

**COUNTRY  
LEADERSHIP  
PROGRAM**



for  
Health System  
Change

**GFF CLP  
Toolbox  
for Action**

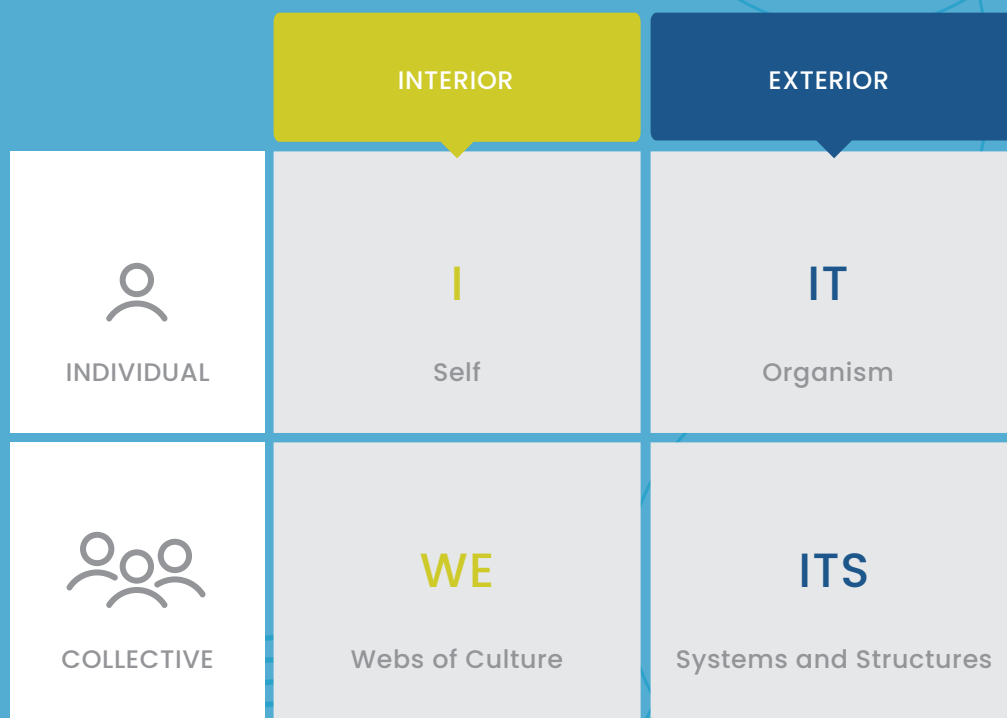


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# Integral Quadrants for Transformative Leadership



Source: Ken Wilber

# Introduction

## Purpose of this Toolbox

Provide an actionable tool to support leaders to **analyze and respond to complex challenges** with transformational change across health systems.

With a variety of interventions and exercises, the tool is a **visual guide** with clear pointers for leadership action and competence development.

## How to Use this Toolbox

- Use this template to analyze and reflect collaboratively on complex topics related to your health system challenges.
- Follow the proposed steps and instructions or choose the intervention needed for current challenges.
- Save this completed workbook to keep track of your interventions.

To access the GFF CLP Action Toolbox online please scan this QR code

\*If you access through a mobile device we recommend you download the Mural app.



<https://bit.ly/somaliacclptoolbox>

# Application Steps

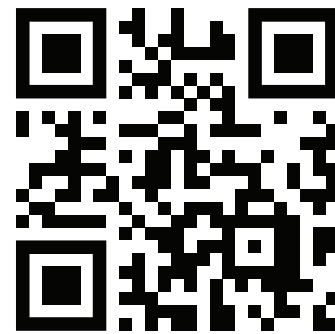
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# Systems Thinking DSRP

## Instructions

- ▶ To start, let's identify key players, roles and the nature of the relationships in the Somali Health System. For this, let's run this system through the Distinctions, Systems, Relationships and Perspectives model (DSRP).

As a reference, scan the QR code to access the **DSRP/Systems Mapping Guide** and use the provided blank section to perform your analysis.



<https://bit.ly/DRSPGuide>

- ▶ Given that FMOH stewardship is limited at this time, because many services are run through contracts between non-state stakeholders.

**How could we build a new system in which MOH plays a significant oversight role?**

**What does, "trustworthy oversight capabilities" include (what are its parts)?**

Does it include things like monitoring data, health outcomes, and allocation of financial resources in an efficient and equitable manner to ensure important decisions are based on evidence.

