

## Leadership Management and Governance/Afghanistan Trip Report: Sylvia Vriesendorp (January 25 – February 5, 2014)

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Sylvia Vriesendorp, Technical Advisor, CLM

February 28, 2014

The Leadership, Management and Governance (LMG) Afghanistan program will further strengthen the capacity of the Afghan Ministry of Public Health (MoPH) to lead, govern and manage the scale of access to and quality of the Basic Package of Health Services (BPHS) and the Essential Package of Hospital Services (EPHS), particularly for those at highest health risk. The project will also continue to support capacity building of the Ministry of Education (MoE). The LMG Afghanistan program is an 18-month intervention starting in September 1, 2012 and extending to January 31, 2014. Total budget for the 18-month period is \$25,400,800. In collaboration with USAID-Kabul, LMG-Afghanistan has received an 8 month extension of the project, with associated additional funding of ~\$4 million for the additional months of activities.

Leadership, Management, Governance, Health Systems Strengthening, Ministry of Health, Afghanistan

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**TRIP REPORT – LMG/AFGHANISTAN – LDP+ ORIENTATION AND PLANNING**

Destination and Client(s)/ Partner(s)	Afghanistan, LMG MOPH Afghanistan: DGHR – MLDD – national volunteer L+M+G facilitators
Traveler(s) Name, Role	Sylvia Vriesendorp
Date of travel on Trip	January 25 to February 5, 2014
Purpose of trip	To conduct a five day workshop with the MLDD team to introduce members of the national L+M+G volunteers to the differences between the basic LDP and the LDP+; to increase the facilitation skills of these volunteers and to produce LDP+ roll out plans for provinces represented.
Purpose/Objectives/Activities/ Deliverables	<p>Overall purpose: The assignment aimed to strengthen capacities and skills of L+M+G National Volunteer Facilitators to effectively facilitate meetings, workshops, trainings and seminars relating to health workforce competence development in L+M+G. This is consistent with the MOPH strategic plan, strategic direction nr 2: strengthen human resource management and development.</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1) Work in close collaboration with L+M+G Sr. Technical Advisor and Consultants at Management, Leadership Development Department- MLDD to finalize training methodology and materials before trainings.</li> <li>2) Deliver a ToT on Advanced Facilitation Skills Development for National</li> <li>3) Support the Management and Leadership Development Department (MLDD) to acquire the needed skills and practices to manage repeat this workshop as needed</li> <li>4) Write a brief report showing results of training achieved in terms of participants knowledge, skills and attitude</li> <li>5) Submit training materials to the LMG Afghanistan project.</li> </ol> <p>Activities</p> <p>Initial design went through a few iterations between November and December 2013.</p> <p>Meetings with the LMG and MLDD staff after which the agenda was drawn up</p> <p>Three day LDP+ orientation (6 hours a day)</p> <p>One day advanced facilitation (materials embedded in Annex IV)</p> <p>One day roll-out planning</p>
Background/Context, if appropriate.	<p>During the Tech-Serve years, 2006-2012, a large number of provincial teams completed the Leadership Development Program (LDP) and many teams participated.</p> <p><input type="checkbox"/> 2006 Health workers trained using the LDP since 2007</p> <p><input type="checkbox"/> 86 Health workers received leadership, management and governance orientation seminars</p>

	<input type="checkbox"/> 206 health facilities participated in LDP initiatives <input type="checkbox"/> 80 Trainings of trainers conducted on LDP, LDP+ <input type="checkbox"/> 206 Health facilities achieved results regarding their challenges
	<p>Over the years a core of LDP facilitators emerged, comprised of the MSH Provincial Health Advisors and representatives from both the provincial health office and NGOs who played an important role in strengthening both the understanding of the importance of management and leadership and teaching practical skills in all the USAID-supported provinces. With the upgrading of the LDP to the LDP+, and the identification of a number of national L+M+G facilitators, this workshop was organized to familiarize these national facilitators with the new LDP+ and develop a roll out plan.</p>

**2. Major Trip Accomplishments:** Should include the major programmatic goals realized, relevant metrics, and stories of impact from the trip.

Thirty facilitators were selected and invited; 24 showed up and two dropped out for reasons beyond their control. In the end 22 people received certificates of attendance.

A pre- and post- check in that was directly linked to the objectives of the workshop – by asking participants to rate their confidence on a 0-10 scale (0=lowest and 10=highest) – showed the following change over the five days:

Be familiar with the LDP+ guide and able to find sections I need: from 0 to 8  
Can explain differences between the LDP and the LDP+: from 1 to 9  
Confidence to organize and conduct and LDP+ as a lead or co-facilitator: from 3 to 8  
Confidence to facilitate the new LDP+ sessions: from 4 to 8  
Confidence to conduct required meetings of the LDP+: from 3 to 8  
Confidence to deal with challenging (facilitation) situations: from 5 to 8

The final objective: at the end of the workshop participants will have a plan for roll out of the LDP+ in their province was confirmed upon completion. Thus all objectives were achieved. Personal comments on the workshop can be found in the evaluation which is shown in Annex II.

The MLDD team facilitated most of the sessions in Dari and Pashto with Sylvia coaching the team, and daily review sessions. The MLDD team will be able to repeat this workshop as new L+M+G facilitators are brought on board. The annotated facilitator notes, which include changes in the original design and what we learned in each session, can be found in Annex III.

