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GHAR GHAR MAA SWASTHYA

Leadership and Management Development Workshop (Phase III) Report , February 8-11, 2015

FHI 360

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ABBREVIATIONS

AI	Appreciative inquiry
ANC	Antenatal care
CRS	Nepal contraceptive retail sales
FHI 360	Family health international
FP	Family planning
GGMS	Ghar Ghar Maa Swasthya project
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immuno Deficiency Syndrome
LDP	Leadership development program
LDP+	Leadership development program plus
LMD	Leadership and management development
OLFA	Observe, Ask, Listen, Feedback and Agree
ORID	Objective, Reflective, Interpretative and Decisional
ToP	Technology of participation
WCA	Work climate assessment

INTRODUCTION

BACKGROUND

The Nepal Contraceptive Retail Sales (CRS) Company is a not-for-profit organisation which is promoting social marketing to enhance the development and quality of health of the under-privileged and vulnerable populations of Nepal. Since its inception, CRS has supported the government in its mission to reduce Nepal"s population growth rate through education and social marketing of contraceptives. CRS is a pioneering organization regarding marketing of condoms, family planning and health products. Various products such as Dhaal Deluxe and Panther condoms, Nilocon White and Sunaulo Gulaf oral contraceptive pills, Sangini three-month injectable contraceptive, eCON emergency contraceptive pills, Nava Jeevan oral rehydration salts, Sutkeri Samagri clean delivery kit and other health products are the major items being sold through CRS in Nepal.

CRS has an aim to stimulate commercial sector growth and implement marketing and communications programs that create change on family health. The main objective CRS is to increase the availability and use of high quality, affordable contraceptive, condoms for HIV/AIDS prevention, and maternal/child health products for middle and low-income population of Nepal. It implements behavior change communication (BCC) programs across the country.

CRS channels its activities through its committed staff, many of them are associated with the organization for more than a decade. They are dedicated to achieve the objective set by the organization. CRS is also slowly changing from a non-profit social marketing agency to sustainable social marketing company. In such condition CRS seeks out technical assistance that addresses key obstacles for achieving the predetermined objectives of CRS. So FHI360 conducted this type of training.

VENUE AND SUPPORT

FHI organized four-day training from Feb. 8 – 11, 2015 at Sauraha, Chitwan, Nepal. The training was conducted with the support of USAID and technical support from FHI 360.

FACILITATION TEAM AND PARTICIPANTS

The training was facilitated by Dr. Tatwa P. Timsina, GGMS consultant and Hare Ram Bhattarai, Chief of Party, FHI/GGMS. Smriti Upadhyay, GGMS Program Manager and Rupesh Mandal, intern at FHI/GGMS provided necessary logistics support. 27 CRS mid-level managers participated in the workshop.

WORKSHOP OBJECTIVES AND APPROACH

The overall objective of the workshop was to improve the capacity of CRS staff on leadership and management issues and to enable them to meet the challenge of improving the personal and organizational competency. The workshop was based on the results-

oriented leadership development model developed and promoted by USAID/MSH globally. It was the third and last phase workshop of overall Leadership Development Program started in August 2014.

METHODS

The training combined various interactive and participatory methods such as presentations, small group work and experiential learning techniques. Most of the training sessions were carried out in the whole group as plenary. The methods were applied to enhance the understanding of participants on specific issues and subject matters.

EVALUATION

Each day, a brief day end reflection was carried out in a participatory way. At the end of the program, a brief evaluation was carried out by using a specific evaluation form. The detail report of the final evaluation is included under heading 3 of this report.

WORKSHOP ACTIVITIES

DAY ONE

Travel to Sauraha

The workshop was conducted at Sauraha, Chitwan from Feb. 8 to 11, 2015. Participants and trainers from Kathmandu and other districts arrived at the venue at 3 pm on 8th of February.

Arrival and Welcome

On the first day, all participants gathered at the training venue at Sauraha at 4.30 pm. Ms. Smriti Bhattarai from FHI360 welcomed the participants and shared about the program objectives. She then requested the facilitator to continue the program. Facilitator Dr. Tatwa P. Timsina asked the participants to introduce themselves in order with their month of birth. He started the introduction process himself first as he was born in the first month by Nepalese calendar. The introduction process broke the silence and created an atmosphere for learning and friendliness. It was quite a fun doing introduction in this way.

Facilitator Dr. Tatwa P. Timsina reminded the participants about the norms set during first and second phases of training and asked if any modification was needed this time. After the norms setting, he asked the participants to work in groups and make a pictorial diagram that captured their learning in the last two workshops. He then explained about the program overview of this third phase training.

The trainer then explained the content of the course and explained the background, concept, methodology, content and schedule of the workshop. Copies of the program schedule were distributed to the participants.

Review of the First and Second Workshops

As some of the participants were new to this phase, the facilitator provided a comprehensive overview of the first and second phase sessions. He dwelt light on all the major components clarifying each and every step.

Report on Coaching and Work Climate

In previous workshops, participants were told to prepare the group report based on the learning in the first phase particularly on coaching and work climate assessment in their respective organizations or teams. They were also asked about any breakdowns experienced in implementing the challenge project after the second workshop. There were four groups and each group presented their report. The participants were told to cover following aspects in their presentations:

- Challenge project
- Progress towards achieving the measurable result
- Challenges faced during the implementation of the challenge project

- Experience on coaching and
- Experience on work climate assessment.

After the presentation, the facilitator asked following questions to the presenters and the group:

- How many times did you meet after the second phase training?
- How did you communicate in the team?
- What breakdowns did you feel while implementing the challenge project?
- How did you applying learning on coaching in your organization/team?
- How did you find the work climate of your team?

After the presentation, participants from different groups also asked questions. Because of the time limit, only two teams could finish report on this first day. The other two teams were asked to present their reports on second day.

