Lessons from the South African Albertina Sisulu Executive Leadership Program in Health (ASELPH)

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GHWF, Dublin November 2017
Selecting and growing passionate Fellows

Recognised self-motivation and social commitment as essential to success as leaders

- Joint selection with Provinces
- Being an Albertina Sisulu Fellow has special meaning
- Values and social purpose a curriculum golden thread
- Consciously build a dynamic cohort that inspires
- Tying the Fellowship to a formal university qualification
- Curriculum and learning methods that grow passion
- Mentorship
- Alumni programme emerging
Fit for purpose training:  
14 Competencies aligned to Health Services needs

<table>
<thead>
<tr>
<th>CROSS-CUTTING</th>
<th>MANAGERIAL</th>
<th>LEADERSHIP</th>
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</thead>
<tbody>
<tr>
<td>People Management and Empowering Environment</td>
<td>Resource Management and Allocation</td>
<td>Service Delivery Innovation</td>
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<tr>
<td>Self-Management</td>
<td>Financial Management</td>
<td>Change Management</td>
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<tr>
<td>Honesty and Integrity</td>
<td>Problem Solving and Analysis</td>
<td>Strategic Leadership</td>
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<tr>
<td>Client Orientation and Customer focus</td>
<td>Programme and Project Management</td>
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<tr>
<td>Communication</td>
<td>Community / Partnership Collaboration</td>
<td>Knowledge Management</td>
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 Albertina Sisulu  
 Executive Leadership  
 Programme in Health  
 Excellence, Innovation, Transformation
## Modules – Health and public sector focus

<table>
<thead>
<tr>
<th>Learning in public health</th>
<th>Executive leadership for health</th>
<th>Health policy and system transformation</th>
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<tbody>
<tr>
<td>District health systems re-engineering, decentralization</td>
<td>Ethics and values; organisational change and strategy</td>
<td>Quality improvement modalities</td>
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<tr>
<td>Strategic financial management</td>
<td>Strategic human resources &amp; management performance</td>
<td>Health informatics, monitoring &amp; evaluation</td>
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<tr>
<td>Applied research – literature review, protocol, situational analysis, strategic plan</td>
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<tr>
<td>Complex problem solving and negotiating; coherence</td>
<td>Strategic marketing &amp; communication</td>
<td>Policy to practice seminar</td>
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Teaching and learning methods

• Curriculum focus
• Classroom arrangement & group work
• Case study & peer learning
• Real challenges
• Assignments bridging classroom to work gap
• Evolving use of e learning
• Experienced faculty who could serve as role models
• Use of guest lecturers senior in the Health System
• Staff / faculty development
The e learning platform - Blackboard ©
Blended / hybrid learning

- Flipped, blended classroom and real time evaluation
- Blended learning model
- Strong e-learning support for students
- Class WhatsApp® group
- Pre-module reading
- Group work presentations
Monitoring & Evaluation (M&E)

ASELPH Modules assessment tools

- Day-to-day module evaluations

ASELPH Fellows Competencies & Programmes assessment tools

- 1. Reflective Essay
- 2. Competencies Assessments
- Questionnaires (+360 degree)
- 3. Research
- 4. Other: Alumni Meetings; Social Media Networks
- 5. External Evaluation
Qualtrics Evaluation
Self-evaluation through Reflective Essays
External Evaluation

“Fellows were unanimous in their responses that participation in ASELPKH has had a significant influence on their personal behaviour as leaders. Frequently used descriptors were ‘empowered’, ‘built confidence’, ‘we now see ourselves as leaders’ and ‘not afraid’. Peers, and subordinates observed shifts in leadership style from ‘undefined’ to … while supervisors spoke of them being transformed from ‘complainers’ to ‘providing solutions’.”

“ASELPKH is exceptional in the health leadership development space in terms of the teaching and learning approach”.
# 360° Qualitative assessment of what best developed

<table>
<thead>
<tr>
<th>Fellows</th>
<th>Supervisors/Peers/Subordinates</th>
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<tbody>
<tr>
<td>Self-awareness &amp; a more confident leader</td>
<td>Information sharing through forum</td>
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<tr>
<td>Complex problem solving</td>
<td>Decision making</td>
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<tr>
<td>Presentation skills</td>
<td>Assertiveness</td>
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<tr>
<td>Strategic development</td>
<td>ASELPH developed the Fellow 100%</td>
</tr>
<tr>
<td>Ability to work under pressure</td>
<td>All competencies improved</td>
</tr>
<tr>
<td>Leadership skills in general</td>
<td>Definitely upward movement</td>
</tr>
<tr>
<td>More equipped to deal with operational challenges</td>
<td>ASELPH is a good intervention for managers</td>
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ASELPH is a good intervention for managers
Good ratings are due to ASELPH
### Abilities most impacted

- Systematise community resources to improve access
- Compile and manage budgets
- Draw up financial reports and communicate them
- Identifying problems in the team
- Process to identify problems in service delivery and community
- Problems and solutions in service delivery and the community
- Program & Project Management to develop, implement, adjust
- Community/Partnership Collaboration and alignment
- System in place for knowledge sharing
Summary of Lessons learnt

- **Branding:** flagship programme
- **Collaboration:** health services, funders
- **Student funding:** less financial pressure
- **Selection:** joint
- **Fit for purpose:** competences
- **Curriculum:** address the competences
- **Teaching methods:** case-based, groupwork, blended
- **Mentorship:** nurture
- **M&E:** responsiveness