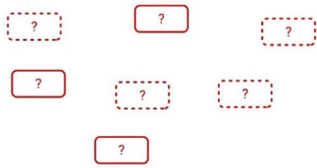
**Think systemically about the impact of this transition in the FMOH stewardship by exploring the Distinctions, Systems, Relationships and Perspectives that matter when building a shared meaning of this issue.**

## Distinctions

In your small group, identify what elements are involved in this challenge.

What are the important things to take into account from your perspective when exploring how to move more stewardship to the FMOH?

### What parts should we consider?

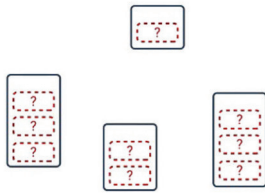


## Systems

In your small group, identify which of the elements identified in the Distinctions round are:

- i. together part of a bigger system, and
- ii. have important parts that they are made up of that it is useful to name.

### How are these things organized?

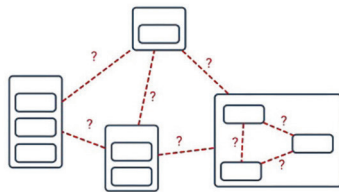


## Relationships

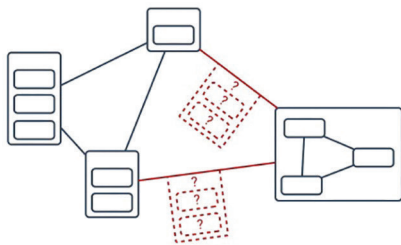
In your small group, think about the relationships that matter between the different elements that you have identified.

Ask yourself, what relationships am I seeing? What relationships am I not seeing? Are the relationships I see made up of important parts?

### How are these things related?



### Do the relationships have parts?



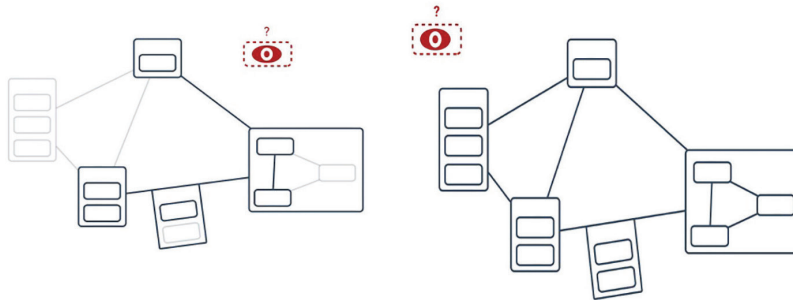


## Perspectives

In your small group, think systemically about the perspectives that matter when trying to understand the issue.

From what perspectives can we look at the issues related to stewardship to better understand? Ask yourself, from what point of view am I seeing things? Which points of view from others am I not seeing?