**3. Next steps:** Key actions to continue and/or complete work from trip.

Description of task	Responsible staff	Due date
The MLDD staff each to follow up with the provinces/teams assigned to them. All LDP+ should start no later than March and the MLDD staff should go out to these provinces and help with the launch	MLDD team with support from LMG	End of February 2014

The certification process needs to be reviewed and revised and another round given based on this experience, which included acceptance into the workshop to people without any facilitation experience in L+M+G. Actual facilitation experience, and preferably recommendations from people who can testify to skill would have to be considered; participants themselves expressed concern about the process. In addition, extra effort needs to be made to attract more female candidates	MLDD team and Dr. Jebran with support from LMG	Immediately
The MLDD team to give another workshop like this one to the next batch of volunteer facilitators which will hopefully comprise a significant number of women	MLDD team	May/June 2014
Those who have rolled out the LDP+ to receive official certificates. The exact requirements for receiving this certification still need to be decided. For example, is completing an entire LDP+ required? Do all the LDP+ teams have to have shown positive results? Does one have to be a lead facilitator or is co-facilitator sufficient?	Dr. Jebran and MLDD team	August/September 2014
The MLDD team needs to think about its Knowledge Management (KM) strategy and structure in order to ensure that materials and documents are easily accessible and available in the future. This can be linked to LMG's KM strategy at the current moment but ultimately needs to belong to the MOPH.	Dr. Jebran and MLDD team assisted by LMG	Before end of LMG
Plans for roll out LDP+ in the provinces - these were in Dari and participants wanted to review and complete them with their teams back home	MLDD team with support from LMG	Late February

**4. Contacts:**

Name	Contact info	Home organization	Notes
See participant lists in Annex I			

**5. Description of Relevant Documents / Addendums:**

Annexes	Location of file
Participants list of the LDP+ Orientation workshop	Annex I
Evaluation	Annex II
Annotated facilitator notes	Annex III
Advanced facilitation materials	Embedded in Annex IV

### Annex I – Participant list

S/N	Name	Province	Mobile no
1	Sakhi Sardar	Khost	0708889091
2	Sharif Ahmad	Kabul/CBHC	0799824592
3	M Anwar Rasoly	Jozjan	0799188056
4	Nazeem Samadi	Baghlan	0799156005
5	Asadulah Nawabzada	Kabul/CBHC	0700259992
6	Ahmad Zia Ahmadi	Hirat	0798618686
7	Noor Hasan Shirzad	Hilmand	0703433646
8	Abdul Wakil Qayomi	Faryab	0799535662
9	Ismail Zubiar (one day only)	Kabul	0799521599
10	Siad M Saeed	Hirat	0799205606
11	Kaleemullah Fawad	Takhar	0700247665
12	Zakiullah	Paktia	0775483774
13	Ghulam Mahyodin	Jozjan	0786573751
14	Rashid Ahmad	Khost	0775324445
15	Baitullah	Khost	0799493035
16	Fariba Baren	Kabul	0774950321
17	Saboor Hamdard (one day only)		
18	M Tahir Formuly	Kabul/ Ibni Sina	
19	Aminullah	Khost	0799422439
20	Arif Shahram	Hirat	0799409168
21	Najibullah Nabil	Hirat	0799858508
22	M Gul Babrakzai	Khost	0700793536
23	Sarwar Firozi	Kandahar	0799855952
24	M Nasser Akhondzada	Hirat	0799536060
25	Abdul Karim Nasimi	Khost	0708957590
26	Hidayatullah Hamidi	Khost	0700792060

## **Annex II - LDP+ ToT Workshop Evaluation**

- 1- Which of the Topics you learned in the past 5 days were useful and Practical?
  - New aspects of LDP+, Facilitation Techniques
  - Group workings were effective
  - Challenge model
  - Technical coaching team and Exploring Priority Health Area
  - Almost all of the topics were useful and practical particularly the governing body, gender section and technical coaching teams
  - Improvement teams and governance
  - Advanced facilitation skills
  - Difference between LDP and LDP+
  - Methodology of the workshop
  - Adult learning
  - Learning cycle
  - Stakeholders Alignment Meeting
  - Conflict Resolution
  - To some extent we now we are able to initiate the governing body, Coaching team and improvement teams
  - All topics were useful and practical
- 2- What habits and behaviors will you change as a result of this workshop?
  - I will try to be a facilitator not a teacher
  - How to fight against stress during facilitation
  - Make ensure that we have good knowledge of the topic we are presenting
  - Methods of conducting workshops
  - Organizing the workshops
  - Taking into account the advanced facilitation skills
  - Effective use of time
  - Deal well when facing the challenges
  - Mobilize the participants
  - They should have full knowledge of LDP+
  - Self-management
  - Group dynamics
  - Learning environment managements
  - Avoid time wasting
  - How to manage interrupt from outside
  - Planning worksheet
  - Take into account the urgent important time management matrix
- 3- What Feedback will you give to the facilitators?

- Could further clarify some topics
  - Group working were good
  - They have to be further trained on LDP+
  - Try to speak both national languages
  - Facilitators should have patience and answer all the questions
  - They have to focus on balancing between those familiar to LDP basic and those not
  - Facilitators were great
  - Involve all participants
  - They were taking well the opinions of the participants
  - They have to follow principles of advanced facilitation
  - Improve the distribution of topics among the facilitators
  - Improve sequences of the topics
  - Well clarified the topics, thanks!
  - The time for the facilitators was not enough
  - They should further clarify the group working
  - Better clarify the workshop objectives
- 4- What is your opinion about the contents and LDP+ guide design?
- List of contents is not specific
  - Good changes in the challenge model
  - The guideline should be translated to Pashto and Dari
  - The guideline is a bit complex. Needs to be further simplified
  - Summarize the guideline it is too lengthy.
  - Include all topics in the list of contents for easy finding
  - Consider the local context
  - The guideline is well designed but each section should be printed separately
  - Should be finalized soon to have the latest version
  - Should become part of MoPH Policy and Strategy
  - Increase the time for such workshops
  - Easy made guide for the section of improvement team