DAY TWO

The training started at 8.30 am with brief reflection of the first day using ORID method.

Group Report Presentation

As only two groups could present in the first day, the remaining two groups were asked to present their reports on the second day. They were also told to cover following points:

- One or more leadership skills learnt that they applied in the workplace or elsewhere.
- Evidence of positive change in the organization because of coaching and work climate assessment.

As done in second workshop, the facilitator asked the participants to share about the obstacles or the breakdowns they faced during the implementation of the challenge project. He then told them to link their experience on coaching and work place assessment to improve their organizational environment.

After the tea break, the participants were told to participate in a game outside the training hall.

Facilitative Tools and Techniques

Dr. Timsina highlighted various types of facilitative skills and asked the participants to share their own experiences on facilitation. He shared about various tools and techniques of Participatory Rural Appraisal (PRA), Technology of Participation (ToP), Appreciative Inquiry (AI) etc. He explained that all these tools and techniques have different style and output. However, they have many similarities too.

The facilitators asked following questions to the participants:

- What are facilitation skills?
- Why do you need facilitation skills?

- How do you facilitate?
- How do you plan a good facilitation process?
- What are facilitator skills and tips?
- How can we deal with the difficult participants?

He mentioned that one of the most important skills for leaders and managers is facilitation skill. These are the "process" skills leaders and manages use to improve the quality of group work like meetings, planning sessions, and training.

He further mentioned that a facilitator is a guide to help people move through a process together, not the source of wisdom and knowledge. That means a facilitator isn't there to give opinions, but to facilitate to reach to conclusion or solve problems by building on opinions and ideas of the group members. Facilitation focuses on how people participate in the process of learning or planning, not just on what gets achieved. A facilitator is neutral and never takes sides. A good facilitator, does the following at the least.

- Creates environment where everyone feels comfortable in participating
- Develops and subtly enforces a process with appropriate tools that allows for everyone's ideas to be heard
- Ensures that everyone’s ideas are heard and discussed and no ideas are discarded at the outset. No one is criticized for what he/she have said.
- Ensures that the group feels that the ideas and decisions are theirs, not of the facilitator or of just the one or two dominating participants. .

A good facilitator is concerned with both the outcome of the meeting or planning session, with how the people in the meeting participate and interact, and also with the process. As a facilitator, s/he should prepare following things:

- Seating arrangements: having chairs in a circle or around a table encourages discussion, gives a sense of equality, and reduces inhibition by creating familiarity.
- Places to hang newsprint: one may be using a lot of newsprint or other board space during the facilitation session.
- Sign-in sheet: placing the sign-in sheet in a clearly labeled place or table is important.
- Refreshments: ensure it is appropriately managed so the participants can get refreshments without disrupting the meeting
- Microphones and audio visual equipment: Make appropriate arrangements for necessary audio visual equipment.

The facilitator also explained the ways to run the program properly. For this, the facilitator needs to develop ground rules too. Some of the ground rules could be:

- One person speaks at a time
- Raise your hand if you have something to say
- Listen to what other people are saying
- No mocking or attacking other people's ideas
- Be on time coming back from breaks
- Respect each other

Practice on ORID method

After sharing about facilitative tools and techniques, the facilitator explained various aspects of ORID. ORID is considered an effective tool for consensus building. The theory was followed with a practice. ORID is the acronym of Objective, Reflective, Interpretive and Decisional. This method is a progression of questions that takes a group on a journey of consciousness. This method is useful for reflecting on experiences such as a movie, a project site visit, a planning session or any issue in which people are trying to reach on consensus. The ORID method is a structure for effective communication. It is a process that can be used with individuals or groups. It is a tool that enables concerned people to initiate and take part in productive dialogue. This method can become the basis for:

- Collecting data and ideas
- Giving out information
- Discussion tough issues
- Getting ready to do important issues and events.

After sharing about ORID, participants were involved in scramble card exercise, in which the participants were divided into groups and told to discuss on the cards provided by the facilitator. They divided the cards under objective, reflective, interpretive and decisional and presented among the whole group.

Emotional Intelligence for Effective Leadership

Facilitator Mr. Hare Ram Bhattarai explained, with examples, emotional intelligence for effective leadership and its relevancy and importance for being an effective leader and/or a manager. He asked the participants to share their own experience of being happy or unhappy. He also linked the session with time and stress management.

Finally, a brief evaluation was carried out covering the day long activities.

DAY THREE

The day was started with the brief reflection of the earlier day following ORID method.

Visit to the Local Area/Park

As the training was organized at Sauraha, Chitwan, participants requested for the field visit of the national park. Chitwan National Park is one of the heritage sites and famous for endangered wild animals and plants. A guided tour was organized in the morning of the third day in which facilitators and participants got some insights regarding human and nature interaction.

Review of Day 2

After returning from the field observation, the facilitator reviewed the second day training.

Resolving Conflict

As a leader, managing conflict in an organizations is a huge task. Facilitator Dr. Timsina explained various aspects of conflict and its management. After the presentation, he gave the participants a case on which they were told to participate and present their case.

Consensus Building through Workshop

Facilitator Dr. Tatwa P. Timsina shared and demonstrated about various ways of building consensus and linked that to conflict management. He explained about “workshop method” used in facilitation to build consensus among conflicting parties. He described various steps of workshop method: context setting, brainstorming, organizing, naming and reflecting.

As an example, he conducted a workshop on “How we can promote CRS’s D’zire brand of condom and increase its sale? “. At the end of the workshop process, participants identified the following key areas that CRS need to concentrate on to improve the sales of D’zire brand of condom.