### From what or whose perspective?



## Online DSRP Worksheet

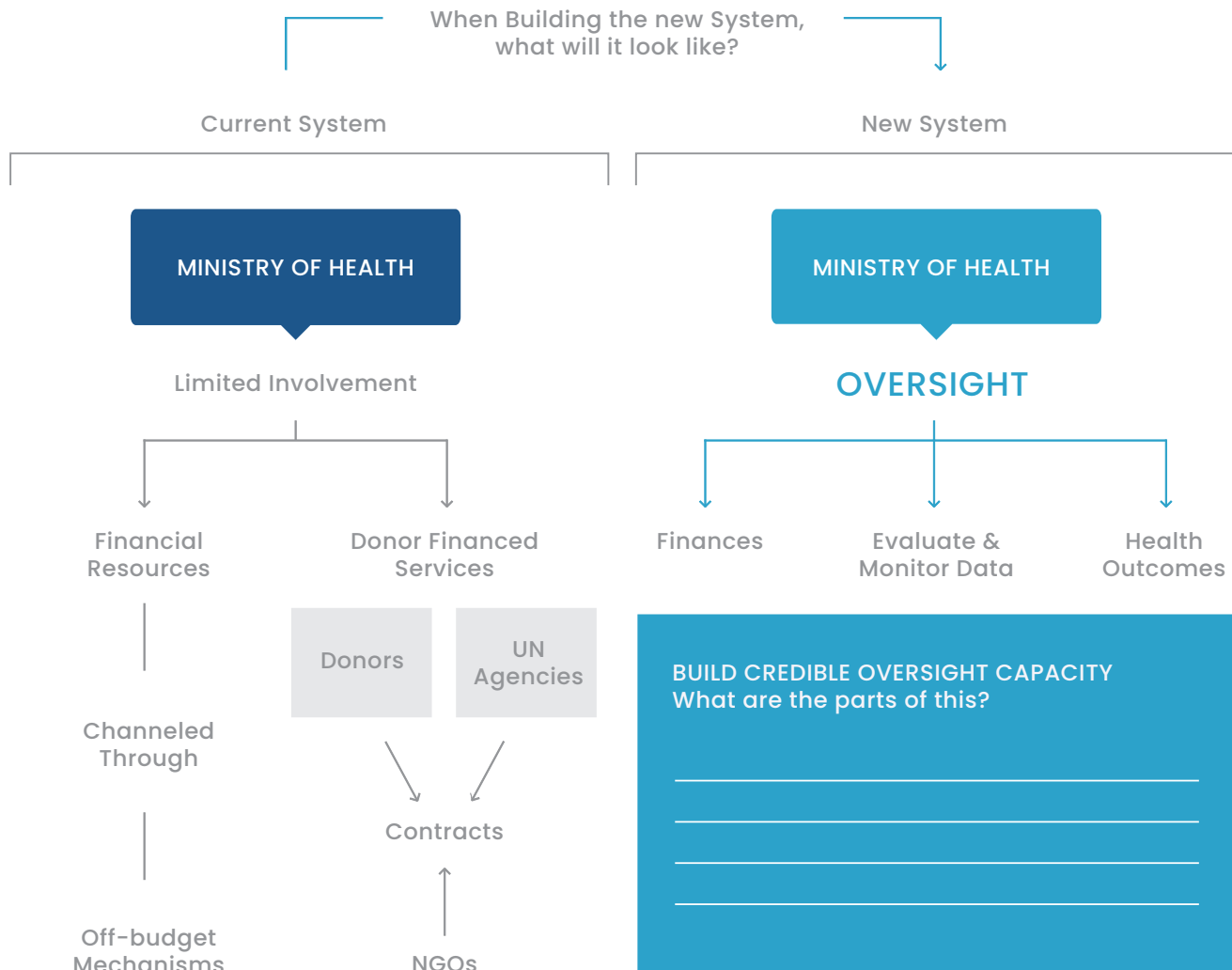
You can also scan this QR code and access an online worksheet to complete the DSRP analysis.

\*If you access through a mobile device we recommend you download the Mural app.



