

PD-AA 3-116

42124



Intrah

Trip Report

#0-122

Travelers: Ms. Suzanne Plopper,
IHP Consultant

Country Visited: SIERRA LEONE

Date of Trip: June 17 - July 19, 1985

Purpose: To conduct a Curriculum Development
Planning Session and a Management/Supervision
Workshop for District Level Managers

Program for International Training in Health
208 North Columbia Street
The University of North Carolina
Chapel Hill, North Carolina 27514 USA

TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	i
SCHEDULE DURING VISIT.....	iii
I. PURPOSE OF TRIP.....	1
II. ACCOMPLISHMENTS.....	2
III. BACKGROUND.....	3
IV. DESCRIPTION OF ACTIVITIES.....	4
V. FINDINGS.....	7
VI. CONCLUSIONS.....	10
VII. RECOMMENDATIONS.....	11

Appendices

Appendix A	Persons Contacted
Appendix B	Trainers
Appendix C	Participants
Appendix D	Course Curriculum (including overall objectives, training schedule, daily objectives and daily training design)
Appendix E	List of Materials Distributed
Appendix F	Copies of Materials Distributed
Appendix G	Pre- and Post-test Scores
Appendix H	Summary of Participant Reaction Forums

EXECUTIVE SUMMARY

During the period June 17 - July 19, 1985, Suzanne Plopper, INTRAH consultant, was in Sierra Leone to provide technical assistance to Maternal and Child Health/Family Planning Program (MCH/FP) of the MOH. The assignment involved assisting the FHI Core Training Team (MOH) to design and conduct a three-week training program in management and supervision for district health sisters and staff midwives.

The first two weeks (June 17-28) were spent designing the training program, developing necessary visual aides and making logistical arrangements for the workshop. All sessions took place at the medical library conference room of Connaught Hospital, Freetown. The workshop was held July 1-19 at the National School of Nursing in Freetown, and conducted by five members of the CTT.

Eleven health sisters (of whom six were district health sisters) and seven staff midwives participated in the workshop. Two additional district health sisters who were invited received their invitations too late to be able to attend.

The training program focused on the planning, implementation and evaluation aspects of management. It was designed to promote maximum group participation and a minimal number of lecture sessions. The training program was very successful in achieving its objectives as indicated by (1) the quality of participation and workplans, (2) participant self assessments, and (3) participant evaluation of the program.

However, there remain a number of obstacles to the implementation of basic management principles and the smooth running of the MCH/FP Program. Two of these obstacles are the absence of an up-to-date organizational chart in the MOH and the lack of job descriptions for MCH/FP staff. With a wide variety of health cadres working in the field and the absence of these two basic tools, there is overlap between cadres and much confusion regarding lines of authority and communication. Other problems cited in earlier trip reports (e.g., lack of transportation and petrol for supervision, lack of collaboration/coordination of effort among the numerous special projects, lack of contraceptive supplies, lack of a uniform reporting system, and lack of planning documents upon which to base service targets) continue to hinder effective implementation of the MCH/FP Program.

SCHEDULE DURING VISIT

Thursday, June 13

Departed Sacramento Metro Airport at 9:40 a.m.

Sunday, June 16

Arrived Freetown at 8:15 p.m.

Arrived hotel at 12:30 a.m.

Monday, June 17 -

Saturday, June 29

Curriculum Development Planning Session with
Core Training Team (CTT) in Freetown

Monday, July 1 -

Friday, July 19

Management and Supervision Workshop, Freetown

Saturday, July 20

Final meeting with CTT

Sunday, July 21

Departed Freetown at 10:00 p.m. for Paris

Monday, July 22

Arrived San Francisco Airport 9:30 p.m.

Tuesday, July 23

Arrived Davis at 1:30 a.m.

I. PURPOSE OF TRIP

The purposes of the visit were: (1) to conduct a two-week curriculum development planning session with the Core Training Team of the MCH/FP Program of the MOH for the development of a three-week Management and Supervision workshop for 20 district level health sisters and midwives; and (2) to provide technical assistance to the CTT in the implementation of the three-week Management and Supervision workshop.

II. ACCOMPLISHMENTS

The curriculum for the three-week Management and Supervision workshop was developed with the five participating members of the CTT (Phebean Alghali, Val Gilpin, Angela Massaly, Margaret Dumbuya and Cecilia Spaine-Cole). Emma Siddiqui, the sixth CTT member was not present.