- Distribution channel expansion and strengthen
- Revamp Brand Image
- Demand Creation
- Quality Assurance
- (Organizational) System Strengthening of CRS

Practice on Workshop Method

After the demo workshop, participants were divided into two groups and they were told to run facilitative sessions on topics of their interest using workshop method where each participant will be get a chance to practice facilitation. Facilitators helped both the groups in conducting these sessions and provided feedback to each of the participants on what worked where there was need to improve and how.

Making Effective Requests and Reducing Complains

Facilitator Hare Ram Bhattarai explained about making effective requests and reducing complaints. He asked all the participants to think about their own situation and share their experiences. He then presented his views regarding the feelings of the participants.

Sphere of Influence

The facilitator explained the concept of sphere of influence and linked it to the leadership and management practices. A successful leader is the one gradually increases the sphere of influence. This presentation was based on Steven Covey’s work.

Finally, a day end reflection was carried out.

DAY FOUR

The day was started with a brief reflection of day 3 covering all the major components dealt on third day.

Good governance

Facilitator Hare Ram Bhattarai started the session with brief presentation on good governance and its impact in the organizational development.

Report Preparation

Dr. Tatwa P. Timsina explained about the ways of preparing a quality report. He stressed its importance for being an effective leader and manager. He explained about the types and need of report, process of preparing a quality report etc. In his presentation, he covered various aspects/purpose of report writing such as communicating results, interpretation of results etc.

Presenting Learning – Dramatization

The facilitator asked the participants to summarize key learning from all three phases of workshops in a most creative way. The participants had options to present it through drama, skit, song, poem etc. to portray their learning covering all the three phases within 10 minutes. The groups were told to present their creative work during the closing session.

Next Step

Facilitator Hare Ram Bhattarai explained about the upcoming events and told the participants to implement the learning in their respective area. He believed that the training would bring a positive impact in their organization. He told the participants to revise the plan and prepare complete report to conclude the training learning.

Evaluation

A final evaluation was carried out at the end of the training. The participants were given a form and told to fill that. The result of the evaluation is presented later in this document.

Closing and Certification

Finally, a closing ceremony was organized before dinner. A brief local cultural program was also organized by the hotel in honor of the participants and the facilitators.

Hare Ram Bhattarai, Chief of Party of FHI/GGMS thanked all the participants for successfully completing the course. He wished for the implementation of the learning as well. He thanked all the participants for their active participation in the program. Mr. K. B. Rayamajhi, Managing Director of CRS also shared few words among the participants.

Mr. Rayamajhi gave a thought provoking presentation motivating the participants for the strong actions and commitment for the betterment of the organization. On behalf of the facilitators, Dr. Tatwa P. Timsina gave a remark and thanked all the participants for their active participation. He assured the participants that he would do his best to support the participants by providing information and ideas in future as well. Finally, Mr. Mahesh Pokhrel, Field Director of CRS expressed his opinion and thanked all the participants for their active participation. In the end, certificate of participation was provided to each of the participants.

WORKSHOP EVALUATION

The workshop was evaluated in detail at the last part of the training. The participants were given an evaluation form to give their opinion regarding the quality of the training. The result was analyzed and interpreted and presented below. Apart from asking quantitative questions, the participants were also told to share their opinion on some of the major aspects of training delivery, management, replication of learning, need for change etc.

The result is as follows:

Areas of Evaluation	N	Minimum	Maximum	Mean
1. Aims and objectives	22	4	5	4.27
2. Pace of workshop	22	3	5	3.86
3. Preparation of presenters	22	3	5	4.55
4. Response to questions by presenters	22	3	5	4.32
5. Time for presentation and interaction	22	2	5	3.86
6. Sessions were informative and valuable	22	4	5	4.45
7. Pre-workshop administration	22	3	5	4.05
8. Time suitability of workshop	22	3	5	4.14
9. Appropriateness of workshop location	22	3	5	3.86
10. Workshop facilities	22	3	5	4.05
11. Lodging arrangement	22	3	5	3.95
12. Catering arrangement	22	3	5	3.91
13. Presentation of workshop materials	22	4	5	4.41
14. Expectations from overall workshop	22	4	5	4.36

Table 1. Mean value of the overall responses

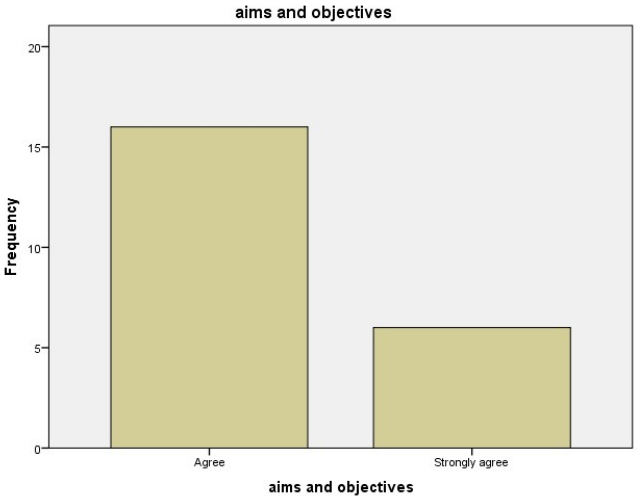
1. Meeting Aims and Objectives

In response to the question on meeting aims and objectives by the workshop, 27.3% participants strongly agreed that the course was able to meet its aims and objectives, while 72.7% responded as “agreed".

Aims and objectives

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	16	72.7	72.7	72.7
Strongly agree	6	27.3	27.3	100.0
Total	22	100.0	100.0	

Table 2. Response on aims and objectives



Graph 1. Aims and objectives

2. Workshop Pace

The participants also liked the pace of the workshop as 4.5% strongly agree to the pace of the workshop while 77.3% agreed. 18.2% participants were neutral in this case.