### Annex III – Annotated Facilitator notes

Facilitator notes LDP+ TOT – February 1-5, 2014 - final based on actual			
Date	Time	Session	Facilitation notes – what we did and learned
Feb 1	8:30	Recitation from the Holy Qu'ran Words of Welcome from dignitaries Overview Baseline Expectations Ground rules	<p>Settling in and registration</p> <p>Welcome speeches Dep Min and DGHR</p> <p>Explain context, objectives and agenda of the meeting</p> <p>Something about comfort zone, learning zone and danger zone, encouraging people to take advantage of this opportunity to stretch themselves (as we ask LDP+ participants to do)</p> <p>Introduction of participants – say how many LDPs (completed 4 phases) have you done and where/with whom?</p> <p>For each of the objectives ask participants to write the number of the objective and a number between 0 and 10 on a piece of paper; facilitator collects and calculates average – this is the baseline. This will be repeated at the end of the before last day so the endline is available at the beginning of the last day and progress can be seen. Participants are asked to write on a piece of paper the sessions in the LDP they found most challenging to facilitate or in general difficult situations they have encountered as a facilitator (of a meeting, a workshop, a session -we will use this for selecting sessions for the practicum on day 3 and for the advanced facilitation workshop)</p> <p>Volunteer for session WS#1, session 1, step 2 (3/124) – 15 mins (using notes is OK)</p> <p>Volunteer for session WS#1, session 1, step 3 (3/124) – 15 mins</p> <p><b>What we did and learned:</b> When people introduced themselves and told how many LDPs (basic) they had facilitated, it turned out about half had only participated (once) and some had no experience whatsoever with the LDP. Only a handful had experience of facilitating more than 3 LDPs. This invalidated the basic assumption for the design (that we were working with experienced facilitators), requiring some adjustments to the program. Getting the baseline notes took much longer than expected; we also started late (expected); not able to do the two volunteer sessions; the whole set of activities took longer, even the expected late start was</p>

Facilitator notes LDP+ TOT – February 1-5, 2014 - final based on actual			
Date	Time	Session	Facilitation notes – what we did and learned
			later. Best to reserve two hours for this opening session
	10:00	What's the same and what's different in the LDP+?	<p>Overview ppt. followed by group work (6 tables set up with each of the topics). References are to sections and page numbers in Facilitator Guide.</p> <p>Task: read the referred pages and be prepared to present in plenary what you learned, after the tea break.</p> <p>A. <b>Governing body</b> (refs: 12, 64, 71-73, 77, 467-8, 477-8, 484-6)</p> <p>B. <b>Priority health areas</b> (refs: 43, 215-6, 323-4, 361, 475-6)</p> <p>C. <b>Gender</b> (66, 250-1, 264, 275-7, 354)</p> <p>D. <b>Coaching</b> (13, 93-4, 104, 215-6, 219-222, 228-235, 323-3, 391)</p> <p>E. <b>Scale up</b> (section 9 all pages)</p> <p>F. <b>Reporting and M&amp;E</b> (356-8, 425-6)</p> <p>Small groups review referenced pages and prepare to present their peers</p> <p><b>What we did and learned:</b></p> <p>The groupings were probably OK as these are the major differences between the LDP and LDP+. Started at 11-ppt overview took half an hour (too long)</p> <p>Group work took 1 hour;</p> <p>We didn't review the (new) roles which we should have done in hindsight – this part should be translated into the local language if English not a first language, and have people follow in the book – possibly divide in groups and have each team study and then prepare one set of roles and responsibilities</p>
	10:45	Tea break	<p><b>What we did and learned:</b></p> <p>Tea break 11:30-11:45</p>
	11:00	What's different (cont'd)	<p>Plenary presentations by each of the 6 groups</p> <p><b>What we did and learned:</b></p> <p>Presentations took 1h30 mins – much discussion in Dari and Pashto; might have been shorter in English.</p>
	12:00	Self-assessment	<p>On leadership approaches – relational and positions (4/248)</p> <p><b>What we did and learned:</b></p> <p>Because we were behind in time we gave this as homework and then discussed it the next day.</p>
	12:30	Lunch	
	1:30	Starting an LDP+	Getting started: Overview of steps as described in pages 18-21):

Facilitator notes LDP+ TOT – February 1-5, 2014 - final based on actual			
Date	Time	Session	Facilitation notes – what we did and learned
			<p><b>What we did and learned:</b>  Was done using ppt. timing was correct. A little passive – reviewed the steps for launching and the timeline. The ppt has clouds which does not quite match what is in the facilitator guide. Could possibly done in an exercise where people have to sequence the sessions, putting each on a person and then asking participants to arrange them in the right order. I would include the initial steps pre-SAM in this as well</p>
	2:00	Practicum preparation	<p>Small groups prepare for role plays (creating a governing body, a technical coaching team, initial discussions)  Half the table play LDP+ advocates (Lead facilitator and champion; the other plays potential participants in the governing body and technical coaching team).  Tables selected at random to act out in plenary.</p> <p><b>What we did and learned:</b>  We spent quite a bit of time explaining the new activity in the LDP and did not get to the role plays (moved to day two) – see ‘what we learned’ there.</p>
	2:30	Plenary role plays	<p>Plenary role plays (5-10 mins each) and feedback (good, improve, stop)</p> <p><b>What we did and learned:</b>  We had to skip this because of time; moved to next day</p>
	3:15	Wrap up day 1	Very brief, 5 mins as we had run out of time
Feb 2	8:30	Welcome and morning reflection	<p>Summary and reflection on day 1</p> <p><b>What we did and learned:</b>  Explained practicum and put together the groups for practicum which took about one hour: 15 minutes explanation (everything needs to be done in 2 languages, Pashto and Dari) and 45 mins constituting the teams—with 24 people we created 12 groups of 2, each team choosing a session from the old or new LDP+ to practice on their peers. Old stuff was included because of the many people new to the LDP. Doing this on day one (for practicum on day 3 gave them more time to prepare as this had to be done outside the workshop hours)  We also review the homework on relational and positional leadership (took 25 min) – so we ran over by 55 mins.</p>
	9:00	Initial conversations	Small groups prepare for role plays (creating a governing body, a technical coaching team, initial discussions)