<https://bit.ly/dsrpsomalia>

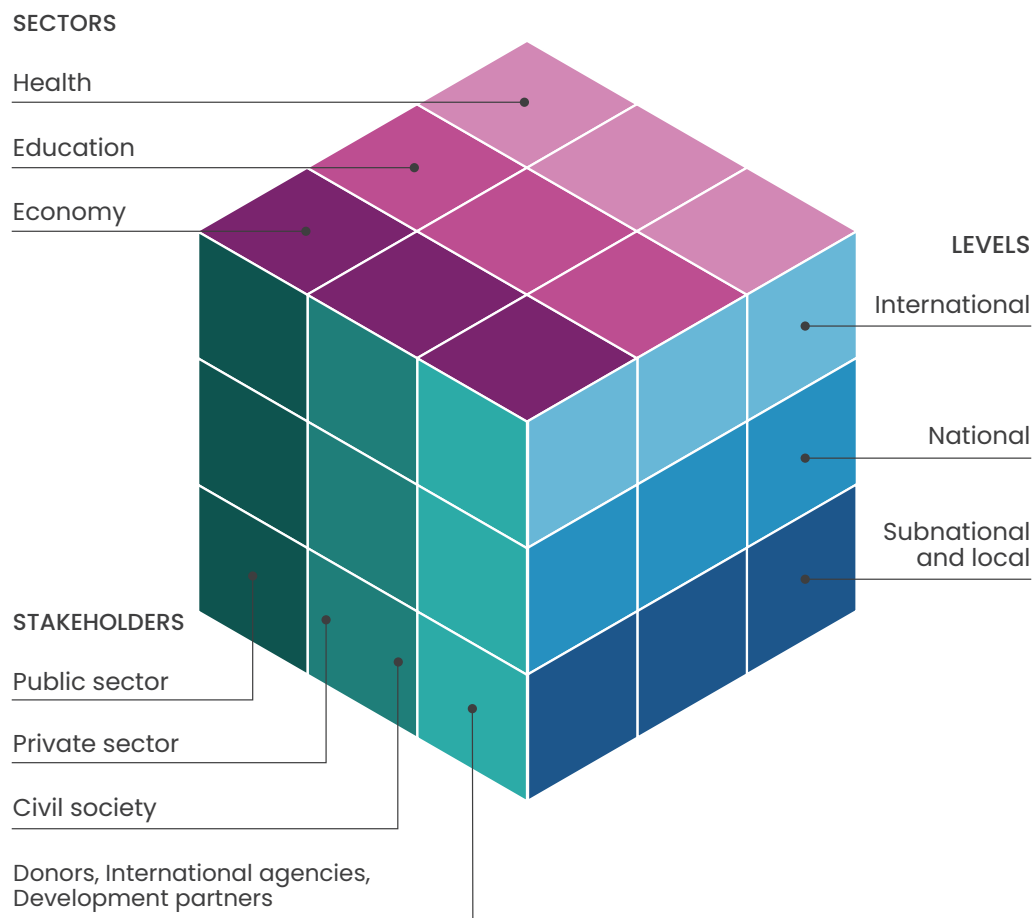
## Somalia Health System Overview



# Integrated Governance

## Instructions

- ▶ We invite you to take an **integrated governance perspective** in the context of strengthening Somalia’s Federal Ministry of Health stewardship roles and **analyze one of the three dimensions of the current governance system.**



- ▶ For that, respond to the following questions on the next page.

## How well integrated is your governance system?

- ▶ Identify relevant **Stakeholders**. In a scale from 1 to 3 (1- Weak, 2- Some, 3- Strong) how would you classify their degree of ownership of the governance arrangement?

Stakeholder	Ownership Degree 1- Weak, 2- Some, 3- Strong
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- ▶ Analyze these stakeholders in the table below, in terms of capacity, relationships and challenges.

STAKEHOLDER	CAPACITY Reflecting on the robustness of the stakeholders' arrangement, what type of capacity do you think it has?  Select one of the three options: • INDIVIDUAL • ORGANIZATIONAL • SYSTEMIC  *See image below	RELATIONSHIPS Reflecting on the flexibility between stakeholders, what type of relationship do you think they have?  Select one of the three options: • COOPERATION • COORDINATION • COLLABORATION  *See image below	CHALLENGES Knowing the types of relationships and the capacity of stakeholders' arrangements, what do you think the main challenges are?
_____			
_____			
_____			

## Capacity



## Type of relationships of your leadership dimensions

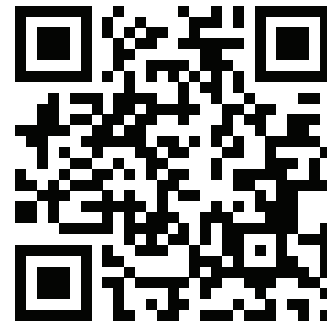
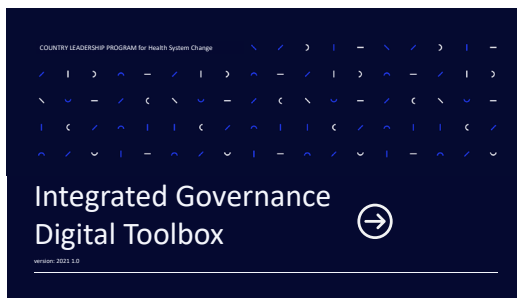




## REVIEW

To help you with your governance analysis, please navigate to the **Integrated Governance Toolbox** where you will find case studies that can relate to your country and inspire solutions.

## Useful Resources



<https://bit.ly/IntegratedGovernanceToolbox>

# Data and Evidence for Policy & Decision-making

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## Instructions

- ▶ In this section, we merge two critical tools: The Decision-making Triangle and the Data Dimensions Matrix.

The **Decision-making Triangle**, used in the case study you worked through, is the cornerstone for everyday decision-making, offering a systematic way to clarify issues, assess evidence, and explore solutions.



Alongside this, the **Data Dimensions Matrix** (shown below) supports your understanding of the complexities of data challenges, ensuring the availability and quality of relevant data.

In other words, we could consider the Decision-making Triangle as the compass, while the Data Analysis Matrix is the map, guiding leaders through the terrain of data and evidence. Together, they empower you to make informed, data-driven decisions critical for success in any scenario.

# Data and Evidence for Policy & Decision-making

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## Applying the Data Dimensions Matrix to Decision-Making

- ▶ To support your Systems Thinking and Integrated Governance journey, you will need a significant amount of **quality data and evidence** for decision- and policy-making.

