolved system of governance
- Lack of teambuilding /teamwork and workforce management
- Insufficient competencies in strategic planning and implementation
- Inadequacy in the coordinating of the strategic planning process
- Inability to manage multiple reporting relationships
- Misalignment between activities and organisational vision and mission
- Weak role clarity especially among middle managers (RHMTs)

Another gap as explained from the analysis was the ineffective strategic planning skills. There is an apparent lack of a mechanism or framework to manage strategic planning and its implementation. The ministry has uncoordinated and unsynchronised strategic plans. Each unit is developing their own strategic plan which may not have a buy-in into the overall health system strategic plan. As a result it is and may continue to be difficult to measure

performance in the absence of collaboratively developed and generally agreed upon key performance indicators and key result areas.

At individual level, leadership and management competency gaps exist in the major competency areas discussed above and summarised as follows;

- a. Strategic Leadership and Change Management
- b. Creating Ambience for effective Teamwork and Team Development
- c. Creating High Performance Value Systems
- d. Effective Interpersonal Skills and Relations
- e. Developing and Managing Subordinates Effectively

3.2. Recommendations

The fourth question was; ‘are there appropriate interventions or tools that could be used to close the gap’? The answer is a definite ‘yes’! A leadership and management development framework that is context based but with a thrust into the preferred future of the ministry and government needs to be developed that will help close the gap in leadership and management competencies. The framework should include but not be limited to competency clusters that were investigated in this undertaking.

3.2.1. Long-term plan

Developing leaders is widely renowned as a long undertaking. Therefore, the leadership development being suggested will need to be built around the future of the organisation and appropriately adjusted to reflect the intent of the Ministry of Health as a whole to make it effective. An effective leadership and management development framework is crucial to the long term success of the ministry. It can build sustainable competitive advantage for the ministry for as long as adequate time and effort are expended to design and implementing the framework with the ministry playing a central role.

There is therefore a need for an integrated and long term approach to addressing the identified gaps. The approach to leadership and management development will thus require a well-developed and context focused framework. The framework should be aligned to the ministry’s overall strategy.

While no single training model can fit all the contexts for which leaders must be prepared, effective leadership frameworks share several key features. This includes a support structure in which those being developed can question their own perspectives with coaches and mentors. The support helps in sustaining the gains learned. Transformative leaders at all stages should be nurtured for this purpose. Leaders also need exposure to cultures and settings different from those they are familiar with. Thus extended internship can offer diverse learning laboratories as well as an opportunity to become fluent in new skills.

The framework will need to lay out a continuum of skills and opportunities on which individuals can focus their attention. Lists of leadership and management traits, skills, behaviours and values will help provide managers with opportunities to develop their abilities to be able to contribute towards enhanced organisational success. Such a framework should take cognisance of the dynamics of leadership and management in the public service. We therefore recommend adoption and adaption of the “Leadership Action Cycle’ below under the long term plan.

3.2.1.1. Long-term Leadership and management Development plan

The leadership Action Cycle has the following features:

3.2.1.1.1. Leadership Assessments

Managers will be grounded in knowledge and skills to conduct organisational and environmental scans. They will be equipped with the abilities to identify performance bottlenecks and how to prioritise performance using various tools. They will be exposed to management tools for organisational and environmental scans, deducing constraints and setting priorities. The module will focus on identifying the organisation’s preferred future while understanding current situation and requisite strategies to achieve the envisaged future.

Organisational and Environmental Demands	Constraints	Leadership Priorities
1. Task Skills	1. Legal/contractual constraints	1. Technical performance
2. Role Clarity	2. Limitation of position power	2. Follower Development
3. Innovation and creativity	3. Availability of Resources	3. Organisational Alignment
4. Resources and Support services	4. Limits of leadership abilities	4. Service and ethical focus

5. Subordinate efforts	5. Influence of Societal Culture	5. Balance and integration of foci
6. Cooperation and cohesiveness	6. Organisational Behaviour and group Dynamics	6. Human Resource Congruence
7. Organisation of work and performance strategies	7. Competency profiling	
8. External coordination and adaptability	8. Job profiling	
9. Task Skills		

3.2.1.1.2. Leadership Characteristics and Competencies

The second segment will ground managers in requisite characteristics and competencies that would foster their effectiveness in work and performance. This segment aims at grounding managers in leadership traits, identifying and associating such with effective management of work processes and effective leadership of people who execute the work.