Facilitator notes LDP+ TOT – February 1-5, 2014 - final based on actual			
Date	Time	Session	Facilitation notes – what we did and learned
			<p>Half the table play LDP+ advocates (Lead facilitator and champion; the other plays potential participants in the governing body and technical coaching team). Tables selected at random to act out in plenary.</p> <p><b>What we did and learned:</b> We combined yesterdays' skipped sessions and this exercise into role plays at the small tables. First round was two people playing themselves (as LDP+ facilitators, master facilitator or champion) and the other two role played, being approached about the establishment of the governing body (playing the Provincial health Director and the head of the largest NGO operating in the area – then the other two played themselves and the others played members of the technical coaching committee being approached; the whole exercise took 45 mins. Including the debrief</p> <p>Without the roles clear this exercise was premature – but also the participants resisted getting out of their comfort zone and wanted everything pre-digested by the facilitators and presented to them; of course with 491 pages to cover one cannot possibly present everything in 3 days (especially to a group that included people with no prior exposure to the LDP)</p>
	9:30	Shared Learning sessions and Assignment Reviews	<p>In LDP we had assignment reviews in WS#2,3,4 (pages 245,353,423) In LDP+ we have assignment reviews and Shared learning sessions in WS#3 and 4 (pages 354 and 424) Review the session notes for each at your table and identify the main components of each. What is the innovation in the shared learning session? (about 30-45 mins as needed) Round robin harvesting of ideas, one table one conclusion, until no more ideas left.</p> <p><b>What we did and learned:</b> We skipped this exercise and combined the shared learning part in the session later, after M&amp;E. We entirely skipped the Review of Assignment comparison (with Shared learning) which was probably OK as that might not have contributed much.</p>
	10:30	Tea Break	
	10:45	Monitoring and	Use the notes from relevant LDP+ sessions. Includes

Facilitator notes LDP+ TOT – February 1-5, 2014 - final based on actual			
Date	Time	Session	Facilitation notes – what we did and learned
		Evaluation	<p>hands on work</p> <p><b>What we did and learned:</b></p> <p>The plenary took up most of the time (I would have preferred less plenary and more hands on). The presenter was supposed to follow the exercise in the guide around M&amp;E (I believe from the technical coaching team meeting but am not sure which one was used – all in local language) – some basics and some examples. Balance between lecture and groupwork a little off. Took about 1h45 so estimate about right but groupwork felt a little rushed.</p>
	12:30	Lunch break	Had lunch at 1
	1:30	Shared Learning session practicum	<p>Small group review notes on shared learning session in workshop 3 or 4 (15 mins)</p> <p>Half the group reviews one CM, the other half another (30 mins)</p> <p>Then each half coaches the other half, using the notes and relevant handouts referred to on pages 8/424-426.</p> <p>NB: we need real data to give to small groups (12 sets of CM/actionplan/M&amp;E plan)</p> <p><b>What we did and learned:</b></p> <p>This was a good follow on exercise to the M&amp;E session as they could put into practice what they had learned. We gave each table two (different) challenge models and action plans from a completed (basic) LDP – (ideally this would also include the M&amp;E plan but we didn't have these and of course our examples were from basic LDPs as no LDP+s had been done here yet). Instructions: 2 people study the data and fill in the reporting and M&amp;E forms, using the forms and instructions in the guide. In the future, use the LDP+ CM, action plan, M&amp;E plan and reporting forms to simulate as closely as possible what the technical coaching team has to deal with. Time budgeted was about right (1h30)</p>
	3:15	Wrap up day 2	<p><b>What we did and learned:</b></p> <p>Very short, review of norms they had proposed and how well they were adhering to their own norms (gave percentages; doing this daily is good practice to avoid that norms become simply dead pieces of paper (as so much else – so it is of some symbolic importance; also reminders to prepare practicum and that anyone not ready to go at 9:00 would have a negative note after his</p>

Facilitator notes LDP+ TOT – February 1-5, 2014 - final based on actual			
Date	Time	Session	Facilitation notes – what we did and learned
			name (a little lecture about being change agents, modeling the behavior that is wanted, changing habits.). it worked – next day (but only next day) most everyone on their seats at 8:30!)
Feb 3	8:30	Welcome and morning reflection	Summary of day 2 How to give useful feedback: keep doing/do better/stop doing
	9:00	Practicum round 1	3 simultaneous sessions. One hour includes feedback <b>What we did and what we learned:</b> Some of the people new to LDP had not understood the assignment and we should have caught this beforehand. May need to spend more time earlier in the workshop to make crystal clear what the task is: pick one session of about 45 to 1h30 minutes (the latter needs to be compressed into 45 minutes). Use timer and end session exactly after 45 mins to make sure everyone has the same amount of time for presenting and feedback available. Use a timer on phone. For feedback we used: keep doing/improve/stop doing; we did not determine the order of presenters, so everyone prepared to be the first – this to avoid that people slip out of the practice session to prepare their flipcharts. This worked well.
	10:00	Practicum round 2	3 simultaneous sessions. One hour includes feedback
	11:00	Tea break	
	11:15	Practicum round 3	3 simultaneous sessions. One hour includes feedback
	12:15	Reflection on practicum	The 9 people who have completed their session reflect on their experience, what they learned
	12:30	Lunch	
	1:30	Practicum round 4	3 simultaneous sessions. One hour includes feedback <b>What we did and learned:</b> We had only 3 groups leftover to present after lunch; round four in 2 simultaneous sessions and round 5 for the entire group. Calculate number of rounds and number of concurrent sessions based on nr of participants – 5 rounds and 3 concurrent sessions, except the last 2 rounds worked well for 22 participants (two dropped out leaving two individuals to do the sessions alone). <b>Do not allow</b> three people in a group because this invariably means one person doesn't get to stand in front; even with two sometimes only one facilitated – you may want to make this clearer up front. Make sure everyone get a chance – the feedback is

