



**Emerging Leaders in
Health Policy and Systems Research &
Analysis in Africa**

Developing the practices of HPSR+A leadership

THE CHEPSAA PROJECT

The development of sustained African health policy and systems research and teaching capacity requires the consolidation and strengthening of relevant research and educational programmes as well as the development of stronger engagement between the policy and research communities. The Consortium for Health Policy and Systems Analysis in Africa (CHEPSAA) will address both of these issues over the period 2011 - 2015. CHEPSAA's goal is to extend sustainable African capacity to produce and use high quality health policy and systems research by harnessing synergies among a Consortium of African and European universities with relevant expertise. This goal will be reached through CHEPSAA's five work packages:

- assessing the capacity development needs of the African members and national policy networks;
- supporting the development of African researchers and educators;
- strengthening courses of relevance to health policy and systems research and analysis;
- strengthening networking among the health policy and systems education, research and policy communities and strengthening the process of getting research into policy and practice;
- project management and knowledge management.

The CHEPSAA project is led by Lucy Gilson (Professor: University of Cape Town & London School of Hygiene and Tropical Medicine).

CHEPSAA WEBSITE: www.hpsa-africa.org



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Background

As part of CHEPSAA’s overall effort to support organizational sustainability among partners and contribute to the African Health Policy and Systems Research and Analysis (HPSR+A) skills’ base, the consortium established an Emerging Leaders Programme (ELP). The programme aimed specifically to contribute to the development of capacity in the field of HPSR+A in Africa by beginning to build a critical mass of future leaders (within and across organisations) who have the necessary capabilities, and are committed to working in and building the field in Africa. Twenty six Emerging Leaders (ELs) made up the cohort of the programme. Located in Ghana, Kenya, Nigeria, South Africa and Tanzania, the participants were identified by the African CHEPSAA partners as future leaders within their own organisations or in partner organizations within their local networks. The final selection process was based on principles that included existing involvement in HPSR+A work and commitment to working and contributing to building the field, but allowed for variation in pre-existing skills and experience.

Structured around a set of leadership capabilities and competencies specific to HPSR+A and developed a within CHEPSAA (Table 1), the ELP programme constituted three workshops, and linked activities, which ran over around an 18 month period in 2013 and 2014. The so-called softer capabilities embraced a range of personal skills deemed important for those assuming leadership positions, whilst the technical competencies can be seen as those integral to carrying out HPS research. The workshops represented contact times allowing a concentrated focus on developing the agreed capabilities and competencies, as well as development of relationships among the 26 ELs. Activities between these workshops intended to support the further development of capabilities and competencies through personal work and peer networking.

Table 1 Key HPSR+A competencies and capabilities¹

<i>Capability/Competency</i>	<i>Key items</i>
Personal skills	<ul style="list-style-type: none"> • Communication skills • Listening skills • Patience • Attitude towards those with a different perspectives • Acknowledge other views/disciplines • Interpersonal skills • Ability to recognise, tolerate and to unpack complexity • Self-awareness of career path • Ability to prioritise, time and capacity management
Writing skills	<ul style="list-style-type: none"> • Scientific articles
Project management	<ul style="list-style-type: none"> • Design of study • Grant proposal writing • Rapporteurship • Chairing meetings

¹ A more detailed set of competencies & capabilities is provided in Annex 1

Capability/Competency	Key items
Networking	<ul style="list-style-type: none"> • Managing new and/or old networks
Knowledge of HPSR+A	<ul style="list-style-type: none"> • Understanding and using multi-disciplines
Teaching skills/strategies	<ul style="list-style-type: none"> • Curriculum development (models of teaching) • Communication skills specific to teaching • How to use case studies in HPSR+A
Understanding the health system	<ul style="list-style-type: none"> • Ability to understand and work with complexity
Research skills	<ul style="list-style-type: none"> • Ability to identify a problem • Design of data collection methods • Identify and assess data sources and limitations • Data analysis skills <ul style="list-style-type: none"> ○ Qualitative and quantitative analysis skills

Coordination of the programme was facilitated by a small group of three ELs and two senior CHEPSAA HPSR+A researchers; and different ELs also took leadership of specific and in facilitating discussion and engagement among the EL team.