Pace of workshop

	Frequency	Percent	Valid Percent	Cumulative Percent
Neutral	4	18.2	18.2	18.2
Agree	17	77.3	77.3	95.5
Strongly agree	1	4.5	4.5	100.0
Total	22	100.0	100.0	

Table 3. Pace of workshop

3. Preparation of the Presenters

Majority of the participants liked the way how presenters prepared their sessions. 59.1% strongly agreed regarding their preparation.

Preparation of presenters

	Frequency	Percent	Valid Percent	Cumulative Percent
Neutral	1	4.5	4.5	4.5
Agree	8	36.4	36.4	40.9
Strongly agree	13	59.1	59.1	100.0
Total	22	100.0	100.0	

Table 4. Preparation for presenters

4. Responding Questions by Presenters

Among all the participants, 50% agreed that the presenters responded positively to their questions while 40.9% strongly agreed and 9.1% were neutral to this question.

Response to questions by presenters

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	9.1	9.1	9.1
	Agree	11	50.0	50.0	59.1
	Strongly agree	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

Table 5. Pre-workshop administration

5. Time for Presentation and Interaction

Regarding the timing for presentation and interaction, participants were satisfied as 81.8% ‘agreed’ to this question. 4.5% ‘strongly agreed’ that the timing was appropriate.

Time for presentation and interaction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4.5	4.5	4.5
	Neutral	2	9.1	9.1	13.6
	Agree	18	81.8	81.8	95.5
	Strongly agree	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

Table 6. Time for presentation and interaction

6. Informative and Usefulness of Sessions

Majority of the participants found the course valuable and informative. 45.5% strongly agreed regarding the informative and usefulness of session.

Sessions were informative and valuable

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	12	54.5	54.5	54.5
Strongly agree	10	45.5	45.5	100.0
Total	22	100.0	100.0	

Table 7. Sessions were informative and valuable

7. Pre-workshop Administration

The participants found the pre-workshop administration effective as 68.2% ‘agreed’ to this question.

Pre-workshop administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	13.6	13.6	13.6
	Agree	15	68.2	68.2	81.8
	Strongly agree	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

Table 8. Pre-workshop administration

8. Time Suitability of Workshop

Among all the participants 22.7% opined as ‘strongly agree’ and 68.2% as ‘agree’ indicating that the workshop was scheduled at a suitable time.

Time suitability of workshop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	9.1	9.1	9.1
	Agree	15	68.2	68.2	77.3
	Strongly agree	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

Table 9. Time suitability of workshop

9. Appropriateness of Workshop Location

Majority participants were happy regarding the location of the workshop as 13.6% „strongly agree‟ to this question. 59.1% „agreed‟ to the appropriateness of the workshop location.

Appropriateness of workshop location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	6	27.3	27.3	27.3
	Agree	13	59.1	59.1	86.4
	Strongly agree	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

Table 10. Appropriateness of workshop location

10. Workshop Facilities

Majority of the participants liked the workshop facilities. They found it appropriate and satisfactory. 68.2% agreed to the workshop facilities question.

Workshop facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
	Neutral	3	13.6	13.6	13.6

Agree	15	68.2	68.2	81.8
Strongly agree	4	18.2	18.2	100.0
Total	22	100.0	100.0	

Table 11. Workshop facilities

Few participants said that there were no TVs in some room and some of the services in the hotel were not satisfactory. Overall, the facility was rated good.

11. Lodging Arrangement

Majority of the participants liked the lodging arrangement as 13.6% strongly agreed and 68.2% agree to the question on lodging arrangement. Following table illustrates this.

Lodging arrangement

	Frequency	Percent	Valid Percent	Cumulative Percent
Neutral	4	18.2	18.2	18.2
Agree	15	68.2	68.2	86.4
Strongly agree	3	13.6	13.6	100.0
Total	22	100.0	100.0	

Table 12. Lodging arrangement

12. Food Arrangement

The participants felt that the food was good. 18.2% participants strongly agreed and 54.5% agreed on the quality of catering question.

Catering arrangement

	Frequency	Percent	Valid Percent	Cumulative Percent
Neutral	6	27.3	27.3	27.3
Agree	12	54.5	54.5	81.8
Strongly agree	4	18.2	18.2	100.0
Total	22	100.0	100.0	

Table 13. Catering arrangement

Some comments were as follows:

- The food was good, but the taste was ok.
- The taste was almost same every day.

13. Workshop Materials

Participants found the workshop material presented in the workshop clear and presented in an organized manner. 40.9% of the participants opined „strongly agree‟ and 59.1% „agree‟ regarding this question.

Presentation of workshop materials

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	13	59.1	59.1	59.1
Strongly agree	9	40.9	40.9	100.0
Total	22	100.0	100.0	

Table 14. Presentation of workshop materials

14. Expectations from Overall Workshop

Majority of the participants i.e., 63.6% agreed to the question regarding the expectation from the overall workshop while 36.4% strongly agreed. Thus, 100% in total was the positive response.

Expectations from overall workshop

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	14	63.6	63.6	63.6
Strongly agree	8	36.4	36.4	100.0
Total	22	100.0	100.0	

Table 15. Expectations from overall workshop

15. Need of Change

The participants also pointed out a number of suggestions and recommendations for the improvement of the training in next phase. They are as follows:

- The timing should be little relaxed so that the participants could enjoy at the nature.
- The time was too short. Add few more days.
- The training should have been organized in Kathmandu. It is quite far.

16. New Skills

The participants felt that the training helped them to learn new skills required to improve their performance. Some of the major opinions are as follows:

- Now I am fully confident that I can use leadership skills and become an active manager who leads.
- I will be able to practice participatory skills in my program
- I will be able to use ORID and Workshop Method.
- I have better understanding of good governance
- My communication skill is improved
- I found the facilitation skills very useful.
- Conflict management skill was very relevant. I can use it in my professional life.