Please use the following **Data Dimensions Matrix** and respond to the proposed questions to identify:

1

Existing relevant data sources and characteristics

2

Mechanisms to enhance data flows and check data quality

3

Processes to guarantee the use of quality data to inform decisions



Cross-cutting consideration: How can you use your leadership position to strengthen a regular culture of data use?

AIM	ARE THE DATA NEEDED FOR FEEDBACK LOOPS...	REDUCING FRAGMENTATION OF FUNDING		ACTIONS TO PRIORITIZE
		GUIDING QUESTIONS	ANSWERS	
Strengthening leadership through timely and effective use of data in feedback cycles	Clearly defined and available?	Is information available on all the development partners, donors and other funding partners operating in the country? Is there a database?		
		Is information on the overall health sector funding gap available?		
		Does the MoH have data on the health sector priorities that are under-funded or over-funded or with duplicated funding?		
		Are data on health sector execution rates of past budgets available?		
		Are data on the activities development partners are supporting available?		
		Does the MoH have data on the activities by district being supported by different partners? Are these aligned with government's priorities?		
		Are data from Resource Mapping and Expenditure Review (RMET), National Health Accounts (NHA) or public expenditure review (PER) available?		
		Are all the available data from above provided and updated in a timely manner to support decision making?		
		What is the usual update interval? If this does not exist, can a timeline be created? What will the MoH do to shorten the feedback loops between generation, analysis and use of data for decision-making, improvement and real time course correction?		
		Are data from above in paper-based format or digitized?		
Are there multiple, incoherent databases tracking data?				
Timely?				
In suitable format and quality standard?				

AIM	ARE THE DATA NEEDED FOR FEEDBACK LOOPS...			REDUCING FRAGMENTATION OF FUNDING		ACTIONS TO PRIORITIZE
Strengthening leadership through timely and effective use of data in feedback cycles	Analyzed in way that is useful?	GUIDING QUESTIONS	ANSWERS			
	Communicated in way that is useful?	Are data from above analyzed in a way that answers key questions that leadership wishes to answer?				
	Used to test (solutions and opportunities for strengthening feedback loops)?	Does the MoH have the capacity to conduct health financing studies such as NHA, PER or RMET?				
		Are data from RMET, NHA and/or PER summarised and shared with leadership at all levels in the way they can understand and use the information?				
	Are the feedback from health financing studies used to provide feedback and improve alignment of donors behind government's priorities?					

# Key Actions

## Instructions

- ▶ After reflecting on the DSRP model for systems thinking, integrated governance and data use for decision-making, **identify 2 or 3 key “impact” points** – those which will have a greater systemic impact following your leadership intervention.

These could become the **priorities** of your transformative leadership agenda moving forward.

**In a few words, describe your 3 impact points:**

	1	2	3
IMPACT POINTS			
KEY NEXT ACTIONS ENVISAGED			
KEY ACTORS			

# Behavior Change Immunity to Change Mapping

## Instructions

**Why is change so difficult, even when we are genuinely committed to it? How can we close the gap between what we intend and our actual behaviors?**

An Immunity-to-Change analysis is designed to enable individuals, teams and organizations to identify adaptive challenges and limiting mindsets they currently hold that interfere with successfully enacting new ideas and behaviors that would increase their effectiveness. The process also provides a pathway to overcome those limitations.

### Individual Level

Below is an example of an Immunity to Change analysis at the **individual** level.