Leadership Traits	Leadership Competencies s	Leadership Styles
1. Self – confidence	1. Communication	1. Laissez – faire
2. Decisiveness	2. Social skills	2. Directive
3. Resilience	3. Influence	3. Supportive
4. Energy	4. Analytical	4. Participative
5. Need for Achievement	5. Technical	5. Delegation
6. Willingness to Assume Responsibility	6. Continuous learning	6. Achievement - orientation
7. Flexibility	7. Conceptual skills – Visioning and strategising	7. People -Orientation
8. Service mentality	8. Mobilising and Inspiring	8. Performance Management
9. Personal integrity	9. Key Managerial Competencies and roles	9. Leading for Results

3.2.1.1.3. Leadership Behaviours

This segment will alert managers on their predominate foci. It is meant to give awareness to managers on their actions and how such impact on organisational effectiveness. Managers will be availed an opportunity to assess the impact of each orientation on performance.

Task – Oriented	People – Oriented	Organisation – Orientation
1. Monitoring and assessing work	1. Consulting	1. Scanning the environment
2. Operations planning	2. Planning and organising	2. Strategic Planning

	personnel	
3. Clarifying roles	3. Developing Staff	3. Articulating the mission and vision
4. Informing	4. Motivating staff	4. Networking and partnering
5. Delegating	5. Building and managing teams	5. Performing general management functions
6. Problem solving	6. Managing personnel conflict	6. Decision Making
7. Managing innovation and creativity	7. Managing personnel change	7. Scanning the environment
8. Monitoring and assessing work	8. Consulting	8. Strategic Planning
9. Operations planning	9. Planning and organising personnel	9. Articulating the mission and vision

3.2.1.1.4. Leader Evaluation and Development

This segment is a link with the first domain on assessments. It is a linkage between organisational objectives and how they can be achieved through leadership competency development for managers. The organisation will also be able to associate employee development activities with organisational effectiveness and the achievement of set objectives.

Evaluation	Development	Organisation Goal and Strategies
1. Technical performance	1. Self – Study	KRAs
2. Follower performance	2. Experience	KPIs
3. Organisational alignment	3. Formal training and education	Performance Reviews and Competency Development
4. Models	4. Models	

3.2.1.1.5. Strengthening RHMTs' Management Processes

RHMTs should have smaller subcommittees to handle operational issues such as HRM development and leave a small sizable number comprising subcommittee representatives to RHMT meetings. The number of those attending the RHMT meeting should be limited to not more than 10. The current attendance of more than 30 members is a cloud that makes meeting less effective. With big numbers there is a tendency of having too many ideas to discuss and dictation of what would be discussed hence leaving out other issues. With large numbers, most attendees may not have chance to voice out their views hence making the meetings

boring to some members. Consequently, absconding meetings by certain officers may become a permanent feature hence rendering RHMTs less effective.

To function effectively, RHMTs would need to be guided through well-developed strategic plans that show the linkage between corporate intent of the Ministry of Health and the activities to be implemented at facility level. Since the RHMTs are supposed to be the link between the central level and facility level the best way they can play their liaison role would be through an integrated strategic plan. Success of such a plan would require that RHMTs participate fully in the strategic plan development.

3.2.1.2. Strengthening Strategic Planning Processes

What is required is the central development of health systems strategies directed by the planning unit. All departmental heads should come together to develop strategic objectives from the ministry of Health mission and vision statements. After which each department in the ministry should be tasked to develop activities to achieve these strategic objectives. The amalgamation and alignment of such activities into business plans (departmental work plans) should thus follow. The work plans should show clearly how activity implementation will be monitored and evaluated. This will only be successful if each departmental work plan will have built-in key performance indicators (KPIs) that are aligned to Key Results Areas (KRAs) towards which the health systems' strategic objectives are aligned. This is the role the central planning unit is supposed to play which is apparently not being executed effectively.

