

Introduction

The 'Lishma Authority' program consists of 10 group sessions and 4 one-on-one sessions conducted in the environment in which the program participant is operating.

The program has a website where the materials studied, products of the program's development and feedback have been uploaded.

The group studies revolved around three axes:

- Organizational learning for the purpose of developing projects
- Enhancing personal skills for the purpose of municipal innovation
- Strategic management in local government, transition from manager to leader

The one-on-one meetings revolved around the turning of practices taught in the group sessions into action in the local authorities' initiatives.

In addition, meetings with content experts relevant to each project were conducted in order to expand and professionalize the projects being formed.

Alongside the program, evaluations were conducted following each group session and every one-on-one session.

Following each session, an online questionnaire was sent to the participants.

The questionnaire consisted of 4 parameters, which were examined concerning every unit, looking at two assessment axes:

- Learning axis for the purpose of professional development and project development
- Learning axis for the purpose of personal development and innovation

There was also a questionnaire for the summary of the one-on-one meetings that examined two parameters: project development and personal development.

The questionnaire index ranged from 1-5 with 1 being the lowest and 5 the highest.

Conclusions drawn based on measuring of learning units and individual sessions:

Based on analysis of the effectiveness of the learning units taught in group sessions and the one-on-one sessions, and looking separately at each of the three learning axes, the following assessment emerges:

(Appendix 1 attached details the entire unit rating)

Learning axes	Professional development & project development	Innovation & personal development
Organizational learning for the purpose of project development	4.27	4.44
Personal skills enhancement for the purpose of municipal innovation	3.81	4.23
Strategic management in local government, transformation from manager to leader	4.24	4.16
Summery of one-on-one sessions held at the local authority	4.78	4.11

As a result of these metrics, we've realized that the learning units touch on the real needs of local government employees and the tools they find lacking, and thus the group time facilitates professional learning among colleagues and sharing of something that isn't on any other platform.

We've expanded the units that enhanced professional content and personal capabilities and omitted less-effective units or instructors.

We've formed a language encompassing world of content and professional units that serve the learning process.

In view of the high score received by the one-on-one sessions in the municipalities, we've increased the number of such meetings to be provided when the program is next provided.

Participants' verbal assessment

In the feedback questionnaires, the women were asked to freely share their experiences. This has led to organizational learning and to conclusions drawn both during the duration of the program and upon its completion, concerning the next time the program is conducted. Among the insights gained:

- "The logical model unit that helps to design a plan for a vision to be realized long-term over several years - I needed more time to digest and practice."

This feedback and similar ones made it clear how important the organizational learning units were for the purpose of developing professionally designed projects, and that the length of time dedicated to them was insufficient and did not allow for meaningful assimilation. The conclusion from these feedbacks was that the number

of group sessions in the program should be increased and the time devoted to these units extended.

- "We were able to recruit the division heads to partake in the project through meeting with an external party."

This feedback and similar ones have led us to form a program for local authorities' senior executives / colleagues that shares information in advance, with the purpose of obtaining their support for the project and establishing the status of the project's leaders as actual leaders who are worthy of credit.

Appendix 1

Session #	Unit's name	Project's development measurement	Professional development measurement	Personal development measurement	Innovation measurement
1	From an appointed committee to an exemplary entity	4	4.13	4.38	4.5
	The complete management dictionary	4.13	4.38	4.5	3.89
	Developing an identity of a leader	4.38	4.38	4.38	4.5
2	management based on information, learning & implementation	4.56	4.44	4.11	4
	Ultra-Orthodox municipalities – data & opportunities	4.44	4.38	3.86	4.11
	Adaptive leadership	4.44	4.33	4.333	4.44
3	Change theory	4.33	4.67	4.33	4.22
	Personal vision & organizational vision	4.89	5	4.89	4.33
4	Project ticket	4.8	4.8	4.2	4.6
	Partnering from a personal place	5	4.8	4.6	4.4
5	Logical model	4.5	4.3	4	4.3
	Inter-sectorial work ethics	3	4	3.9	3.5
	Resilience & communities	3.5	4.2	4	4.7
6	Adaptive partner management	4.67	4.78	4.44	4.67
	Management of partnerships	4.56	4.33	4.33	4.44
	Colleague learning	4.56	4.67	4.56	4.56
7-ODT workshop	The hoop exercise	4.89	3.89	4.33	4.33
	Code cracking exercise	3.5	4.89	4.89	4.44
	Sand fort exercise	5	5	4.89	3.89
	The herd exercise	4.56	4.44	4.33	4.56
8	Calls for proposals in municipalities	3.5	4	3.75	4.25

	Management of volunteers as a municipal resource	2.5	3.13	3.25	4
	Municipal innovation – Blumberg Foundation	3.38	4.13	3.88	4.25
9	Storytelling workshop	4.6	4.8	4.8	4.8
	Media and public opinion	2.2	2.6	2.4	2.4
10	A strategy of power & impact	4.71	4.86	4.71	5
	Challenges faced by ultra-Orthodox women employees in the public sphere	4.57	4.57	4.71	4.29
	Pictured future - personal & professional	3.29	4.28	4.14	4.57