17. Recommending this Training?

100 % participants of the program said they would recommend this training to a colleague. It indicates that the participants liked the training and they see the value in it for participation. They are glad to recommend it to others.

Would you recommend this training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	100.0	100.0	100.0

Table 16. Recommending this training to others

WAY FORWARD

RECOMMENDATIONS FROM PARTICIPANTS

The participants suggested a number of points to continue LDP and other capacity building efforts effectively.

- This type of training should be continued on regular basis.
- Other staff should also be involved in upcoming training.
- Training should be made an integral component of CRS.
- Training should be considered as a vehicle to cope with the changing context.

Annex 1. Workshop Participants

S.No	Name	Name of Office
1.	Dhrub Kumar Poudel	Nepal CRS Company
2.	Nur Mohamad Ansari	Nepal CRS Company
3.	Hari Prakash Azad	Nepal CRS Company
4.	Sanjay K. Mudvary	Nepal CRS Company
5.	Giri Raj Timelsina	Nepal CRS Company
6.	Deepak Kumar Jha	Nepal CRS Company
7.	Roshan Baral	Nepal CRS Company
8.	Shyam Parajuli	Nepal CRS Company
9.	Sunil Thapa	Nepal CRS Company
10.	Sanjay Raj Sharma	Nepal CRS Company
11.	Dharama Raj Awasthi	Nepal CRS Company, Dhangadhi
12.	Anil Paudyal	Nepal CRS Company, Nepalgunj
13.	Suresh Bam	Nepal CRS Company, Dhangadhi
14.	Rajesh Yadav	Nepal CRS Company, Janakpur
15.	Mahesh Prasad Pokherel	Nepal CRS Company
16.	Sunil K.C.	Nepal CRS Company
17.	Laxmi Baniya	Nepal CRS Company, Pokhara
18.	Purna Kumari Rana	Nepal CRS Company, Kathmandu
19.	Shantos Pradhan	Nepal CRS Company, Kathmandu
20.	Sunil Babu Tiwari	Nepal CRS Company
21.	Sitaram Subedi	Nepal CRS Company
22.	Sita Ram Pandit	Nepal CRS Company, Butwal
23.	Anuja Karki	Nepal CRS Company
24.	Govinda Bhakta Banepali	Nepal CRS Company
25.	Laxman Nepali	Nepal CRS Company
26.	Shanju Jha	Nepal CRS Company
27.	Prativa Dua	Nepal CRS Company
28.	Suraj	Nepal CRS Company
29.	Hare Ram Bhattarai	FHI 360/GGMS
30.	Smriti Bhattarai	FHI 360/GGMS
31.	Rupesh Mandal	FHI 360/GGMS
32.	Dr. Tatwa P. Timsina	Trainer, ICA Nepal

Annex 2. Workshop Agenda

Leadership and Management Training

Phase III
Feb. 8 – 11, 2015

Chitwan, Nepal

Time	Topics	Methodology/Facilitators
Day 1 – Feb. 8 (Sunday)		
15:00	All facilitators and participants" reach the venue; prepare the training hall	
16.30 – 17.00	Welcome to the Program Objectives of the Program Program Overview My Footprints on L&M	☐Lecture and Discussion (SB/TT)
17.00 – 18.30	Reporting the progress by each of the teams on the challenge project • Challenge Model • Breakdowns faced in implementation • One or more leadership skills learnt that you applied in the workplace or elsewhere • Evidence of positive change in the organization or in individuals if any	☐Each project group will be given an hour to present and take questions and modify the challenge model if needed (SB/TT)
Day 2 – Feb. 9 (Monday)		
8:30-8:45	Review of Day 1	ORID Discussion
8:45-10.30	Sharing experience on working in the team and coaching others Progress towards improving work climate	• Interaction on the reported challenges faced in the first day and the strategies employed to tackle them • Group Work and Presentation on the use of the tool for leading through breakdown (SB/TT)
10:30-10:45	Break	

10:45-13:00	Some Facilitative Tools and Techniques Practice on ORID method	• Demonstrate in detail about ORID and ask the participants for group work and facilitation. • Explain various aspects of facilitative skills (TT)
13:00-14:00	Lunch Break	
14:00-16:00	Practice 1: Handling Difficult People Practice 2: Making Leadership Event Effective – STEPS Practice 3: Role of Facilitator Practice 4: Sample Conversation – Using an Art Form	☐ Explain in detail about facilitative event management taking TEAMS model and other exercises (TT)
16.00 – 16.15	Break	
16:15-18:00	Emotional Intelligence for Effective Leadership Time and Stress Management	• Sharing about the topic and asking participants to practice some tools and techniques • Explain the importance of time and stress management and ask the participants in group work (HRB/TT)
18.00 -	Day end reflection	ORID Discussion
Day 3 - Feb. 10 (Tuesday)		
6:30-10.00	Visit to the Local Area/Park	
10:30-10:45	Review of Day 2	ORID Discussion
10:45-13:00	Resolving Conflict Consensus Building through Workshop	☐ Demonstrate about conflict and present the ways of tackling them (TT)
13:00-14:00	Lunch Break	
14:00 – 16.00	Practice on Workshop Method	☐Ask the participants to prepare and practice on consensus building by using workshop method (TT/HRB)
16.00 - 16.15	Break	
16.15 – 18.00	Making Effective Requests and Reducing Complains Sphere of Influence	• Explain various aspects of making effective requests and reducing complains and reasons vs. excuses • Explain about sphere of influence (HRB/TT)
Day 4 - Feb. 11 (Wednesday)		
8:30-8:45	Review of Day 3	ORID Discussion

8:45-10.30	Good governance	• Explaining the role of good governance and its contribution in leadership development • Introduce Open Space Technology to clarify this session (HRB/TT)
10:30-10:45	Break	
10:45-13:00	Report Preparation Communicating Results Interpretation of Results	☐Explain the process of report preparation and ask the participants for group work and presentation (HRB/TT)
13:00-14:00	Lunch Break	
14.00 – 16.00	Presenting Learning – Dramatisation	☐Ask each group to practice and present their learning (TT)
16.15 –	Revising the Challenge Project with New Learning The Leadership Journey Ahead Networking and Next Steps Evaluation Closing and Certification	• Share about the creating hope and leadership journey ahead • Ask participants to revise the challenge project. • Close the training with brief ceremony (HRB/TT).