Facilitator notes LDP+ TOT – February 1-5, 2014 - final based on actual			
Date	Time	Session	Facilitation notes – what we did and learned
			invaluable and most agreed afterwards – even though they have to get out of their comfort zone.
	2:30	Practicum round 5	3 simultaneous sessions. One hour includes feedback <b>What we did and learned:</b> See above
	3:15	Wrap 1 – part 1 of TOT	Homework: think about difficult facilitation moments <b>What we did and learned:</b> We had already collected these beforehand on day one, opening session. During the practicum additional challenges were identified; all were put on large index cards (should have been written in local language rather than in English); the pack of cards was left with the facilitators for future use. It was good to have this information early as Day 4 (advanced facilitation had not been designed yet).
Feb 4	8:30	Welcome and morning reflection	<b>What we did and learned:</b> Divided people in two groups (those who had come on time) to present what they had retained from previous day; late comers were seated in back and asked to listen to presentations of two groups and add anything they felt was missing. For presenter, each group picked presenter of other group; also a note taker. Timing was right as long as started on time. Habit of starting at agreed upon time even if only few people are there.
	9:00	Advanced facilitation techniques: the basics	Design and five basic management tasks. Started off with a brief intro about the importance of good design for easy facilitation. Macro design answering questions of why, what, who, when, where, how; and then for each how a micro design, asking similar questions again but then for each session. Then presented the basic categories for facilitating: <ol style="list-style-type: none"> <li>1. Managing self</li> <li>2. Managing use of time</li> <li>3. Managing group dynamics</li> <li>4. Managing environment (physical, material)</li> <li>5. Managing the outside world</li> </ol> <b>What we did and learned:</b> We reviewed each in plenary; in a group of more experienced facilitators this could be done in small groups and each present (which would have taken more time).
	9:45	More basics	Three short concurrent sessions in three corners, 3

Facilitator notes LDP+ TOT – February 1-5, 2014 - final based on actual			
Date	Time	Session	Facilitation notes – what we did and learned
			<p>rounds of 15 minutes: one on adult education principles (using the LDP+ guide references; one on Urgent and Important matrix (also using guide) and one on the experiential learning cycle (is not in guide)</p> <p><b>What we did and learned:</b>            Session done as planned; timing worked although would suggest 20 minute rounds. It made for small more intimate groups rather than have three consecutive sessions in plenary – also got people up and walking. Electronic handouts requested.</p>
	10:30	Tea break	
	10:45	Difficult/challenging facilitation moments	<p>Sitting in a circle – hand out cards with difficult situations to each participant; one at a time reads and rest give tips and techniques</p> <p><b>What we did and learned:</b>            We had already gotten the cards with challenging situations prepared. Handed out one to each; person read aloud, collected similar cards and asked for tips and techniques. Replaced read cards until none left. Session remained engaged despite long duration. Was about the right time.</p>
	12:30	Lunch	
	1:30	Stress	<p><b>What we did and learned:</b>            Stress came up quite a bit; review of techniques to release stress; entirely done in local language and about locally acceptable ways.</p>
	2:15	Shura meetings	<p>Simulated shura or other meetings with officials and citizens – one facilitator tries to put into practices tips and techniques</p> <p><b>What we did and learned:</b>            Started off with one volunteer facilitator; task: to introduce the LDP+ to potential members of governing body; participants asked to play out roles as they appear in real life. After about 5 minutes facilitator replaced with someone else – we did about 5 or 6 rounds in half an hour; high energy, entertaining and real; good practice related to local setting.</p>
	2:45	Conflict	<p>Killman's five modes of conflict</p> <p><b>What we did and learned:</b>            Should have been given in local language; filling in questionnaire took quite a while; needs about 1 hour. 40 minutes didn't give it full justice; example of when to</p>

Facilitator notes LDP+ TOT – February 1-5, 2014 - final based on actual			
Date	Time	Session	Facilitation notes – what we did and learned
			use each mode should also have been in local language
	3:25	Reflection on day 4 and wrap up part 2 of TOT	<p><b>What we did and learned:</b></p> <p>Asked each person to provide number for baseline of 6 out of 7 objectives; these were calculated overnight and we could see the pre and post in the morning.</p>
Feb 5	8:30	Morning reflection	<p><b>What we did and learned:</b></p> <p>Those who were on time counted off in fives; as latecomers arrived we filled out the groups. Each group was assigned one of the management categories of the day before and reflect on what they had learned about that category. It was an engaged and high energy session (though all in local language which I didn't follow all that well); that session went on for 45 mins.</p>
	9:00	Scaling up the LDP+	<p>Review steps in the process of introducing the LDP+</p> <p><b>What we did and learned:</b></p> <p>Morning reflection went 15 minutes over which threw us off a bit for the rest of the tightly budgeted morning. There were many questions; session was interrupted after 35 minutes – time to turn to the task. Session ended at 9:50</p>
	9:50	Present example of Khost CM	<p><b>What we did and learned:</b></p> <p>Presented task: prepare a CM, an action plan for rolling out the LDP+ in their province; we grouped some provinces if only one participant available and assigned coaches (1 coach for 2 teams); Khost team had already prepared its CM and member of its team presented</p>
	10:20	Provincial teams plan	<p><b>What we did and learned:</b></p> <p>Different levels of knowledge and experience affected team performance; took about 1 hour and 25 minutes; even then some not done; in future prepare plastic template, would have saved at least 15 minutes and can be re-used; worth investing in.</p>
	11:45	Peer review	<p>Gallery walk</p> <p><b>What we did and learned:</b></p> <p>The gallery walk morphed into semi plenary presentations and was a little chaotic – needs more structure, a certain amount of minutes in front of each poster; a bell or sound to indicate switching; not all people from one province to the same poster.</p>
	12:15	Integration of feedback	