1. IMPROVEMENT GOAL	2. DOING / NOT DOING	3. HIDDEN COMPETING-COMMITMENT	4. BIG ASSUMPTIONS
<p><b>To get better at taking the perspective of other stakeholders (their different priorities, concerns, challenges, etc.)</b></p> <p>Why important?</p> <p>Without that, we will not be able to truly problem-solve and make progress.</p>	<ol style="list-style-type: none"> <li>1. I focus on my own thing, and do not see the bigger picture that involves others.</li> <li>2. I tend to stereotype stakeholders based on their role (which limits my openness to being in dialogue with them).</li> <li>3. When I hear there's a problem with what someone else is doing, I don't ask for follow-up conversations to get into better alignment.</li> </ol>	<p>Worries:</p> <ol style="list-style-type: none"> <li>1. I'd be overwhelmed and frustrated by complexity and instability; I'd be less productive, get less done and feel incompetent; I'd lose control of my impact.</li> <li>2. I'd feel naïve and probably be seen by my colleagues as less experienced.</li> <li>3. I'd get into a rabbit hole of complexity.</li> </ol> <ul style="list-style-type: none"> <li>• To not feel overwhelmed and frustrated</li> <li>• To not be unproductive</li> <li>• To not feel incompetent</li> <li>• To not lose control of my impact</li> <li>• To not be naïve</li> <li>• To not get entangled in a rabbit hole</li> </ul>	<ol style="list-style-type: none"> <li>1. I will be overwhelmed and frustrated by the complexity and instability, which will reduce my ability and motivation to get anything done.</li> <li>1. The most effective way to control my impact given the reality of our environment (instability, overall lack of trust) is to pursue an agenda I see from my role/ vantage point.</li> <li>1. It's better to get something done than nothing (getting something done in the short-term is better than waiting for the long-term, which may never happen).</li> <li>2. It is naïve to not hold stereotypes about other people's roles. They hold predictable perspectives.</li> <li>2. Other stakeholders aren't going to share their real concerns or be open to problem-solve anyway. Even if they did, there's nothing I could say that they would accept as a way to address their concerns.</li> <li>3. I'd have to get out of the rabbit hole myself.</li> </ol>

- ▶ **1. We will lead you through the steps to create your own Immunity to Change Map. Feel free to use the improvement goal “To get better at taking the perspective of other stakeholders”.**

1. IMPROVEMENT GOAL	2. DOING / NOT DOING	3. HIDDEN COMPETING COMMITMENTS	4. BIG ASSUMPTIONS

**Collective Level**

- ▶ **2. Apply the Immunity to Change Mapping steps to your discussion group, which is clustered by role.**

Identify what your collective improvement goal is and work through the columns.

ROLE:			
1. COLLECTIVE IMPROVEMENT GOAL	2. DOING / NOT DOING	3. HIDDEN COMPETING COMMITMENTS	4. BIG ASSUMPTIONS

© Minds at Work

- ▶ **3. Building on the work each discussion group has done, take turns listening to each other's Immunity to Change map. As you listen, use the Immunity to Change Mapping templates to take notes as they share their thoughts through the columns.**


Note, this is a perspective-taking exercise. When you have completed each table, you will have deeper insights into the beliefs and assumptions that group holds that produce counterproductive behaviors. Progress in your working relationship with your stakeholders occurs when the various stakeholders test the accuracy of their assumptions.

As you approach this exercise, get into the shoes of each stakeholder group. Take their perspective. Listen to understand their point of view. Take care to not try to convince the presenters that they are wrong or to take their side if you believe they are right.

ROLE: \_\_\_\_\_

1. IMPROVEMENT GOAL	2. DOING / NOT DOING	3. HIDDEN COMPETING COMMITMENTS	4. BIG ASSUMPTIONS
<p>© Minds at Work</p>			

ROLE: \_\_\_\_\_

1. IMPROVEMENT GOAL	2. DOING / NOT DOING	3. HIDDEN COMPETING COMMITMENTS	4. BIG ASSUMPTIONS
<p>© Minds at Work</p>			

ROLE:

1. IMPROVEMENT GOAL	2. DOING / NOT DOING	3. HIDDEN COMPETING COMMITMENTS	4. BIG ASSUMPTIONS
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ROLE:

1. IMPROVEMENT GOAL	2. DOING / NOT DOING	3. HIDDEN COMPETING COMMITMENTS	4. BIG ASSUMPTIONS
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# Integral Fitness Check