The three-week Management and Supervision workshop was implemented by the five member CTT for eighteen health personnel (eleven health sisters and seven midwives) with the assistance of the IHP trainer.

Model job descriptions for certain cadres of MCH/FP personnel were developed by the CTT for review and adoption by the MOH.

A model staff evaluation form was drafted by the CTT for review and adoption by the MOH.

III. BACKGROUND

The Management and Supervision workshop is part of an on-going series of training programs in family planning designed to facilitate and support the effective implementation of the FP services in Sierra Leone. Financial training support is provided through the FHI project of MOH/USAID.

PAC II technical assistance is being provided to strengthen and support the CTT. During PAC II, INTRAH/IHP has technically supported three in-country training activities (clinical skills with IUD insertion, contraceptive and STD updates for physicians and the management and supervision workshop). U.S. and third country training has been provided/supported by INTRAH for ten Sierra Leonians (the six CTT members, two evaluators, and two IEC staff).

IV. ACTIVITIES

A three-week training program in Management and Supervision in MCH/FP for district level managers was planned and implemented in Freetown, Sierra Leone, June 17 - July 19, 1985. Two weeks (June 17 - 28) involved planning the training program which was then implemented during the last three weeks (July 1 - 19).

Both the curriculum development planning sessions and the Management and Supervision workshop took place in Freetown, the former at the medical library conference room of Connaught Government Hospital and the latter at the National School of Nursing. Both facilities were quite adequate. The workshop site was changed from Kenema to Freetown due to electricity, water and sewage problems in Kenema.

Five of six members of the Core Training Team participated in the planning and implementation of this training program. Their names are listed in Appendix B. Under normal conditions, five trainers are not necessary for this type of training program. In this situation, however, it was helpful to have five for two reasons: (1) all of the trainers had intermittent responsibilities to attend to as part of their regular government jobs; and (2) there was a serious problem with electricity in Freetown, making it very difficult for the trainers to prepare in the evenings for

the following day's work. Thus, by dividing up the work among five persons, each one was better able to prepare for and facilitate her assigned sessions.

Eighteen MCH/FP staff attended the workshop, including eleven health sisters (of whom six are responsible for MCH/FP nursing services at the district level) and seven staff midwives. Two additional district health sisters were invited but unable to attend as they received their notifications late. Original plans called for participation of district medical officers. It was decided, however, to include them in a later Management and Supervision workshop for more senior central level staff.

The training program followed, in general terms, the management training program developed and used by International Health Programs in Santa Cruz. The PAC II consultant worked with the participating CTT trainers for two weeks analyzing management and supervisory responsibilities of invited participants and designing the training program to respond to those responsibilities. The training process used was largely participatory. There was a minimum of lectures. (Refer to Appendix D, Course Curriculum, for more specific details.) The workshop followed the established schedule closely except for the first week when it was necessary to hold a Saturday morning session.

The CTT took the initiative to draft for review and possible adoption by the MOH two basic management tools currently lacking: (1) job descriptions for certain cadres of personnel, and (2) a staff evaluation form. Further work on job descriptions was hindered by the lack of an organizational chart which the members of the CTT did not feel they had the authority to propose.

V. FINDINGS

A. Training Evaluation

The trainers used several means to evaluate the effectiveness of the Management and Supervision workshop. The first of these was a pre- and post-test completed by all participants at the beginning and at the end of the workshop. The results of this self assessment show perceived increase in knowledge and/or skills in every subject area (see Appendix G).

A second evaluation tool was the INTRAH Participant Reaction Form (Appendix H). Overall, participant responses to the questions posed on this form were very positive.

Thirdly, the individual workplans developed and presented by participants served as a measure of participant understanding and ability to apply the planning aspects of management. With a couple of exceptions, the workplans were very well done.

Finally, the participatory nature of the workshop permitted trainers to observe and assess participant understanding of concepts and reactions to the program throughout the three weeks. Overall, these observations/ assessments were very positive.

B. Other Findings

There were minor problems with several sessions, problems which became obvious to the trainers immediately and which will be corrected in future workshops. One was the use of the Blake-Mouton Task-Leadership Questionnaire and Grid to assess one's leadership style. The instructions for this activity were too complex for this group of participants. The amount of energy used to complete the questionnaire and grid nearly defeated the purpose of the activity.