3.2.1.3. Strengthening Human Resource Management

Discussion revealed that managers deal with people daily but lack exposure to human resource management, knowledge and skills. It is imperative therefore that all managers be grounded in people management issues to enhance their interpersonal relations hence avoid unnecessary conflicts among staff.

3.2.2. Tailored Training Interventions – Short-Term plan

The following training programmes will directly address the leadership and management competency gaps identified;

3.2.2.1. Effective management in a devolved governance System

This module will foster development of the following competencies;

- Effective governance systems
- Effective communication under devolved system of governance
- Alignment between activities and organisational vision and mission
- Weak role clarity especially among middle managers (RHMTs)
- Principles and Processes of Decentralisation in the public sector

3.2.2.2. Strategic Leadership and Management

Coverage will include competencies in the following areas;

- General inadequate leadership and management competencies
- Strategic Leadership and Change Management
- Insufficient competencies in strategic planning and implementation
- Inadequacy in the coordinating of the strategic planning process

3.2.2.3. Strategic Human Resource Management

This programme will focus on but not limited to the following competencies;

- Developing Human Resource policies and strategies
- Creating Ambience for effective Teamwork and Team Development
- Creating High Performance Value Systems
- Effective Interpersonal Skills and Relations
- Developing and Managing Subordinates Effectively
- Ability to manage multiple reporting relationships
- Effective strategic human resources planning and development

3.2.2.4. Developing High Performance Systems

The following will form the focus of this course;

- Characteristics of high performance cultures and systems
- Resource Management
- Pursuit of and measuring excellence in organisations
- Leading for results
- Relationship between High performance organisations and Highly effective people
- Developing KRAs and KPIs
- Developing M&E plans

3.2.3. Next steps

ESAMI will develop the course outlines on the above short training programmes to address the identified leadership and management competency gaps. It is preferable to start training senior managers. The short courses will be administered as on-sight training interventions. There will be a combination of classroom training and on the job practical application. Each course will have a practical assignment that participants will work on during and after completion of each course. The classroom learning will focus on key concepts and ideals in the application of knowledge and skills. The practical assignments will foster the application and transferability of knowledge and skills. There will thus be need for follow-up visits by facilitators to conduct on-spot coaching. After successful completion of the above courses senior managers will need to undergo the coaching and mentoring course outlined below:

3.2.3.1. Coaching and Mentoring

- The meaning and purpose of coaching and mentoring
- The processes involved
- Giving feedback
- Qualities of effective coaches and mentors
- The role of coaches and mentors
- Benefits of coaching and mentoring
- Tools to use to coach and mentor.

The above course will create a pool of officers to cascade the knowledge and skills throughout the system and form the key resource to adapt the long-term leadership and management development framework suggested above. In addition, senior managers will work with consultants as follows;

- Develop cost effective options for narrowing or eliminating the gap using the above framework.
- Articulate the goals and the intended performance impact on the ministry
- Develop the required training curriculum
- Prioritize training needs and relate capacity building interventions as a basis for designing a realistic strategy and implementation plan.
- Devise the strategy of implementing the above framework.

4. Appendices

4.1. Middle Level Management and Leadership Assessment Tool

In this self-assessment you will discover 99 areas of competency that a manager can use for success that are clustered into nine focus areas.

Completing this assessment will:

- ✓ Enable you to make the choices about the areas in which you wish to develop.
- ✓ Enable you to identify the areas which are not strengths for you and from there you can decide how you will minimize the impact of those weaknesses.
- ✓ Help you understand how your actions and focus creates an environment which enables people to perform at their best.
- ✓ Enables you to focus on the areas which are critical to development of high performance work environment.

The nine areas of focus are:

1. Providing Direction	6. Interpersonal Skills
2. Problem-Solving/ Decision Making	7. Culture Building
3. Support/Reliability	8. Coach/ Influencer
4. Team Involvement Communication	9. Personal Power
5. Recognition	

INSTRUCTIONS

There are 4 steps to completing this assessment:

Step 1

Answer each question. Be a rigorous grader- self-assessments are only as useful to you as you are honest in your completion of them. If the statement is true tick in the blank space provided at beginning of each statement. If the statement is not true to you, leave it blank.

Step 2

Summarize each section. Add up the number of ticked statements for each of the nine sections. For each section add up all the number of all the statement you have ticked and write the total in the space provided below each section.