Annex 3: Workshop method result

Ideas generated through workshop method of facilitation on “How to improve the sale of D’zire condoms”

Broad areas	**Brand Promotion**	**Distribution channel expansion and strengthening**	**Brand Image**	**Demand Creation**	**Quality**	**System Strengthening**
Activities	Appoint brand ambassador	Expand partnership with NTO wholesaler	Make dispenser/ consumer pack colorful and attractive	Engage community intervention through youth clubs	Advocate for quality control by Government	Form business development management (BDM) team
	Use celebrity in D’zire Advertisement	Provide gift item inside packaging	Redesign, Repacking, Re-launch the product	Demand creation activities	Mention WHO / USAID quality product in product packaging	Involve field staff while revising trade margins
	Promotional activities applicable time with geographically situation	Display incentive in the pack	Increase consumer packs per dispenser	BCC activities with product specific		Do needful to increase staff satisfaction
	Localized Promotion	Add new distributors	Make inner foil colorful			
	Media advertisement in local language	Introduce product bonus system	Make the packaging attractive pack with sensuous image			
	Promotional material	Increase retailer margin	Make the package attractive			
	Increase media advertisement	Change margin as market trend changes				
		Form dedicated sales team				
		Increase and expand field visits				

Annex 4: PICO - Tool for negotiation

Tool to facilitate negotiations to achieve intended results.

PICO is a technique for negotiating with another person to solve a problem while maintaining a good relationship with that person. Use PICO Worksheet to plan your negotiation.

PICO Worksheet

People – Separate the people from the problem
consider the background factors that may have contributed to their current positions.

Interests – Look for the interests hidden behind the positions
Put yourself in the others' shoes: what motivates the others, where do your interests agree, and where do they differ?

Criteria – Agree on objective criteria to test if an agreement has been reached
Define objective criteria for evaluating possible options, for example, what would be a fair outcome?

Options – Look for alternative solutions
If anything is possible, what are the best solutions, and how would these benefit you and the other person?

Annex 5: Emotional Intelligence Domains and Associated Competencies

PERSONAL COMPETANCE: These capabilities determine how we manage ourselves.

SELF-AWARENESS

Emotional self-awareness: Reading one's own emotions and recognizing their impact; using "gut sense" to guide decisions

Accurate self-assessment: Knowing one's strengths and limits

Self-confidence: A sound sense of one's self-worth and capabilities

SELF-MANAGEMENT

Emotional self-control: Keeping disruptive emotions and impulses under control

Transparency: Displaying honesty and integrity; trustworthiness

Adaptability: Flexibility in adapting to changing situations or overcoming obstacles *Achievement:* The drive to improve performance to meet inner standards of excellence

Initiative: Readiness to act and seize opportunities

Optimism: Seeing the upside in events

SOCIAL COMPETENCE: These capabilities determine how we manage relationships.

SOCIAL AWARENESS

Empathy: Sensing others emotions, understanding their perspective, and taking active interest in their concerns

Organizational awareness: Reading the currents, decision networks, and politics at the organizational level

Service: Recognizing and meeting follower, client, or customer needs

RELATIONSHIP MANAGEMENT

Inspirational leadership: Guiding and motivating with a compelling vision

Influence: Wielding a range of tactics for persuasion

Developing others: Bolstering others" abilities through feedback and guidance

Change catalyst: Initiating, managing, and leading in a new direction

Conflict Management: Resolving disagreements

Building bonds: Cultivating and maintaining a web of relationships *Teamwork and collaboration:* Cooperation and team building

Annex 5: Good Governance

EXERCISE

Right or wrong with reasons

1. **You are in-charge of central store. A customer comes and asks for a cartoon of D'zire condom. You know you have couple of cartoons but you say "I have only one cartoon and a VIP has asked me to hold it for him. Sorry can you come next week?"**

2. **You are a sales manager. A customer complains that the OCP his wife bought was expired. You say "Please go and talk to the medical outlets. When we sold them they were not expired. It is not our fault".**

3. **You are the manager of a company. As many of your friends working in other organizations use office vehicles to take their family out, you decided to take your family to a wedding reception on office vehicle. Your colleague reminded that it is against the company policy. You, however, thought it is nothing wrong as every one else is doing it.**

Governance

What is Governance?

What is Governance?

Governance determines who has power, who makes decisions, how other players make their voice heard and how account is rendered. Basically it is how the decisions are made.

- Governance can be used in several contexts such as corporate governance, international governance, national governance and local governance.