Another activity, the Headband Game, in which the CTT had participated in Nairobi and found useful, did not work well (see Appendix D, Day 10). As participants did not follow the rules of reacting to each other's inscriptions, the value of the activity was minimal. In addition, this activity might be better placed a day or two earlier in the program.

In the summary session on supervision (see Appendix D, Day 9) the trainer posed questions to the participants concerning their supervisory style and that of an "ideal" supervisor. By this point in the training, participants' responses to both questions were similar, while in earlier discussions, a more broad variety of views was expressed. Since the purpose of the activity was for participants to identify differences between their own supervisory practices

and their perception of effective supervisory practices, the question concerning their own supervisory style should have been posed in the initial sessions on supervision.

VI. CONCLUSIONS

Overall, the workshop was very successful in achieving its objectives. As indicated above, most of the workplans had good potential for being implemented as they were based on specific problems for which the participants had managerial responsibility and were quite well thought out. Participants increased considerably their understanding of management concepts presented during the workshop as measured by their self assessment and quality of participation. The potential for application of management principles by district level managers would appear, however, to be limited by the lack of effective management at higher levels in the MOH (as described earlier).

The technical assistance provided to this training program was effective. The training program was developed in sufficient detail with the trainers to permit their feeling comfortable carrying the responsibility for all but two short sessions (analysis of case study and program evaluation). Although some trainers were more skilled than others, all participated actively in the workshop.

VII. RECOMMENDATIONS

Application of skills and understanding obtained during the workshop will be minimal until several important management practices are instituted by the MOH. In order to ensure that district-level managers are able to effectively manage the MCH/FP Program in their areas, several additions will need to occur at the central MOH level:

- 1) An organizational chart must be developed to include all cadres of personnel and reflect clear lines of authority and communication.
- 2) Job descriptions must be developed for all cadres of personnel, reflecting their duties and to whom and for whom each is responsible.
- 3) The previously mentioned problems of reporting systems, procurement and distribution of materials (e.g., contraceptive supplies), and transportation and petrol for supervisory visits must be resolved for the effective function of the MCH/FP Program.
- 4) There must be long-range planning at the central level which would provide guidelines for provincial level and district level program planning.
- 5) A uniform system of staff evaluation must be developed.

APPENDIX A

Persons Contacted

1. USAID/FREETOWN

Mrs. Yomi Decker, Program Officer
Mr. Archie Hogan, Program Officer

2. Ministry of Health

Dr. Moira Browne, Deputy Chief Medical Officer
Dr. Septimus George, Acting Deputy Chief Medical Officer
Ms. Doreen Taylor, Chief Nursing Officer
Dr. A. M. Gba-Kamara, Director, MCH Services

APPENDIX B

Trainers

- 1) Matron Phebean Alghali - Senior Health Sister, Western Area
- 2) Sister Val Gilpin - Tutor, National School of Nursing
- 3) Sister Angela Massally - Senior Tutor, National School of Midwifery
- 4) Sister Margaret Dumbuya - District Health Sister, Port Loko District
- 5) Sister Cecilia Spaine-Cole - Acting Senior Health Sister, Eastern Province

APPENDIX C

Participants

- 1) Rebecca Manley - District Health Sister, Bo
- 2) Mary Barnes - District Health Sister, Makeni
- 3) Henrietta Gbondo - District Health Sister, Freetown
- 4) Mary Hallowell - District Health Sister, Kabala
- 5) Adama Dimoh - District Health Sister, Magburaka
- 6) Hannah Dassama - District Health Sister, Kenema
- 7) Margaret Belewa - Health Sister, Jenner Wright Clinic, Freetown
- 8) Sarian Aboko-Cole - Health Sister, Jenner Wright Clinic, Freetown
- 9) Fatmatta Alhassan - Health Sister, Jenner Wright Clinic, Freetown
- 10) Murtle Vandy - Health Sister, Jenner Wright Clinic, Freetown
- 11) Vera Tuboku-Metzger - Health Sister, School Health Svcs., Freetown
- 12) Marian Udo - Staff Midwife, Bonthe Island
- 13) Fatmata Sawyer - Staff Midwife, Makeni
- 14) Doris Bono - Staff Midwife, Kenema
- 15) Mary Koroma - Staff Midwife, Magburaka
- 16) Iye Mansaray - Staff Midwife, Jenner Wright Clinic, Freetown
- 17) Tato Carew - Staff Midwife, Masiaka
- 18) Sarah Kamara - Staff Midwife, Port Loko