Step 3

Shade in the progress at the end of the assessment form. For example, if you have 5 statements ticked in the Culture Building section, shade in the bottom 5 boxes, and do so in all the nine focus areas.

We are kindly requesting that you assess yourself against these statements truthfully.

1: Providing Direction

A High Performance Leader ensures that each individual, and the collective team, understands their unique role in the business and its impact today into the future.

- I have made it clear to my team why this business unit exists and how it fits into the total organisational picture
- I have helped my team to develop and focus on our team objectives
- I have helped the individuals in my team to develop and focus on their personal objectives
- I have a long- term strategic focus for this business unit, while still being able to provide direction for day –to-day issues
- I have made sure that each team member is clear about the results s/he needs to deliver and how they are expected to contribute to the team
- I ensure each person receives prompt feedback on how well s/he is doing
- I ensure the entire team gets prompt feedback on how well we are doing as a team
- I have ensured that each team person knows who is responsible for doing what by when

- I ensure that we work persistently toward agreed-upon goals despite opposition, distractions and setbacks.

___ **Number of statements ticked (9 max)**

2: Problem Solving/Making Decisions/Taking Action

Solving Problems, Making Decisions and Taking Action in a way that empowers both self and the team is a critical skill of a high Performance Leader

- I make sure that any agreed upon action plans are actually implemented
- I have demonstrated that I make good decisions under pressure, even with incomplete information
- I will modify plans as necessary with changing conditions rather stubbornly staying with an original plan
- I ask good questions and search for answers from anyone who may be able to help
- I am confident to let people know when I don't have the answer

___ **Number of boxes checked (5 max)**

3: Support/Reliability

It is important for people to work with you to be confident that you support them and you can be relied upon

- When conflict or other difficulties arise I support team members to address them constructively
- When things go wrong I focus on co-operation and assistance rather than looking to lay blame
- I treat people fairly when they make a mistake
- I ensure that the team's work is generally evenly balance and each person feels supported when they hit a peak busy time
- I can be relied upon to do what I have promised or agreed to do
- I do not leave a trail of problems behind me due to lack of attention to detail
- I focus on people and results, not just results
- I encourage people to make decisions, rather than make decisions for them
- Once a person makes a decision I support them in that decision, regardless of the outcome

___ **Number of statement ticked (9 max)**

4: Team involvement

To enable people to perform at the best it is important that they feel involved in the running of the business and they have a say in how their daily life is run.

- I ensure that the team has enough time to come together to plan, have quality discussions and make good decisions about their work
- I facilitate meetings so that they are well run and we feel that the time has been well spent
- I ensure that people have the information they need so they can make good decisions
- I ensure that everyone contributes during meetings and that people are not ignored or that a few dominate
- I make it safe for people to voice their opinion even if it is different from my own
- I welcome/encourage new ideas and am willing to try new things
- I seek input from team members about matters that affect them
- I keep team members informed of and give plenty of warning about, changes that are coming up

___ **Number of statement ticked (8 max)**

5: Recognition

Leaders cannot always impact the financial reward of team members, but they are able to acknowledge people's effort

- I celebrate the success of the team
- I regularly acknowledge the work that individuals have done and their contribution to the team
- I reward hard work and dedication to excellence
- People who work with me know that I value the work they do
- I consistently make heroes of the people I work with

___ **Number statement ticked (5 max)**

6: Interpersonal Relations

There are /characteristics that can enable a Leader to be highly successful or derailed

- I treat people with courtesy and consideration
- I handle pressure well

- I seek feedback on my performance
- I am more concerned about the team's goals than my personal goals and ambitions
- I truly trust the people that work with me
- I set high standards of performance for myself
- I am a good listener
- I am never arrogant (i.e. devalue the contribution of others)
- I never show bullying behaviour, even when in a pressured environment
- I freely admit my mistakes
- I tell people the truth rather than what they want to hear
- I quickly gain the trust and respect of others
- I have a good sense of humour
- I never leave behind a trail of bruised people
- I make it easy for people to give me feedback on my attitudes and behaviour, even when it stings
- I never act like a Victim blaming others/situations for my results
- I never become hostile or moody when things are not going my way
- I put people at ease quickly and help them to feel comfortable with me
- I am confident, yet modest
- I communicate concisely and clearly (verbally and written)