Facilitator notes LDP+ TOT – February 1-5, 2014 - final based on actual			
Date	Time	Session	Facilitation notes – what we did and learned
	12:30	Next steps, evaluation and wrap up	<p><b>What we did and what we learned:</b></p> <p>With 22 people the evaluation, handed out in the two local languages, took 15 minutes</p> <p>Wrap up took about 25 minutes but was worth it with much reflection about the week. So this last step needed about 45 minutes. Next steps were included in words of closure by officials (I think but not sure as all done in local language)</p>
	1:00	Lunch	
	2:00	Closing	Words of closure and distribution of certificates

## **Annex IV – Embedded training materials for Advanced Facilitation**

*Click on first page of each page that follows to open full the Word document*

# **DESIGNING PRODUCTIVE MEETINGS AND OTHER EVENTS**

that aim to bring out the best in people and their thinking to produce intended results

## **Introduction**

We are all familiar with meetings that are not adequately (or not at all) prepared, meetings that are not well timed, without a focus or clarity about their desired outcome. Sometimes the one who has called the meeting controls the gathering so much that we feel our attendance is useless and we are wasting our time. The chair talks too much, the presenter has an bottomless supply of often poorly constructed powerpoint slides to show, which use up all the time, leaving the attendants passive, voiceless and powerless.

A well designed meeting or event is easier to facilitate than a meeting or event that is not or poorly designed. Thus, good design is the first requirement for skillful meeting management.

We have all seen people in charge of a meeting who act like a traffic cop, giving the floor to this one and then that one without synthesizing or drawing conclusions. We also all have had the unpleasant experiences of attending a meeting in which powerful voices clash with one another and the rest of the participants are bystanders as personal agendas are played out.

Thus, a second important requirement for good meetings is skillful facilitation. The meeting chair needs to know how to facilitate the interactions between the people in the room in such a way that it reduces negative dynamics and helps people to listen to each others' ideas in a respectful manner. We need meeting chairs to help people build on each others' ideas rather than diminish them and draw people together around common goals and/or a shared vision; a goal or a vision that requires everyone's good ideas, not just those from a few powerful and loud-voiced individuals.

Considering how much time people spend in meetings, the cost of poorly designed and poorly led meetings is high. The cost doesn't just include the time attendants are spending away from their other tasks but also associated budget items such as food and technical support. Good meeting design and management is therefore a skill that saves money.

But it does more, good meeting design and management produces events that align people, that inspire people, that focus people, that inform people in ways that lifts spirits rather than demoralizes people. It makes us want to work with others towards common goals. Poor meeting planning and design makes us want to do things on our own. There is a saying, "if you want to go fast, go alone but if you want to go far, go with others." The second option requires good meeting design and management.

## **Learning to design and manage meetings well**

Tech-Serve is proposing a workshop for staff at the Central Ministry of Public Health who have, among their responsibilities, the planning, the design and the facilitation of meetings and other collaborative events.

## YOUR PREFERRED CONFLICT HANDLING MODE<sup>1</sup>

*Based on the Thomas-Kilmann Conflict Mode Instrument*

**COMPETING** is assertive and uncooperative -- an individual pursues their own concerns at the other person's expense. This is a power-oriented mode, in which one uses whatever power seems appropriate to win one's own position -- one's ability to argue, one's rank, economic sanctions. Competing might mean "standing up for your rights," defending a position which you believe is correct, or simply trying to win.

*If you scored High:*

1. Are you surrounded by "yes" men? If so, perhaps it's because they have learned that it's unwise to disagree with you, or have given up trying to influence you. This closes you off from information.
2. Are subordinates afraid to admit ignorance and uncertainties to you? In competitive climates, one must fight for influence and respect -- which means acting more certain and confident than one feels. The upshot is that people are less able to ask for information and opinion -- they are less able to learn.

*If you scored Low:*

1. Do you often feel powerless in situations? It may be because you are unaware of the power you do have, unskilled in its use, or uncomfortable with the idea of using it. This may hinder your effectiveness by restricting your influence.
2. Do you have trouble taking a firm stand, even when you see the need? Sometimes concerns for other's feelings or anxieties about the use of power cause us to vacillate, which may mean postponing the decision and adding to the suffering and/or resentment of others.

**COLLABORATING** is both assertive and cooperative -- the opposite of avoiding. Collaborating involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons. It means digging into an issue to identify the underlying concerns of the two individuals and to find an alternative which meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, concluding to resolve some condition which would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

*If you scored High:*

1. Do you spend time discussing issues in depth that do not seem to deserve it? Collaboration takes time and energy--perhaps the scarcest organizational resources. Trivial problems don't require optimal solutions, and not all personal differences need to be hashed out. The overuse of collaboration and consensual decision making