Appendix D

Course Curriculum (including overall
objectives, training schedule,
daily objectives and daily training design)

APPENDIX D

Course Curriculum

MANAGEMENT & SUPERVISION
TRAINING PROGRAM FOR DISTRICT HEALTH SISTERS AND STAFF MIDWIVES
July 1 - 19, 1985
NATIONAL SCHOOL OF NURSING
FREETOWN

Goal: To develop a cadre of district health sisters and staff midwives in management in order that they may effectively manage and supervise Maternal and Child Health/Family Planning activities.

General Objectives:

At the end of the three week training program, each participant will be prepared to:

- identify at least one management problem in her worksetting
- design/develop a strategy to resolve the identified problem
- present the strategy for feedback
- modify the strategy as necessary
- implement the strategy
- evaluate the strategy

Specific Objectives:

By the end of the training program, each participant should be able to:

- identify her role as a manager of the MCH/FP program in her district
- discuss the management process and how it relates to her responsibilities as a manager
- identify at least five qualities of a good manager
- use the six steps of the planning process to resolve an identified problem
- identify two components of implementation
- use the evaluation process to determine the effectiveness and efficiency of the MCH/FP activities in her district

MANAGEMENT & SUPERVISION
 TRAINING PROGRAM FOR DISTRICT HEALTH SISTERS AND STAFF MIDWIVES
 JULY 1 - 19, 1985
 NATIONAL SCHOOL OF NURSING, FREETOWN
 A G E N D A

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK ONE	A.M.	Registration Introductions Course overview Logistics Communication	Management Management Process Role aspects of a Manager Functions of Management	Management Power and authority External Environment	Planning Problem Statement	Planning Goals & Objectives (continued)
	P.M.	Adult Learning Feedback	Organization - organizational structure - Principles of Organization	Collaboration Planning	Problem Statement (continued) Goals & Objectives	Goals & Objectives (continued)
WEEK TWO	A.M.	Planning Obstacles & Resources	Implementation Supervision	Field Trip Lumley Health Center Netlands Hospital	Implementation Motivation	Implementation Monitoring Evaluation Staff Evaluation
	P.M.	Plan of Action	Supervision	Implementation Delegation	Conflict Resolution Discipline	Staff Evaluation (continued)
WEEK THREE	A.M.	Evaluation Program Evaluation	Workplan Preparation	Workplan Presentations	Workplan Presentations (continued)	Workplan Presentations (continued)
	P.M.	Review	Workplan Preparation (continued)	Workplan Presentations (continued)	Workplan Presentations (continued)	Training Program Evaluation

1

MANAGEMENT & SUPERVISION

DAY 1

JULY 1, 1985

OBJECTIVES

BY THE END OF THE DAY, EACH PARTICIPANT SHOULD BE ABLE TO:

- Register for the course by filling in the required form.
- Recognize each participant and trainee by the name she wishes to be called during the training program
- State at least one management problem she has encountered in her work situation.
- State at least one expectation of the training program.
- State the four major components of the training program
- Contribute at least one comment concerning the logistics of the training program.
- Identify at least two different results between one-way versus two-way communication.
- Describe the importance of clear written messages.
- Discuss the adult learning theory.
- State three criteria for giving feedback and three criteria for receiving feedback.
- Contribute at least one comment during the reflection exercise.

MANAGEMENT & SUPERVISION

DAY 2

JULY 2, 1985

OBJECTIVES

By the end of the day, each participant should be able to:

- contribute a comment to the Where Are We exercise
- participate in a problem - solving activity
- define management
- state the three steps of the management process
- identify at least five aspects of her role as a manager
- state at least four reasons why management is important to the success of her program.
- define organization
- diagram of an organizational chart representing her work situation
- state at least three principles of organization
- state at least three informal aspects of organization
- contribute at least one comment during the Reflection exercise.