___ **Number of statement ticked (20 max)**

7: Culture Building

A high Performance Workplace is one in which people look forward to coming to work and feel good to be part of

- I helped our team to develop a clear set of values and principles of how we interact with each other
- I guide the team in how to apply/ live the values and principles we have developed
- I pitch in and help, wherever it is needed
- I am happy to share leadership with others in the team, no matter their job position

- I discourage discourteous, sarcastic, insulting negative and disrespectful talk in the team.
- When implementing change, I explain it fully, answer questions and listen carefully to the concerns of the people involved
- I have created an environment where it is safe to have vigorous debate, and people are not ostracised, by me or their team-mates for having opinions different from the rest of the group
- Because of my style our team is friendly, relaxed and energetic
- I help people to feel a sense of ownership about their work and that they are part of doing/creating something important
- I celebrate the diversity of people within the team, rather than trying to get everyone to think, act like me
- I never show them /us attitude (between front-line and management teams)
- I am fair and do not play favourites
- I always talk and act positively about our environment
- I have created an environment that is positive and uplifting
- I am committed to my team's success as I am to my personal success
- I have successful strategy for dealing with difficult people

___ **Number of statement ticked (16 max)**

8: Coach/Influencer

An important part of any Leader's role to coach and influence others to bring out both their very best performance and co-operation

- I encourage the individual development and personal growth (not just technical skills) of each person in my team
- I influence and guide people rather than use my positional power to get things done
- I am skilful at coaching rather than taking over and doing myself
- I understand the personal work preferences (likes and dislikes) of each person in the team
- I lead by positive example
- I am patient in allowing people a chance to learn, grow and develop
- I move quickly in confronting an employee whose performance is below standard

- I deal effectively with people who are negative in the workplace
- I do not allow myself or others to make excuses for lousy work
- I settle problems with others without alienating them
- I am able to gain support and co-operation from others outside this business unit e.g. my peers from other work units
- I work to understand other people's perspective rather than judging them
- I relate well to all kinds of individuals – from front-line to senior executives
- I treat others with respect and maintain their self-esteem
- I ensure we obtain the resources (e.g. finance, time etc) we need to do our job well
- I manage up well, and have a positive relationship with my senior leadership

___Number of statement ticked (17 max)

9: Personal Power

If you are not taking care of yourself no-one else will. A Leader can only perform at high levels if they have strong sense of who they are and what makes them feel alive

- I have a rewarding life outside work
- I am focused on my personal growth
- I feel healthy, alive and vital
- I have committed to paper my personal Honour Code and I use it to make both daily and important decisions in my life
- Emotionally I feel strong and healthy
- I don't take on additional workloads unless I am fully caught up with my own
- Work
- I have a good work/life balance
- I think about and evaluate requests before I respond
- I do not do adrenaline- i.e. my life is not run as a crisis zone!

___Number of statement ticked (10 max)

20									
19									
18									
17									
16									
15									
14									
13									
12									
11									
10									
9									
8									
7									
6									
5									
4									
3									
2									
1									
	Providing direction	Problem-Solving	Support/Reliability	Teambuilding	Recognition	Interpersonal Skills	Culture Building	Coach/influencer	Personal Power

Thank you for dully completing this questionnaire.

The information provided will be used to develop training programmes in your ministry.

1.1. Leadership & Management Competency Assessment Tool for Senior Managers

Important to current job:

0. Not applicable to job
1. Low importance to job
2. Medium importance to job
3. Critically important to job

Development Need:

0. Low or need for training development
1. Moderate need for training/development

Score the importance (scale 0 to 3) of each activity against your current job and the need for development (scale 0 to 2). The scales are indicated in the two boxes above.