Reflection and evaluation were also important within the programme and included:

- First workshop: with the option to use diagrams, drawings or text, the ELs provided perspectives on their expectations of the workshop and the extent to which they were met, as well as personal reflection stories of their experience. These allowed a particular, but not exclusive, assessment around the personal capabilities and relationship building central to the workshop.
- Second workshop: the ELs again provided reflection on their experience and responded to a more structured questionnaire addressing personal learning and perspectives of the workshop which was focused on HPSR+A concepts and methodologies.
- The third workshop: the final evaluation undertaken was an overall evaluation of the ELs' experiences across the 18 month programme, also allowing specific consideration of their experience of the 2014 Global HSR Symposium. It aimed to encourage the ELs to reflect on how the programme had impacted on their personal and professional growth and to consider their perspective on its relevance to the agreed programme outcomes (Table 2).

Table 2 Outcomes of the Emerging Leaders Programme (ELP)

<ul style="list-style-type: none"> • Better understanding of HPSR+A issues, analytic and research approaches and uses for health policy change and health system development • Strengthened teaching and facilitation skills • Contributed to curriculum development of HPSR+A • Recognition of the importance of HPSR+A to health system development • Commitment and passion to sustained HPSR+A work in Africa • Appreciation/awareness of the soft skills of leadership in relation to personal growth and
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organisational development

- Strengthening networking among the health policy and systems education, research and policy communities

The following sections describe the ELP activities and present some of the ELs perspectives, drawing on the evaluation data. A fuller ELP evaluation report is in preparation.

The first workshop – 1-7th July 2013

Focus and approach:

Overall focus and approach of the workshop:

- Developing leadership capabilities and practice – those needed to be a leader of research, analysis, education and action in health policy and systems
- Learning through personal work and reflection, and through opportunities to share experience and resources.
- Opportunities to address some of your own particular needs and concerns, but also to develop the resources of networks and ideas that will support you over time in addressing a wider range of needs
- Collaborative development of future engagements and activities

The first workshop spanned over seven days, and focused on a combination of personal leadership capabilities related to HPSR+A and HPSR+A-relevant technical competencies (see Annex 2 for full timetable). Using experiential methods and facilitated by life coaches, the personal leadership capabilities were explored through extensive group interaction and discussions. Encompassing capabilities such as self-awareness, listening skills and confronting issues of confidence and self-belief, the sessions involved personal and collective reflection exercises; therefore deviating from the traditional, didactic approach of imparting knowledge and skills.

This range of capabilities was explored in recognition of the multi-disciplinary and complex nature of the field. During early CHEPAA discussions of HPSR+A capabilities it was noted, for example, that early career HPSR+A practitioners/researchers were continuously learning and nurturing their authority and confidence to contribute to and build a field that is still considered as emerging in relevance and importance. In particular, those functioning in bio-medically dominant universities were faced with perceptions that rendered HPSR+A the ‘cinderella’ of research. The softer skills relevant in leadership, such as recognizing personal strengths and weaknesses (using the lens of confidence and self-awareness), recognized the ELs’ positions as beginning to assume spaces of authority and command in building the HPSR+A field and in transferring knowledge through mentorship and supervision to those also entering the discipline (listening and communication

skills). These sessions were also intended to support the researcher reflexivity that is critically important for HPSR+A. While the theme of leadership remained central throughout the week, the workshop dealt with skills that are relevant to HPSR+A, such as communication/presentation skills, time-management, project management (how to lead research and other projects), understanding the HPSR funding environment and how to conduct journal reviews. These sessions were facilitated by senior HPS researchers in the CHEPSAA consortium and invited guests.

Time was also provided for the ELs to work on pre-selected HPSR questions related to either the development of a research protocol, the writing of a paper or continued work on PhD theses. Development and refinement of these questions was facilitated through peer support and discussions and through one-on-one guidance with senior researchers drawn from CHEPSAA members and partner organizations. On the final day of the workshop the emerging leaders presented their research questions to a panel of senior researchers, focusing on the aims and objectives of the research inquiry, with some variation depending on whether it was for the purposes of a journal article or a research project. The panel provided feedback and suggestions, with the expectation that the ELs would take forward this work in their own time before the next workshops in 2014.