MANAGEMENT & SUPERVISION

DAY 3

JULY 3, 1985

OBJECTIVES

By the end of the day, each participant should be able to:

- **contribute a comment to the Where Are We exercise**
- **participate in the question card review exercise**
- **define power and authority**
- **discuss the chain of authority and sources of power in her work situation**
- **name at least two variables in the external environment which could hinder, and two variables which could enhance, the success of her program.**
- **name at least one Ministry and at least one non-governmental organization in her area**
- **describe at least one strategy for collaboration with other Ministries and non-governmental organizations.**
- **define planning**
- **describe six steps of the planning process**
- **contribute at least one comment during the Reflection exercise.**

MANAGEMENT & SUPERVISION

DAY 4

JULY 4, 1985

OBJECTIVES

By the end of the day, each participant should be able to:

- contribute at least one comment to the Where Are We exercise**

- participate in a problem-solving exercise**

- identify a problem in her work situation and begin to clarify it**

- define a goal**

- define an objective**

- state three necessary characteristics of an objective**

- practice - write a problem statement, one goal and at least one objective**

- make a commitment to lead either a Where Are We or a Reflection exercise by signing the appropriate form.**

- contribute at least one comment during the Reflection exercise.**

MANAGEMENT & SUPERVISION

DAY 5

JULY 5, 1985

OBJECTIVES

By the end of the day, each participant should be able to:

- contribute at least one comment during the Where are We exercise.**

- participate in a problem-solving activity**

- practice - write one goal and at least two objectives corresponding to her problem statement.**

- present the goal and at least two objectives corresponding to her problem statement**

- contribute at least one comment during the Reflections exercise.**

DAY 6

JULY 8, 1985

OBJECTIVES

By the end of the day, each participant should be able to:

- contribute at least one comment during the Where are We exercise

 - participate in the question card review exercise

 - describe an obstacle

 - identify at least two obstacles to the resolution of her defined problem.

 - describe a resource

 - identify at least two resources which will help resolve her defined problem.

 - state at least two strategies for using identified resources to overcome identified obstacles.

 - identify the four elements of a plan of action

 - contribute at least one comment during the Reflections exercise.
- 23

MANAGEMENT & SUPERVISION

DAY 7

JULY 9, 1985

OBJECTIVES

By the end of the day, each participant should be able to:

- contribute a comment during the where are we exercise

 - participate in the problem-solving activity: Lost Expedition
 - assess her own leadership style

 - define supervision

 - list at least four elements of supervision

 - describe at least five strategies for promoting teamwork.

 - describe the relationship between a job description and supervision.

 - define span of management

 - describe the relationship between span of management and the choice of method of supervision.

 - contribute at least one comment during the Reflections exercise.
- 24

MANAGEMENT & SUPERVISION

DAY 8

JULY 10, 1985

OBJECTIVES

By the end of the day, each participant should be able to:

- describe the organizational structure, staffing patterns and supervision, funding, patient load, record system, in-service education and services provided by Lunley Health Center and Notland Hospital.**

- define delegation**

- identify at least four principles of delegation**

- identify at least four qualities of a good supervisor**

- contribute at least one comment during the Reflections exercise.**

MANAGEMENT & SUPERVISION

DAY 9

JULY 11, 1985

OBJECTIVES

By the end of the day, each participant should be able to:

- contribute one comment during the where are we exercise.

- participate in the question card review exercise

- define motivation

- describe at least one theory of motivation

- identify at least three strategies for motivating staff

- define conflict

- identify at least two potential sources of conflict in their work situation.

- identify at least four behaviors seen in conflict situations.

- identify at least two strategies for resolving conflicts.

- define discipline

- distinguish between a discipline problem and other management problems as regards an employee's performance.

- identify two strategies for dealing with a discipline problem

- identify at least four qualities of a good supervisor

- contribute at least one comment during the Reflections exercise.

MANAGEMENT & SUPERVISION

DAY 10

JULY 12, 1985

OBJECTIVES

By the end of the day, each participant should be able to:

- contribute one comment during the Where are we exercise

- participate in a problem-solving exercise

- define monitoring

- discuss the purpose of monitoring

- identify at least four methods of monitoring

- define evaluation

- identify the purpose of staff evaluation

- identify at least four aspects of performance upon which to evaluate staff

- identify at least four methods of staff evaluation

- identify at least four criteria for doing staff evaluation

- contribute at least one comment during the Reflections exercise.