## Instructions

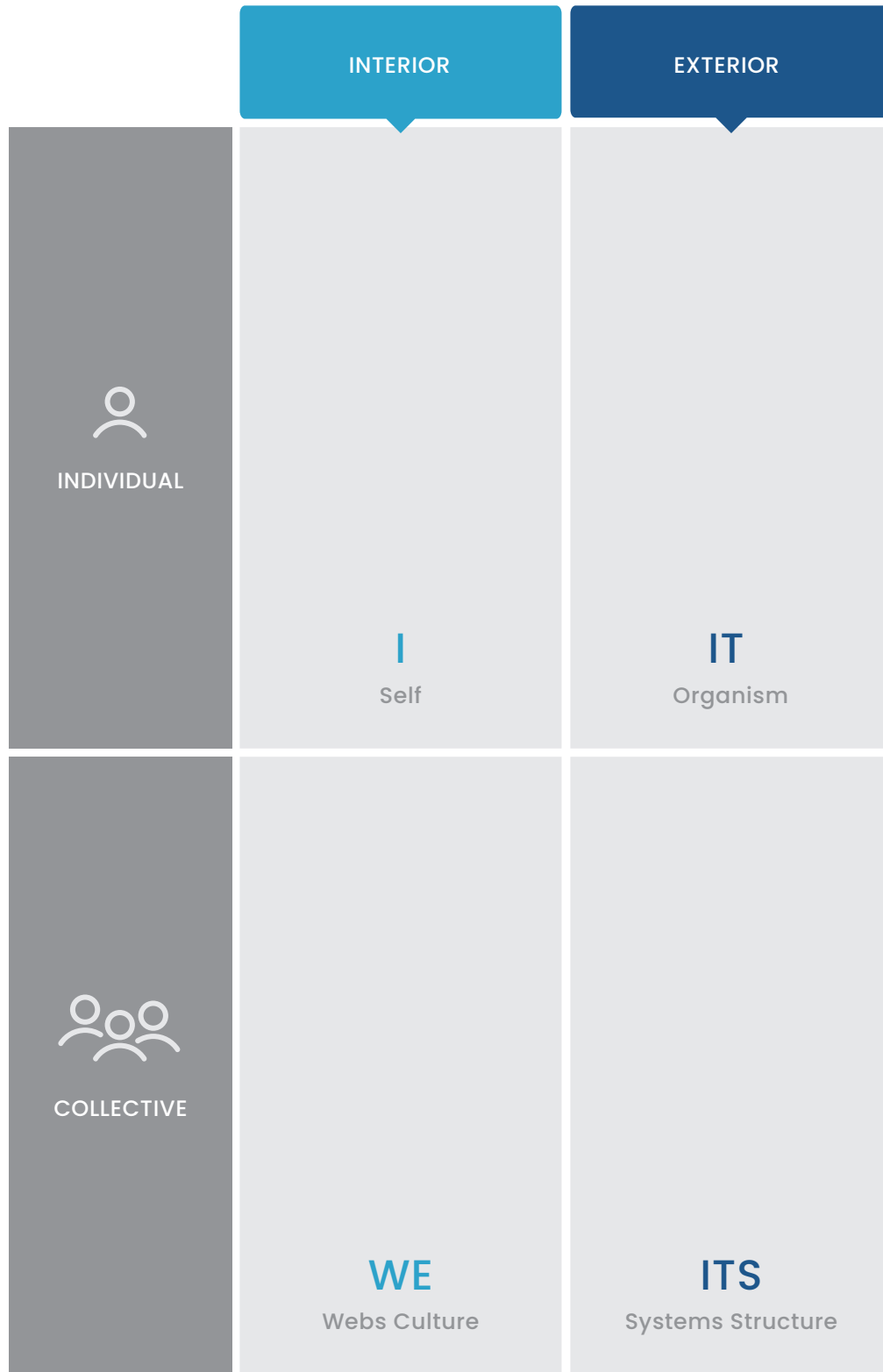
- ▶ As you develop your thinking around how to address your challenges, please check whether your key actions cover the **4 dimensions of the Integral Fitness Check**.

Are you considering:

- The aspects related to **individuals' inner motivations**?
- The aspects related to **individuals' behavior**?
- The aspects related to the **shared values of the collective**?
- The aspects related to the **systems, processes, and structures**?



▶ Now, try to place some of the key actions identified through your impact points in each of these 4 quadrants (refer to page 19).





## REVIEW

If necessary, please revise your strategy to make sure it addresses all quadrants of the Integral Fitness Check.