An EL was nominated to facilitate the process of monitoring progress on these individual projects, with quarterly reporting by all ELs. The ELP cohort agreed to provide peer support as requested towards making progress with these projects in the time leading up to the second ELP workshop. In addition, they established HPSR thematic groups, through which specific people interested in a particular topic/activity could interact between the two workshops, for example, sharing materials, and collectively drafting papers.

The individual work on respective HPSR research questions and the thematic groups were intended to encourage interaction between the non-contact period and to maintain continuity between workshops, and support outputs in a particular HPSR area. One of those groups successfully submitted an organized session abstract to the Third Global Symposium on HSR; while others were less active.

Evaluation highlights:

The evaluation and personal reflections about the workshop provided key perspectives on the value of the workshop. Many of the ELs indicated that the 'teaching' approaches used in the workshop were unexpected and had an impact on how they received the content.

Some specifically highlighted the benefits of learning about the personal leadership capabilities covered:

"My thinking and listening skills have been sharpened and now I am aware that leadership is about allowing others to think independently. After the transactional leadership sessions, I am aware that I need both above the line (structural) and below the line (relational). I still need to practice these until mastery" (EL 14).

"...this has been amazing. To connect on professional (technical) matters and the personal in terms of being at similar transitional periods has been critically important". (EL 5)

"Vulnerable as we might have been initially, the workshop transformed us into bold, courageous and confident leaders in HPSR." [EL 20]

While others appreciated the more technical aspects that related to their research skills:

"I have always thought that to conceptualize a research topic for funding requires special skills – but through guidance, this process has already begun" (EL 14).

I found engaging with the mentor useful in finding out about new and different resources related to my topic" (EL 23).

The second workshop – 6 July 2014

Focus and approach:

The majority of the ELs are from tertiary institutions that teach post-graduate courses related to HPS, therefore the second workshop in July 2014 aptly focused on the competencies related to HPSR teaching in combination with substantive consideration of the field of HPSR+A.

An initial day of catching up allowed the EL cohort to:

- 'catch up' informally with each other since the last workshop
- review how and whether we have applied the leadership skills we 'learned' about in the July 2013 workshop
- discuss alternative ways for future networking and collaborative strategies within the group
- discuss plans for our organized session for the Global Symposium in September 2014.

These initial discussions considered the EL's experiences of personal and group working since the first workshop, drawing on the regular monitoring data around personal projects that had been collected. There was clear variation in the extent to which participants had managed to continue to work on the topics and questions they had considered during the first workshop, and in the activeness of thematic groups. The challenges faced included the many demands placed on all within their organization and, for some, the disconnect between the topic/question and their broader programme of routine work. Other challenges that limited the extent of progress for the two activities were: time constraints, competing activities and internal organizational procedures. With respect to the thematic groups, one of the key challenges to making progress were communication challenges – despite the establishment of a shared DropBox folder and efforts to use email rather than skype to deal with the irregular access to the internet.

The major part of this second EL workshop was, however, structured around participation in piloting and teaching a CHEPSAA-developed HPSR course (Introduction to Health Policy and

Systems Research). Through active participation and observation, the cohort was exposed to facilitation skills, the use of a range of teaching modalities, such as case studies, lecturing, videos, group work and the overall ability to critique a curriculum. In their facilitation roles they were actively encouraged to use the leadership and listening skills developed in the first ELP workshop. The substantive focus of work during the week, meanwhile, entailed collectively learning how to develop an HPSR question, to identify relevant methodology/s and how to ensure rigor and reinforced overall theories and knowledge on HPS research and teaching. Finally, the ELs provided critique of the curriculum materials itself and so continued to this important CHEPSAA output.

Evaluation highlights:

The ELs' views of this workshop highlighted the benefits and gains from it. A dominant theme of reflection was the course's value in building on their existing knowledge of HPSR in a comprehensive manner, refining, clarifying and even dispelling some initial understanding/perceptions of the field, particularly with regards to its multi-disciplinary nature, complexity and the fact that its central feature is based on the notion that a health system is a social construct.