MANAGEMENT & SUPERVISION

DAY 11

JULY 15, 1985

OBJECTIVES

By the end of the day, each participant should be able to:

- contribute one comment to the Where are we exercise.
- participate in the question card review exercise
- describe the purpose of program evaluation
- differentiate between the three program evaluation concepts of effectiveness, efficiency and impact.
- identify ~~at least~~ ^{kinds} four ~~methods~~ of program evaluation.
Identify five steps in the evaluation process.
- practice - write a workplan evaluation tool.
- contribute at least one comment during the Reflections exercise.

MANAGEMENT & SUPERVISION

DAY 12

JULY 16, 1985

OBJECTIVES

By the end of the day, each participant should be able to:

- contribute a comment during the Where are we exercise

- participate on a problem-solving exercise

- finalize her workplan presentation

- contribute at least one comment during the Reflections exercise

MANAGEMENT & SUPERVISION

DAY 13 - 15

JULY 17 - 19, 1985

OBJECTIVES

By the end of the three days, each participant should be able to:

- contribute a comment during the Where are we exercises.

- participate in the problem-solving and question card review exercises

- share her workplan with the group.

- contribute at least one comment on colleagues' presentations.

- identify successful areas and areas which could be revised in her presentation.

- revise her workplan, using the feedback from the group, for implementation back home.

- evaluate the course.

MANAGEMENT & SUPERVISION

DAY 1

JULY 1, 1963

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
8:30 - 9:00	Registration	Core group registers course participants	Registration form file jacket with pencil, pen meal ticket, paper, course outline
9:00 - 9:15	Welcome		
9:15 - 10:30	Introductions & expectations	<p>Trainer asks participants to form pairs, with someone they do not know very well. In pairs, participants discuss the following questions:</p> <ol style="list-style-type: none"> 1. What name would you like to be called during the training program? 2. What is your job title and what are your responsibilities? 3. What is the greatest problem you face in your work and which you have not yet resolved? 4. What do you hope to get out of this training program? <p>Participants introduce their partners to the whole group, based on their responses to the above questions.</p> <p>Trainer records on newsprint responses to questions 3 & 4.</p>	Newsprint Markers
10:30 - 11:00	Coffee Break		
11:00 - 11:30	Course Overview	Trainer reviews course objectives and outline with participants, relating participant expectations to the planned program and noting any differences.	Course Objectives Course Outline
11:30 - 11:45	Logistics	<p>Trainer explains the following logistics of the training program:</p> <ul style="list-style-type: none"> - training hours - meal arrangements - per diem - uniform - travel allowance/fare 	

1/2

DAY 1

JULY 1, 1965

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
11:45 - 1:00	Communication	<p>Trainer introduces activity:</p> <ol style="list-style-type: none"> 1. trainer will give directions to participants to draw a series of squares, all of the same size. Participants are to follow directions as best as they can. They may not ask questions nor discuss with other participants. Trainer repeats directions one time. 2. trainer gives directions to participants to draw a second series of squares, all the same size. Trainer answers questions, repeats directions and does not go on until she is certain everyone has understood. <p><u>Discussion:</u></p> <p>Trainer shows first series of squares to participants and asks who was able to draw the series correctly. Trainer notes the number of participants who were able to draw the squares correctly.</p> <p>Trainer shows second series of squares and asks who was able to draw the series correctly. Trainer notes the number of participants successfully completing the task.</p> <p>Trainer leads <u>discussion</u> of participant reaction to the activity:</p> <ul style="list-style-type: none"> - what did the participants learn in doing the activity? - how did they feel when doing: <ul style="list-style-type: none"> o the first series of squares? o " second " " " 	<p>trainer's guide for activity</p> <p>pencils and paper</p>