	Importance to current job	Developmental need	Total (Importance x Need)
Competency Cluster: Fostering A Team Environment			
Communication			
<ul style="list-style-type: none"> • I solicit regular input from variety of sources and provides feedback across the organisation 			
<ul style="list-style-type: none"> • I foster a culture of active listening by seeking out carefully listening to others, coaching others on listening, and making decisions based on stated facts 			
<ul style="list-style-type: none"> • I Champion information –sharing by establishing, implementing, monitoring processes to disseminate and gather key information to and from all relevant stakeholders 			
<ul style="list-style-type: none"> • I establish and define department writing style and standards and manage team performance against standards 			
<ul style="list-style-type: none"> • I set, communicates, and actively works to raise expectations for written expression 			

and style with team			
<ul style="list-style-type: none"> I approve and sign off on internal and external communications after ensuring document quality standards are met 			
<ul style="list-style-type: none"> I coach others on developing creative visual aids and graphics that simplify complex messages to stakeholders and ensures compliance with regulations 			

Interpersonal Skills

<ul style="list-style-type: none"> I use a variety of strategies for communicating sensitive information to various audiences; mentors team on adapting personal style 			
<ul style="list-style-type: none"> I assess non-verbal cues and unspoken, complex sub-messages; leads others to develop perception skills 			
<ul style="list-style-type: none"> I match team members to jobs suited to their strengths and development needs and builds an environment that supports employee development 			
<ul style="list-style-type: none"> I model active listening for others, ensures a safe communication environment, and seeks information effectively 			

Team leadership

<ul style="list-style-type: none"> I communicate progress to stakeholders; anticipates team challenges and plans contingencies 			
<ul style="list-style-type: none"> I engage internal and external team members to manage conflicts and celebrate successes 			
<ul style="list-style-type: none"> I serve as role model in promoting teamwork and respect within both 			

internal and external teams			
<ul style="list-style-type: none"> I lead teams in tackling the toughest challenges, closely manages performance and celebrates successes 			
Conflict Management			
<ul style="list-style-type: none"> I provide conflict resolution guidance to other leaders and develops innovative methods for conflict prevention 			
<ul style="list-style-type: none"> I lead others in the use of use of different interaction methods for interpersonal styles and knowledge to further team's mission 			
<ul style="list-style-type: none"> I foster an environment that promotes rapid identification and resolution of potential conflicts 			
<ul style="list-style-type: none"> I Mentor and coach others on conflict resolution management and ensure appropriate policies and expectations exist 			

Competency Cluster: Creating Organisational Transformation

Change Leaders			
<ul style="list-style-type: none"> I Successfully lead difficult change efforts with broad impact; works with executive leaders or stakeholders to overcome obstacles 			
<ul style="list-style-type: none"> I Generate innovative ideas that are strategically aligned with department goals 			
<ul style="list-style-type: none"> I serve as a change agent; lead change efforts and create a positive environment of excitement around change 			

Vision and Strategic Thinking

<ul style="list-style-type: none">• I coordinate longer term vision into all aspects of the organisation; encourages implementation of vision through policies			
<ul style="list-style-type: none">• I establish an environment that fully support the vision through integration and coordination of significant team activities			
<ul style="list-style-type: none">• I effectively communicate strategic value of the vision to stakeholders and senior audiences			

Competency Cluster: maximizing Performance Results

Analytical Thinking

<ul style="list-style-type: none">• I identify causes for problems related to policy or more global issues			
<ul style="list-style-type: none">• I break down significantly complex problems that affect several teams and delegates work to other supervisors			
<ul style="list-style-type: none">• I exhibit ability to synthesise information provided by supervisors and other relevant sources, asks effective probing questions and recognizes and prioritizes organizational key actions at the branch/division level			
<ul style="list-style-type: none">• I anticipate significant organisational key actions and underlying issues at branch/division or higher level			

Decision Making

<ul style="list-style-type: none">• I make critical decisions within limited information under tight deadlines			
<ul style="list-style-type: none">• I keep abreast of department policies and priorities, and of external factors that may impact department policies and priorities in order to make decisions that have significant organisational impact			
<ul style="list-style-type: none">• I introduce new ways of thinking about			