## Useful Resources

Using the Quadrants from the Integral Fitness Check

USE of Quadrants to organize Knowledge

<p><b>Upper Left—Intention</b></p> <p><i>Includes the following aspects of leadership:</i></p> <ul style="list-style-type: none"> <li>Emotional intelligence</li> <li>Motivation</li> <li>Intellect</li> <li>Life experience</li> <li>Intent</li> <li>Attitude</li> <li>Commitment</li> </ul> <p><i>Examples of Leadership Approaches:</i></p> <ul style="list-style-type: none"> <li>Theory Y<sup>1</sup></li> <li>Prosourcing<sup>2</sup></li> <li>"Full range of leadership" model<sup>3</sup></li> </ul>	<p><b>Upper Right—Behaviour</b></p> <p><i>Includes the following aspects of leadership:</i></p> <ul style="list-style-type: none"> <li>Products</li> <li>Services</li> <li>Individual performance</li> <li>Peak performance</li> <li>Competencies</li> <li>Personal capabilities</li> </ul> <p><i>Examples of Leadership Approaches:</i></p> <ul style="list-style-type: none"> <li>Theory X/ MBO<sup>4</sup></li> </ul>
<p><b>Lower Left—Culture</b></p> <p><i>Includes the following aspects of leadership:</i></p> <ul style="list-style-type: none"> <li>Collective values and beliefs</li> <li>Ethics/integrity</li> <li>Shared values</li> <li>Morale and energy</li> <li>Shared history, or shared experiences</li> <li>"What really matters in this organization"</li> </ul> <p><i>Examples of Leadership Approaches:</i></p> <ul style="list-style-type: none"> <li>Participatory leadership<sup>5</sup></li> <li>Adaptive leadership<sup>6</sup></li> <li>Learning organizations<sup>7</sup></li> <li>Leadership tools for dialogue and group work (such as compassionate listening,<sup>8</sup> non-violent communication,<sup>9</sup> among others)</li> </ul>	<p><b>Lower Right—Systems</b></p> <p><i>Includes the following aspects of leadership:</i></p> <ul style="list-style-type: none"> <li>Strategy and design</li> <li>Organizational design</li> <li>Decision-making systems</li> <li>Policies and procedures</li> <li>Performance measures</li> <li>Networking</li> </ul> <p><i>Examples of Leadership Approaches:</i></p> <ul style="list-style-type: none"> <li>Systems Theory<sup>10</sup></li> <li>Team-Net<sup>11</sup></li> <li>Balanced Scorecard<sup>12</sup></li> </ul>



<https://bit.ly/IntegralFitnessCheck>

# Transformative Leadership

## Instructions

- ▶ Once you have gone through the previous steps, it is time to **check how “transformative” your planned leadership key actions are.** To do that:

**Reflect:**

- ⊙ Are they guaranteeing a truly systemic change, an inflection point in how your country’s health system is governed?
- ⊙ Do they correspond to the type of legacy you’d like to leave to future generations?
- ⊙ Are they bullet-proofed against electoral cycles or conjunctural adversities?

- ▶ **Review the Transformative Leadership competencies list** and check the ones you have already developed and the ones you need to work on further in order to be successful with your key actions.

**Developed**

**Need to Work**

<p><b>ADAPTIVITY</b> Processing feedback openly and speedily</p>	<p><b>PATTERN-SENSING</b> Identifying patterns in the apparent chaos</p>	<p><b>EXPERIMENTING</b> Taking a step into the unknown and trusting that others will find you there</p>	<p><b>FEELING</b> Staying in touch with your and other people feelings about what is happening</p>
<p><b>CENTREDENESS</b> Holding your own center in uncertainty</p>	<p><b>DIVERSITY-SEEKING</b> Seeking out and including diverse perspectives</p>	<p><b>INVITING</b> Inviting those who are ready to join you in the new ways</p>	<p><b>CARE</b> Looking after yourself and others in a stressful environment</p>
<p><b>LETTING GO</b> Letting go of old ways when they no longer serve</p>	<p><b>EMERGENCE</b> Creating space for new things to emerge</p>	<p><b>RAPID LEARNING</b> Holding your beliefs and actions lightly while iterating in rapid learning cycles</p>	<p><b>NOT KNOWING</b> Accepting that you cannot fully know how things will play out and that you cannot fully control the outcome</p>

# Learning Notes

## Instructions

### Leadership Action Plan

- ▶ Reflect on what you've learned going through this exercise and define your leadership plan based on the Key Actions you've identified.

Type your reflections and leadership action plan.

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# Transformative Leadership Principles

COMPETENCE	DESCRIPTION
Adaptivity	Processing feedback openly and speedy
Centeredness	Holding your own center in uncertainty
Letting Go	Letting go of old ways when they no longer serve
Not Knowing	Accepting that you cannot fully know how things will play out and that you cannot fully control the outcomes
Pattern-sensing	Identifying patterns in the apparent chaos
Diversity-seeking	Seeking out and including diverse perspectives
Emergence	Creating space for new things to emerge
Experimenting	Taking a step into the unknown and trusting that others will find you there
Inviting	Inviting those who are ready to join you in the new ways
Rapid Learning	Holding your beliefs and actions lightly while iterating in rapid learning cycles
Care	Looking after yourself and others in a stressful environment
Feeling	Staying in touch with your and other people's feeling about what is happening



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