# Habitual Ways of Responding to conflict situations

## The Thomas-Kilmann Conflict Mode Instrument

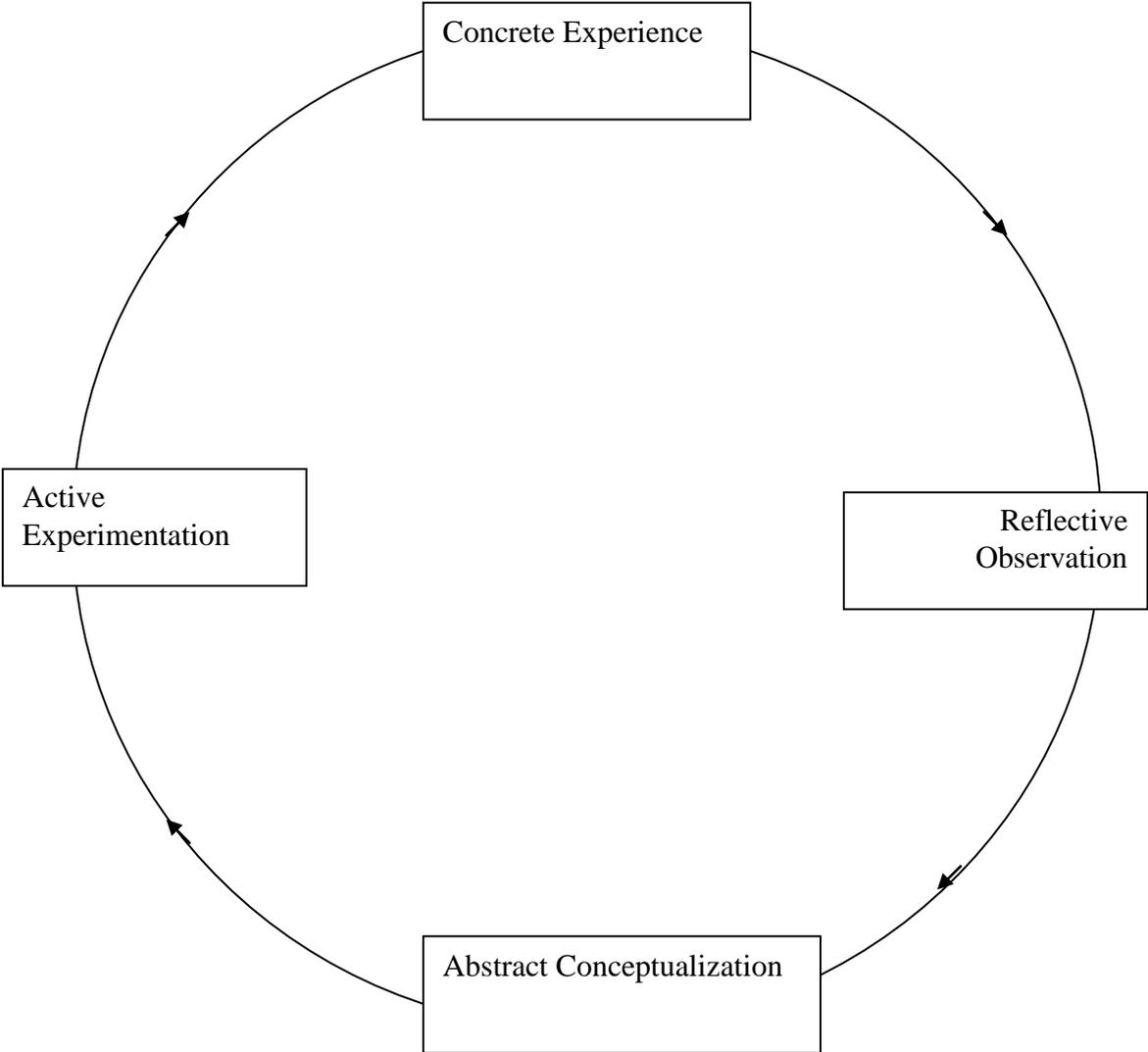
### Instructions:

Consider situations in which you find your wishes different from those of another person. How do you usually respond to such situations?

On the following pages are several pairs of statements describing possible behavioral responses. **For each pair, circle the “A” or “B” statement which is most characteristic of your own behavior.** In many cases, neither “A” nor the “B” statement may be very typical of your behavior, in that case, please select the response which you would be more likely to show.

- 1) A. There are times when I let others take responsibility for solving the problem.  
B. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
- 2) A. I try to find a compromise solution.  
B. I attempt to deal with all of his and my concerns.
- 3) A. I am usually firm in pursuing my goals.  
B. I might try to soothe the other's feelings and preserve our relationship.
- 4) A. I try to find a compromise solution.  
B. I sometimes sacrifice my own wishes for the wishes of the other person.
- 5) A. I consistently seek the other's help in working out a solution.  
B. I try to do what is necessary to avoid useless tension.
- 6) A. I try to avoid creating unpleasantness for myself.  
B. I try to win my position.
- 7) A. I try to postpone the issue until I have had some time to think it over.  
B. I give up some point in exchange for others.
- 8) A. I am usually firm in pursuing my goals.  
B. I attempt to get all concerns and issues immediately out in the open.
- 9) A. I feel that differences are not always worth worrying about.  
B. I make some effort to get my way.
- 10) A. I am firm in pursuing my goals.  
B. I try to find a compromise solution.
- 11) A. I attempt to get all concerns and issues immediately out in the open.  
B. I might try to soothe the other's feelings and preserve our relationship.
- 12) A. I will sometimes avoid taking positions which would create controversy.  
B. I will let him have some of his positions if he lets me have some of mine.
- 13) A. I propose a middle ground.  
B. I press to get my point made.