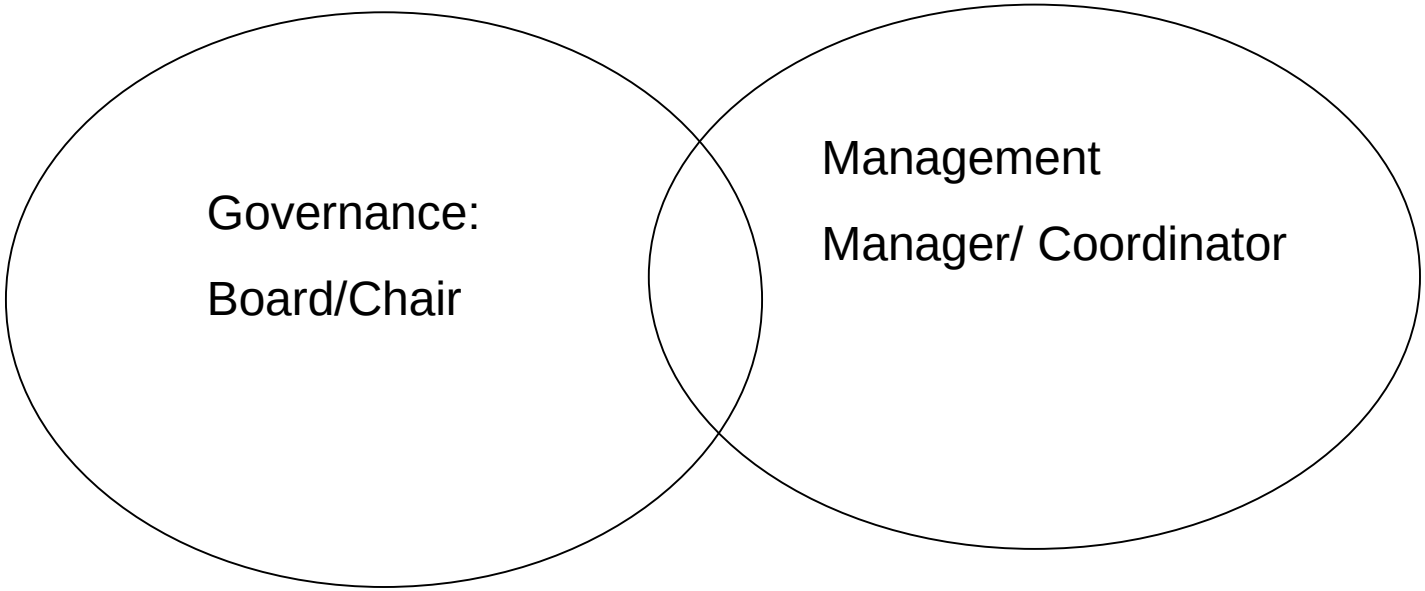
- Ultimately, the application of good governance serves to realize organizational and societal goals.

Governance vs Management

- **Governance** is the strategic task of setting the organization's goals, direction, limitations and accountability frame works.
  - Governance determines the "What?"
- **Management** is the allocation of resources and overseeing the day-to-day operations of the organization.
  - Management determines the "How”

Governance and Management

…are distinct yet overlapping



Allocating Responsibilities

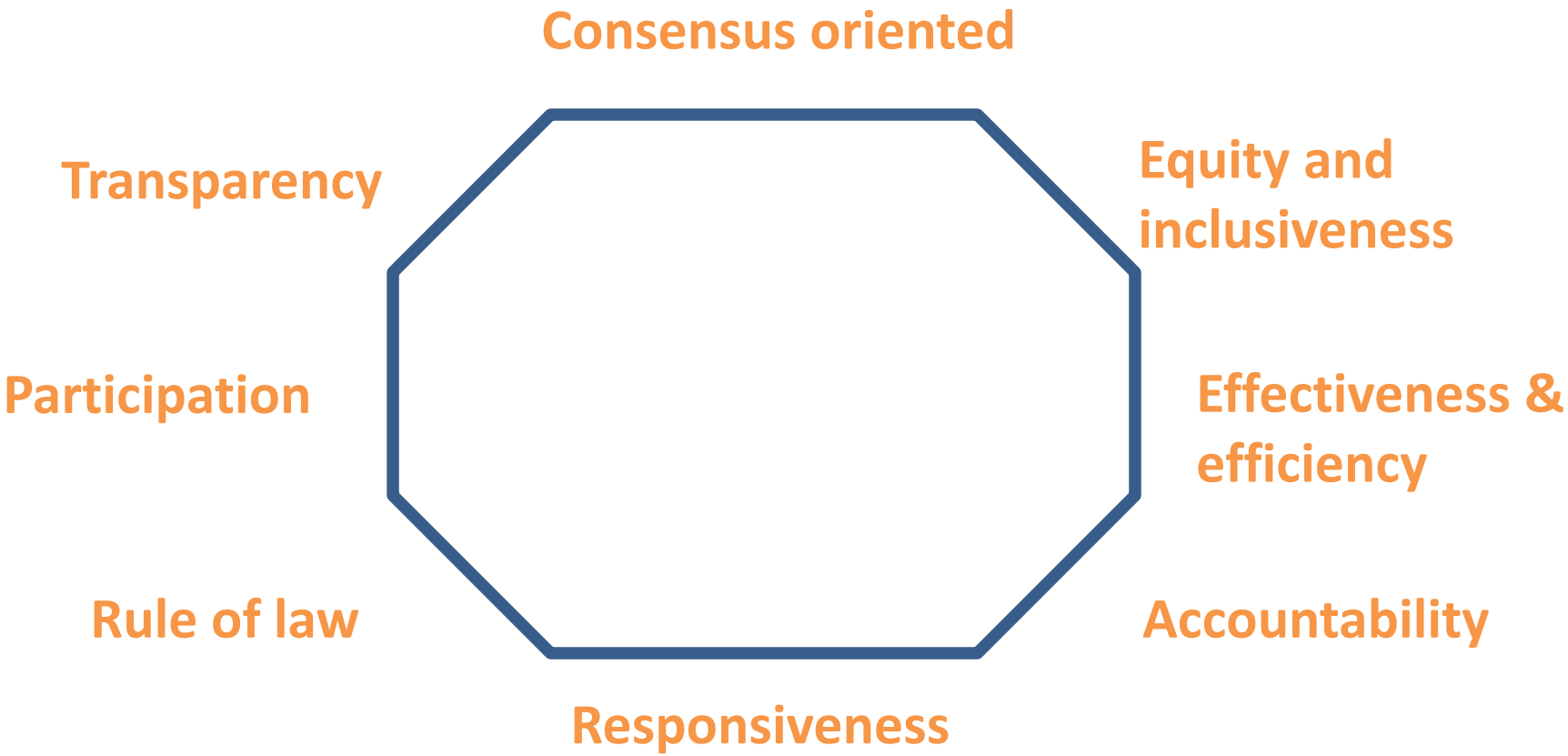
Board/Management Committee	Possible Overlap	Chief Executive Officer/MD
Setting strategic plan and monitoring it	Meeting strategic plan objectives	Implementation and driving strategic plan
Approving purchasing over an agreed limit	Purchasing limit	Purchasing below a certain agreed limit within board approved budget
Overseeing finances through financial reports to board	Keeping projects within budget	Detailed understanding of financial position and project-by-project status
General framework for staffing matters	Staff performance issues; grievances	Staff matters such as leave, performance appraisals, conditions and detail of supervision