Some ELs, therefore, noted how the course provided in-depth knowledge of the field thus enhancing their ability to apply critical concepts in their work:

"In a practical sense, the course helped me phenomenally, in ways I didn't know it would at the outset. While I believed that I 'knew' what HPSR was, in fact the course materials propelled my writing and my thinking forward. Immediately after the course I returned home to write two research protocols and finish a paper I had been struggling with! So I actually benefitted tremendously from the content of the course, not just the orientation around learning how to teach HPSR." [EL 21]

While others added that the course improved confidence in articulating HPSR concepts and principles:

"The overall engagement in threshold concepts in the course was really invaluable and activities in groups has increased my confidence to do HPSR work" [EL6]

For those who are involved in teaching as part of their organizational commitment, the focus on this aspect was acknowledged to have contributed and broadened their notion of teaching principles and practices. As one EL commented:

"It was a lot of information ...but I did get a lot of 'aha moments' - that is, recognizing some threshold concepts as they were addressed and it can only make my practice easier. I now look forward to teaching this course to enable me to practice and consolidate the skills gathered" [EL 3]

The third workshop – September 2014

Focus and approach:

The final ELP workshop represented the culmination of the programme and allowed consolidation of the range of capabilities and competencies addressed throughout the 18 month period during and between the workshops. The workshop also had a strong link to the Third Global Symposium in HSR. In light of this the third period of contact time for the ELs was formatted across a two week period: A pre-conference week and conference week.

Pre-Symposium engagement 24 -28 September

The timetable for the pre-Symposium events is provided in Annex 3, and its overall focus outlined below:

The overall focus of the workshop

- Outstanding capabilities and competencies, particularly presentation skills and mentorship
- Engagement with the Emerging Voices programme and Pre-conference
- Opportunities to work on presentations or writing focused on work they have been engaged with at home.
- Social networking
- A final conversation about the future of the Emerging Leaders Programme and where we would like to see it going forward, reflecting, exploring ideas and possible plans.

This initial four-day period gave the ELs the opportunity to refine their presentation skills and prepare for Symposium participation. Specific time was also dedicated to thinking about the practice of mentorship – as an importance capability for HPSR+A leaders that had not been previously addressed in the ELP. An additional element of the programme allowed for networking with participants in the Emerging Voices for Global Health (EV4GH) programme, which is also a capacity building initiative geared at building skills in HPS research. The exchange and establishment of ideas and approaches were deemed important to improving and nurturing such programmes. Finally, the workshop also provided time for the ELs to engage on various ways of sustaining the network and networking activities beyond the life of the programme.

Reflection and discussion during this time again identified continued variation in implementing the personal and thematic group activities planned in the first workshop. However, some ELs had made some progress with their proposals and papers for publications.

Third Global HSR Symposium 30 September – 3 October 2014

The ELs' participation in the Symposium, in an organized session, in presenting papers and posters, participating in organized sessions and rapporteuring on some sessions, then allowed them to apply the capabilities and competencies that had been addressed throughout the life of the programme. The core element of their participation was the groups' organized session entitled

“Assuming leadership in Health Policy & Systems Research: Personal reflections and lessons”. Here, the EL cohort had the opportunity to facilitate discussions on the notion of leadership in HPSR in a World Café format. This allowed for engagement between the ELs and the attending audience, thus allowing for broader perspectives on this subject, and allowed the ELs to network with those who are interested and involved in capacity development.

Evaluation highlights:

In the final evaluation of the programme, most of the ELs voiced their appreciation of the capabilities and competencies learned through it, how it had contributed to their personal growth and specifically supported them in participating in the Symposium:

“In the symposium two years ago, I had a poster. In THIS symposium (and the satellite sessions) I had some oral presentations and sat on some panels, so it has been exponential growth” [EL 2].

“The EL programme also built my facilitation skills by putting them into practice and also equipping me with skills that would be relevant to facilitation such as listening. These skills were very useful in enabling me effectively facilitate one of the sessions in the Symposium.” [EL 19]

Reflecting on the introduction of mentorship in the pre-Symposium week, some ELs suggested more emphasis on mentorship skills in a future programme as a key element in contributing to leadership in the field. One EL noted:

“A greater focus on mentorship (how to be a mentor) would be great – our time with [session facilitator] was interesting, and entirely too short, and I think the interactions with the EVs had an inadvertent mentoring dynamic, which was unexpected, but interesting.”[EL 5]

Overall reflection and evaluation

A final overall evaluation and reflection of the ELP programme conducted at the time of the third workshop, highlighted some key perspectives and lessons on the programme.