problems and encourage non-traditional ideas from team members and stakeholders			
<ul style="list-style-type: none"> I navigate expeditiously and effectively to resolve problems and overcome obstacles 			
Customer Focus			
<ul style="list-style-type: none"> I communicate with customers on the most critical or sensitive issues related to their expectations or business objectives; promotes joint strategic planning to define shared business objectives with the customer 			
<ul style="list-style-type: none"> I develop policy related to the effective delivery of products or services to the customer; secure resources required to maintain and improve the product or service to the customer 			
<ul style="list-style-type: none"> I resolve the most sensitive and complex customer problems which may have major policy, political or organisational impacts 			
<ul style="list-style-type: none"> I establish a culture that places a priority on a customer satisfaction; secures and maintains resources required to implement changes to business processes to increase customer satisfaction 			
Planning and Organizing			
<ul style="list-style-type: none"> I manage the overall priorities and objectives of the team to focus time and resources in key areas 			
<ul style="list-style-type: none"> I establish priorities and understand the big-picture; effectively communicate objectives to key stakeholders 			
<ul style="list-style-type: none"> I create a clear, logical, and realistic plan by considering the impact and timing of external events (e.g. legislation, budget cycle) 			
<ul style="list-style-type: none"> I translate goals into specific, measurable outcomes and articulate the approach 			

necessary to achieve these outcomes to various stakeholders			
Thoroughness			
<ul style="list-style-type: none"> I champion resources and systems to support producing high quality work products and services; recognises and rewards high quality work products and services 			
<ul style="list-style-type: none"> I set priorities when there are conflicting program goals or due dates; ensure assignments are in alignment with the strategic goals of the organisation 			
Competency Cluster: Building Trust and Accountability			
Ethics and Integrity			
<ul style="list-style-type: none"> I look for ways to build stronger teams by bringing together individuals with different styles and approaches 			
<ul style="list-style-type: none"> I foster an environment that requires team members to take responsibility 			
<ul style="list-style-type: none"> I identify and communicate conflicts of interest and propose improvement of professional standards, procedures, and policies 			
<ul style="list-style-type: none"> I serve as a role model in consistently emphasizing integrity and respect for people at the highest levels across the organisation 			
Personal Credibility			
<ul style="list-style-type: none"> I take a leadership role in creating an environment that encourages open and honest communication at all levels in the organisation 			
<ul style="list-style-type: none"> I assume responsibility for results, including issues or problems, whether one 			

or one's team member was responsible			
<ul style="list-style-type: none"> I deliver agreed- upon results inspire others to exceed expectations 			
<ul style="list-style-type: none"> I set and models the standard for respectful treatment and coach others on addressing the concerns of others 			
Competency Cluster: Promoting A high Performance Culture			
Fostering Diversity			
<ul style="list-style-type: none"> Implements and promotes a diversity policy that develops and preserves a diverse workforce that strengthens service delivery for a diverse customer base and achieves organisational goals 			
<ul style="list-style-type: none"> Develops, implements and promotes a policy that ensures a work environment that is free of sexual harassment and discrimination; ensures that appropriate action is taken expeditiously when issues occur 			
Workforce Management			
<ul style="list-style-type: none"> I Actively manages performance gaps to ensure recruitment and retention of valuable talent; significantly contributes to workforce and succession planning efforts from an organisational perspective 			
<ul style="list-style-type: none"> I conduct effective reviews while empowering team members to develop "stretch" goals and improve performance 			
<ul style="list-style-type: none"> I match staff development plans and training opportunities 			
<ul style="list-style-type: none"> I develop training and development plans; approves training and development budget and assures funding allocation 			

Developing Others

<ul style="list-style-type: none">• I serve as a role model for encouraging growth and exploration; ensures that mistakes are used as learning opportunities			
<ul style="list-style-type: none">• I champion the resource needs of staff and secure and maintain necessary resources; rewards improved efficiency achieved through the effective use of resources			
<ul style="list-style-type: none">• I establish and communicate unit and section roles and link them to the organisation's vision and mission			
<ul style="list-style-type: none">• I identify what is good for the organisation and proactively plans staff development to meet the needs of the organisation			
<ul style="list-style-type: none">• I set the expectation for a continuous learning environment. Seeks collaborative opportunities and partnership to promote learning and development			

What is required to completing the assessment?

1. Multiply importance to job by developmental need. Those with the highest totals are the first-level supervisor's immediate training priorities as they help improve current performance.
2. Which are areas that may not be critical to the current job but the employee needs to develop? These will be the employee's developmental areas.

Thank you for dully completing this questionnaire.

The information provided will be used to develop training programmes in your ministry.