Influencers in Decision Making

Media
Lobbyists
Multi-national organizations (e.g. UN, World bank etc.)
International donors
National/International Governments /corporations
Civil society
Political parties
Trade unions

Kitchen cabinets or informal advisors
Powerful families
Organized crime syndicates such as the "land Mafia“
Landlords

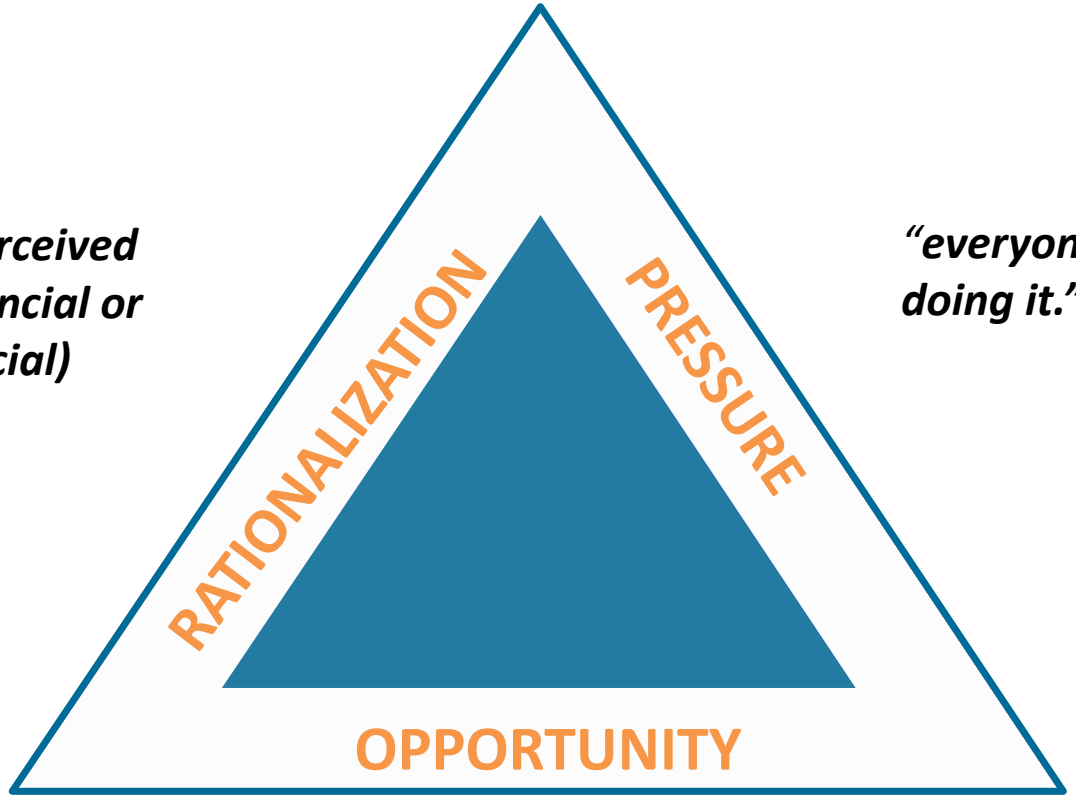
Good Governance



Factors Affecting Good Governance

1. Ignorance
2. Corruption (Fraud)

Real or perceived need (financial or non-financial)



"everyone else is doing it."

Over trust and weak internal controls

HOW CAN THE CORRUPTION TRIANGLE HELP YOU IN YOUR JOB?

You can:

1. Learn to observe and recognize signs

of personal or organizational pressures and accompanying behavior manifestations (e.g., sudden lifestyle changes, etc.);

2. Review and strengthen

your process controls to reduce opportunities for corruption;

3. Evaluate

whether any existing goals may create unhealthy pressures.

USAID FROM THE AMERICAN PEOPLE

LEADERSHIP, MANAGEMENT & GOVERNANCE PROJECT

Inspired Leadership. Sound Management. Transparent Governance.

Conceptual Model: Leading, Managing and Governing for Results

People and teams empowered to lead, manage and govern

Leading
- Scan
- Focus
- Align/Mobilize
- Inspire

Managing
- Plan
- Organize
- Implement
- Monitor/Evaluate

Governing
- Cultivate Accountability
- Engage Stakeholders
- Set Shared Direction
- Steward Resources

Improved health system performance

Enhanced work environment & empowered male and female health workers

Responsive health systems prudently raising and allocating resources

Strong management systems

- Increased Service Access
- Expanded Service Availability
- Better Quality
- Lower Cost

Results

Sustainable health outcomes and impact aligned with national health goals and MDGs 3, 4, 5, and 6

AMREF USA · IPPF · JOHNS HOPKINS BLOOMBERG SCHOOL of PUBLIC HEALTH · MEDIC MOBILE · Yale · msh Management Sciences for Health