# David Kolb's Learning Cycle



## Kolb's Experiential Learning Cycle

Two dimensions: AC-CE: how you take in information; AE-RO: how you deal with experience

**CE:** learning by experiencing (from specific experiences, relating to people, being sensitive to people and feelings)

**RO:** learning by reflecting (observing carefully before making judgments, viewing issues from different perspectives, looking for meaning of things)

**AC:** learning by thinking (analyzing ideas logically, planning systematically, acting on intellectual understanding of a situation)

**AE:** learning by doing (showing the ability to get things done, taking risks, influencing people and events through action)

### Preferred styles:

**Diverging (CE and RO):** consider a situation from different perspectives, diverge from conventional solutions, coming up with alternatives

**Assimilating (RO and AC):** absorbing the learning experience into a large framework of ideas. Assimilating information into theories or models

**Converging (AC and AE):** enjoy gathering information to solve problems, converging on the correct solution

**Accommodating (AE and CE):** putting ideas that you have practiced into action, finding still more uses for whatever has been learned, accommodating (or adapting) to circumstances and information

**Balancing style:** comfortable with a variety of learning modes

### Strengthening and developing each learning style

To get better at:	Do this:
Diverging	Tune into people's feelings; be sensitive to values; listen with an open mind; gather information, imagine the implications of ambiguous situations
Assimilating	Organize information; test theories and ideas with others; build conceptual models; design experiments; analyze data
Converging	Create new ways of thinking and doing; experiment with new ideas; choose the best solution; set goals; make decisions
Accommodating	Commit yourself to objectives; seek new opportunities; influence and lead others; become personally involved; deal with people

# ANDRAGOGY – THE ART OF TEACHING ADULTS

By Sylvia Vriesendorp

Imagine you are in a classroom with about 25 adults, all health professionals or people engaged in managing health programs. Assuming that the average age of participants is about 30 years old, and they have about 10 years on average of work experience, you will be in the midst of 750 years of life experience and about 300 years of work experience to draw from in the course you give. These “facts” are important because they support our working theory that adult learning *has* to be tied in to people’s life and work experience. Ignoring those hundreds of years would be an insult at least.

As teachers and trainers we are committed to modeling all that we advocate and that we believe in. At times this may feel comfortable and at times uncomfortable. We hope that this workshop will help you stretch in ways that you may not have stretched for a long time, or at all. Much like muscles that have not been exercised at first, you may feel awkward. But that is a first step to learning, always. At times you may also feel that the behavior that is required of you in the class doesn’t match what you think is proper for someone of your educational and professional status, and you may even feel silly. All this is part of the learning experience, and all this is part the curriculum: we will reflect on these experiences as raw material for our general reflection on what it takes to learn and what it takes to teach so that people learn. We will use a variety of learning vehicles.

## Andragogy (adult education)

Malcolm Knowles introduced the term “andragogy” to describe his theory and practice of adult education (in contrast to “pedagogy” which is concerned with the education of children). Knowles advocates a learner-oriented approach to teaching based on the following assumptions:

1. Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities.
2. Adults’ orientation to learning is life-centered; therefore the appropriate units for organizing adult learning are life situations, not subjects.
3. Adults bring with them the richest resource for their own learning; therefore, the core methodology of adult education is the analysis of experience.
4. Adults have a deep need to be self-directed; therefore, the teacher’s role is to engage in a process of mutual inquiry with them, rather than to transmit knowledge and then evaluate conformity to it.

## Assumptions about adult participants engaged in learning...they

Are active	not	Passive
Are interdependent with each	not	Dependent on trainer

## Challenges faced by LDP facilitators

1. I was nervous while first meet people older than me.
2. I lost the objective of the workshop.
3. I embarrassed while found participants knowledge higher than me.
4. While participants know the subject, start to argue and confrontation, I was in trouble.
5. While senior authorities present.
6. When you don't know the answer
7. What to do about people adding extra activities?
8. What to do about logistical problems?
9. I was told to do a workshop on governance but I don't know anything about governance
10. Nervousness makes me read from the slides
11. When I don't know the answer I say I will get back tomorrow
12. Someone gave me this advice: Whenever you enter a class just think that you are talking to the chairs, that there are no people
13. Nervousness when teaching people who are older
14. Nervousness when doing a session for the first time
15. What to do when you are under stress?
16. I felt no confidence about my answers
17. What if you don't know the answers to the questions you get?
18. I was not prepared for the questions I got
19. Someone else delegated the session to me at the last minute
20. I had no knowledge about the topic
21. I was facilitating alone and there were many questions
22. I did not feel prepared
23. Two students asked a question. I didn't know the answer to the question from the first person so I answered only the question of the second person
24. Someone senior entered the room and I got nervous
25. I have some stress during the session
26. How do I handle people in the room who know more than I do and challenge me
27. How to facilitate a session when you are not prepared?
28. I was asked to do a session at the last minute without time for consultation
29. What if you don't have enough workshop material?
30. I never have enough time to follow the agenda
31. What if there are strong opinions and people disagree
32. What if someone keeps asking for more explanations, even after I have explained everything?
33. What if a senior person dominates and junior people remain quiet?
34. What if the same people talk all the time?
35. What if people don't respect time?
36. What if I disagree with my co-facilitator about what to do?

Notes from March 3, 2014 Debrief Meeting:

The process was not transparent; some of the participants had never participated in the LDP. The big surprise at the end of the meeting with USAID – LMG was not allowed to work at the facility level. The MLDD team was not part of the de-briefing.

The purpose was three-fold: to orient people to LDP+, advance facilitator training, and the development of roll-out plans. The plans will need to be translated to Dari and Pashto.

MLDD needs to be more organized if they are to go forward with this in the future. For sustainability purposes, there are several documents that need to be housed in a different part of the website.

There are ways in which the projects could be working together. Champions - that this is part of their job – are needed. In Afghanistan, there is no champion.

Naqib was very passive and Sylvia was underwhelmed with his work.

Need for a conversation with Dr. Shahir for the needs and ways to staff this appropriately. How can we make this group an effective driver of management?

There are working groups. To push this forward, there needs to be something much more than there is now. Context of conversation of Dr. Shahir.

Upcoming actions: recruit more women. LDP hadn't incorporated the gender elements.

They have done workshops at a pre-LDP+ level without establishing any kind of institutional framework. The source of the numbers in the report is unknown.

Morsi was unable to complete the provincial piece of his TDY.