A dominant theme of this evaluation was the ELs’ notion of how the programme contributed to overall personal growth. Many cited that the focus on personal skills had evoked a heightened sense of self-awareness and enabled greater self-confidence:

“The main difference is confidence, which EL helped to build in me because of the depth of self-awareness the programme probed.” [EL 2]

Others indicated how these personal skills were able to build on skills related to other competencies:

“The EL programme also built my facilitation skills by putting them into practice and also equipping me with skills that would be relevant to facilitation such as listening. These skills were very useful in enabling me effectively facilitate one of the sessions in the Symposium.” [EL 19]

It was also noted that this process of personal growth had enabled the ELs to improve their contribution to their respective organizations/institutions, as leaders in the field of HPSR. One EL pointed out:

“I have generally become more proactive and initiated some changes in the department because I started to see myself as leader. I don’t just wait to take instructions. I initiated the production of a yearly calendar of events for the department to enable future planning and this improved the running of the department.” [EL 6]

Another activity highlighted as a strong catalyst to professional growth in the field of HPSR+A was the second workshop. Many cited how this had not only contributed to in-depth critical understanding of the field but also raised their awareness of the importance of their contribution to teaching in the field. The following views were expressed:

“The course piloting for HPSR module in July 2014, improved my understanding of HPSR issues and different angles of addressing HPS challenges in much engaging approaches. I used to consider myself a health policy and system researcher but was very much bounded by my training in Epidemiology and placed very little emphasis in social sciences studies.” [EL 20]

“By being part of the CHEPSAA training on teaching HPSR, I am very confident that as time goes on I will have the opportunity to take on further teaching responsibilities within the department. I had this opportunity last year, and it can only increase going forward. Initially I was oriented more towards a research-only, but am now inspired more by teaching and supervision.” [EL 2]

Others placed emphasis on how the programme provided the opportunity to network with peers who face similar challenges as residents of the same continent and how it enabled them to be part of a community of HPS researchers and practitioners in Africa. They expressed this sense of community across the evaluations conducted for all three workshops. They noted, for example, that:

“The emerging leaders themselves are from multidisciplinary backgrounds and come from a number of different countries in Africa. This in itself represents the field of HPSR+A and has provided me with an extraordinary opportunity for peer-to-peer learning.” [EL 13]

“Meeting up and networking with other ELs again is invaluable” [EL 3 – July 2014]

“There is the sense of community, working towards common methodological approaches to HPSR+A. ELP, creates opportunity for the nuances in different methodology approaches to be discussed, debated and agreed on with peers and senior colleagues.” [EL 3]

Areas of the programme identified for improvement included a more structured form of mentorship to offer guidance around envisaged outputs. One EL indicated this:

“To add value for future programme in this regard, structured mentorship approach may be relevant especially for Virgin researcher like me.” [EL 7]

Although there were positive views on the opportunity to network amongst peers, the challenges of sustaining networking amongst individuals who already have commitments was also highlighted. As one EL elaborated:

“One caution about this programme is that there is an expectation that people have time to work together outside of the face to face time; this is simply not the case. People have to do what their organisations or projects that pay their salaries require them to do when back home. Also people have to work on their PhDs when back home so they can get promoted and will then be more able to access grant funding when they have a PhD. Being required to work on unfunded CHEPSAA joint EL projects is not feasible for mid- level researchers to do.” [EL 14]

Nonetheless, the ELs’ overall sentiment about their experience of the Emerging Leaders Programme is succinctly captured by one of the ELs as follows:

“The ELProgramme has been nothing short of life-changing in many ways. The combination of experiential learning, appropriate didactic teaching (where appropriate) and group learning/sharing experiences, in relation to both personal growth and leadership and research approaches and practices has encouraged me to think differently about professional and personal life.” [EL 15 – September 2014]



Emerging Leaders 2013 - 2014

Annex 1



The CHEPSAA Emerging Leaders Programme – HPSR+A Core competencies and capabilities

COMPETENCY	KEY ITEMS	ADDITIONAL NOTES
1. Personal skills	<ul style="list-style-type: none"> • Communication skills • Listening skills • Empathy • Patience • Attitude towards those with a different perspectives • Acknowledge other views/disciplines • Interpersonal skills • Creativity • Ability to recognise, tolerate and to unpack complexity • Willingness or openness to learn • Self-awareness of career path • Ability to prioritise, time and capacity management • Negotiation and conflict management skills 	<p>This group of competencies and capabilities in the recognition of the need to be aware and deal with the multiple disciplines that constitute HPSR+A. Nurturing these skills enables one to work across disciplines and confidence (therefore sufficient knowledge) to defend the field</p> <p>These group of personal skills allow one to reflect on one's self-awareness of their career path, hence the ability to judge when one is skilled enough to advice policy-makers, lead a research project and /or to articulate the concepts of HPSR+A.</p>
2. Writing skills	<ul style="list-style-type: none"> • Policy brief • Scientific article 	<p>In light of that the field aims to reach audiences that come from different disciplines, the competence to</p>

COMPETENCY	KEY ITEMS	ADDITIONAL NOTES
	<ul style="list-style-type: none"> • Engaging with media • Practice research engagement (writing findings and/or using the findings to package key message) 	write scientific articles also requires one to articulate the field to different audiences from different disciplines.
3. Project management	<ul style="list-style-type: none"> • Design of study • Project administration • Grant proposal writing • Budgeting/costing/basic financial management (including managing funders and funding) • Rapporteurship • Chairing meetings 	These competencies focus on the key aspects of HPSR and being able to ensure management skills that speak to the nuances and complexity of HPSR+A
4. Networking skills	<ul style="list-style-type: none"> • Managing new and/or old networks 	<ul style="list-style-type: none"> • This focusses on the ability to shift relationships from networking to collaborations, hence generating collaborative research work. It is also based on the notion that it is easier to collaborate with older networks in projects that are already funded, however, it is important to also learn how to initiate a new project with new relationships and networks (moving them from networks to engaging in actual collaborative work)
5. Understanding & knowledge of HPSR+A	<ul style="list-style-type: none"> • Strategies for keeping up to date with HPSR+A development and knowledge • Critical thinking 	<p>The overall rationale of this competency is the core understanding of HPSR. However, to grow knowledge in this the field one needs to develop systematic strategies of keeping up with constantly changing knowledge in HPSR+A.</p> <p>It also relates to that one needs to keep abreast of this knowledge so that one can contribute meaningfully to building the field and also providing mentorship to those who are entering the field.</p>

COMPETENCY	KEY ITEMS	ADDITIONAL NOTES
6. Teaching strategies	<ul style="list-style-type: none"> • Mentoring in teaching/supervising students/peer mentoring • Curriculum development & quality assessment (includes models of teaching) • Communication skills specific to teaching • How to use case studies in HPSR+A • Strategies to update course content 	<p>This competency relates to a range of areas. Some of them include:</p> <p>The ability to develop and update course content which refers to the ability to develop new curriculums and also to revise existing ones so that they remain relevant, hence being able to apply incremental change to curriculum as needed and to decide at which point this would be appropriate</p> <p>The ability to facilitate and teach an HPSR+A course, relates to skills such the ability to communicate and facilitate.</p>
7. Understanding the health system	<ul style="list-style-type: none"> • Ability to work with health practitioners • Ability to engage with the sector and environment 	<p>Opportunities to interact with the health system so as to understand the practical dynamics, either through collection of primary data or working in a health facility (for instance, intervention research allows researchers to spend time in health facilities)</p>
8. Research skills	<p>Broad range of skills:</p> <ul style="list-style-type: none"> • Ability to identify a problem • Collection and analysis of secondary data • Design of methods of data collection • Identify and assess data sources and limitations • Develop data collection instruments, tools • Data analysis skills <ul style="list-style-type: none"> ○ Qualitative and quantitative analysis skills ○ Mixed methods analysis and write up (to pull quantitative & qualitative analysis in write up) • Using conceptual frameworks 	<p>These relate to the key aspect that make up a multi-disciplinary field of HPSR+A and the ability to apply these aspects of research drawn from other disciplines as they are used to inquire, probe and analysis multi-disciplinary issues and problems so as to understand the complex nature of health system</p>

Annex 2: Timetable for the first ELP workshop, July 2013

Day	AM 9.00-12.30	PM 2.00-5.00
Monday, 1st July	Welcome and overview, introductions Personal leadership practices 1 <ul style="list-style-type: none"> • To wake up to one's own limiting perspectives, assumptions, behaviours • The ability to focus attention • To think well and go beyond the usual • To develop and sustain the ability to articulate intention as a driver of behaviour • To create relationships with others that are collaborative and that generate good thinking 	
Tuesday, 2nd July	Personal leadership practices 2	
Wednesday, 3rd July	Reflecting on HPSR+A (30 mins) Reviewing HPS research or leadership questions and issues <i>'what question or issue do I want to address over the next months – and why is it significant for HPSR+A in my organization and/or country?'</i> <ul style="list-style-type: none"> - sharing initial ideas - forming peer support groups Clarifying work ahead Considering resources for HPSR+A	Personal time management (1hr) Personal work on your HPS issue/research question 4.30-4.45: Pause and reflect 5.00 pm Journal Club, W. Cape HPSR community of practice: What is leadership? 6.30-7.30pm Drinks and Snacks
Thursday, 4th July	Reflecting on leadership and HPSR+A (30 mins) Leading research and other projects (2 hours) Personal work on your HPS issue/research question Experiencing Cape Town: purpose & expectations 15 mins: Pause and reflect	Experiencing Cape Town and preparing to communicate the experience! Evening: Personal work Pause and reflect Prepare to communicate Developing your HPS issue/research question

Day	AM 9.00-12.30	PM 2.00-5.00
Friday, 5th July	<p>Developing your HPS issue/research question (1.5 hours)</p> <p>Communicating experiences of Cape Town (1 hour, small groups)</p> <p>Principles of communication: sharing ideas in plenary (30 mins)</p>	<p>Personal leadership capabilities 3</p> <p>Evening: Personal work Pause and reflect Developing your HPS issue/research question</p>
Saturday, 6th July	<p>Developing your HPS issue/research question (1 hour)</p> <p>Understanding the HPSR funding environment (1 hour)</p> <p>Doing an HPSR journal review (1 hour)</p>	<p>Planning ahead, for example:</p> <ul style="list-style-type: none"> • Peer support groups and peer mentoring in months ahead • Collective planning (e.g. 3rd HSR symposium organized session abstract; July 2014 activities) • Reflecting on HPSR+A competencies • Thinking about if and how we communicate the EL programme to the wider world <p>End of day: pause and reflect</p> <p>Evening: Personal work Developing your HPS issue/research question</p>
Sunday, 7th July	<p>Final presentations and discussions (see handout)</p> <p><i>Rough timing:</i> <i>Arrive 9.30am</i> <i>9.30-10.00 final preparations</i> <i>10.00-11.30 Presentations in small groups, with feedback</i> <i>11.30-12.00 Reviewing other groups work</i> <i>12.00-13.00 Final wrap up</i></p>	<p>Wrap up/Catch up time</p>

Annex 3: Timetable for the pre-Symposium activities, September 2014

Tuesday 23rd September 2014	
ALL ELs ARRIVE	
Wednesday 24th September	
9.15 – 9.45am	TEA
9.45 – 10.00am	Introduction to the week
10.00 – 11.00am	Global symposium Emerging leaders organized session rehearsal
11.00am – 12.00pm	Presentation skills (Discussion & video)
12.00-13.00pm	Work on presentations - ELs presenting on Saturday Work on writing piece - ELs not presenting
13.00 – 14.00pm	LUNCH
14.00 – 15.30pm	Work on presentations - ELs presenting on Saturday Work on writing piece - ELs not presenting
15.30 – 16.00pm	Plenary discussion on activities conducted through the day
Thursday 25th September	
9.30am – 12.30pm	Mentorship Prior preparatory reading required
13.00 – 17.30pm	Emerging Leaders – Emerging Voices Lunch & Networking
17.30 – 20.00pm	Emerging leaders – Emerging Voices Dinner (Optional)
Friday 26th September	
9.30am – 12.30pm	Future planning & reflections
12.30 – 16.00pm	Lunch & Free time
16.00 – 20.00pm	Emerging Leaders Social event (Beach and Dinner at Hout Bay)
Saturday 27th September	

9.00am - 17.30pm	Emerging Voices Pre-Conference presentation rehearsal Emerging Leaders Writing Day
17.30 - 20.00pm	Cocktail (optional)
Sunday 28th September	
8.30am - 17.00pm	Emerging Voices tour (Optional)
	Open day for those not going on tour