22

DAY 1

JULY 1, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
		<ul style="list-style-type: none"> - What other method of communication would have helped you? - as a Manager, which pattern of communication do you use with your staff? - what are the effects, to you and to your staff, of each of these patterns of communication? 	
1:00 - 2:00	Lunch		
2:00 - 3:00	Adult learning	<p>Trainer uses diagrams of passive and active learning to introduce subject, asking participants what they see in the diagrams.</p> <p><u>Lecture & discussion:</u> adult learning theory:</p> <ul style="list-style-type: none"> - experience is a source of learning - two-way exchange of ideas - people learn by doing - people learn from each other - importance of active participation in training. 	<p>Handprints Adult learning Theory</p> <p>Theory of the empty cup.</p>
3:00 - 3:15	Ten Break	<p><u>Brainstorm:</u> trainer asks participants what kinds of things influence their learning (content, environment, personal attitude).</p> <p>Which of these factors do you feel is most important? Why?</p> <p><u>Summary:</u> trainer notes trainers' responsibility for training content and environment. As adults, participants are responsible for their own learning, including feedback to the trainers about the training program.</p>	

DAY 1

JULY 1, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
3:15 - 4:15	Feedback	<p>Lecturette Sometimes people do <u>not</u> learn from experience, because:</p> <ul style="list-style-type: none"> / - they do not get any, or any useful, feedback regarding their efforts or the job they have done; - they do not reflect on what has happened, they do not analyze situations in which they find themselves. <p>Part of the participatory process during training will be to develop a plan to resolve a problem in the participant's work situation. In each step of the planning/learning process, participants will present their ideas and get feedback from the group. For feedback to be most useful, participants will be asked to follow established guidelines for giving and receiving feedback. Trainer reviews guidelines.</p>	<p>newsprint) handouts) Feedback</p>
4:15 - 4:45	Reflections	<p>Trainer explains the use of the reflection exercise to participants:</p> <ul style="list-style-type: none"> - opportunity for clarification of concepts - " to give feedback to trainers about what they found useful or not useful. - opportunity to analyze what happened during the day and how participants might use it in future work situations. <p>Trainer leads exercise</p>	<p>newsprint purpose of reflections</p>

24

MANAGEMENT & SUPERVISION

DAY 2

JULY 2, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
9:00 - 9:30	Where Are We?	<p>Trainer explains the use of the "Where Are We" exercise:</p> <ul style="list-style-type: none"> - opportunity to share experiences which may have happened since the previous day - opportunity to share further thoughts about the previous day - opportunity to discuss any problems which may have arisen. <p>Trainer leads exercise.</p>	<p>Newsprint: the use of "Where are we?"</p>
9:30 - 10:00	Problem-solving	<p>Trainer introduces "problem-solving activity":</p> <ul style="list-style-type: none"> - as managers, participants are responsible for solving problems. Throughout the training, trainers will introduce different problem-solving exercises. In solving these problems, participants will become aware of different principles of problem-solving (* numbers exercise) <p>During the discussion following the exercise, the trainer records on newsprint participant responses of what they learned in doing the exercise.</p>	<p>handout: numbers exercise</p> <p>newsprint</p>
10:00 - 10:30	Management	<p>Participant define "Management," using the pyramid method. Trainer asks participants to each write their own definition of management. (5 min.) Participants form pairs and each pair comes to a consensus on a definition (10 min.) Continuing to pyramid, the pairs form groups of four and again come to a consensus on a definition. (10 min).</p>	<p>Paper Pencils</p>

4/1

DAY 2

JULY 2, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
10:30 - 11:00	Coffee Break	<p>The groups of four join to make one group of 12 and one group of eight, to develop two final definitions. These definitions are recorded on newsprint for presentation to, and discussion with, the entire group.</p> <p>Trainer leads discussion, making sure the essential elements of the definition are present: "obtaining and using resources - material, manpower and money - for the purpose of attaining the organization's goals."</p>	newsprint markers
11:00 - 1:00	<p>Management Process</p> <p>Role aspects of a Manager</p>	<p><u>Lecturette:</u> Using diagram, trainer presents the three components of the management process:</p> <ul style="list-style-type: none"> - Planning - Implementation - Evaluation <p><u>Discussion:</u> Trainer asks participants what different roles they have as managers. Group discusses to which component of the management process each role corresponds.</p> <ul style="list-style-type: none"> - planners - organizers - supervisors - evaluators (of staff & programs) - resolvers of conflict - allocators of resources 	blackboard chalk

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
	<p>Functions of Management</p>	<ul style="list-style-type: none"> - monitors of programs - problem solvers - decision - makers - delegators. <p>Using diagram, trainer points out that the role of a manager changes according to her position in the organization.</p> <p><u>Discussion:</u> Trainer asks participants:</p> <ul style="list-style-type: none"> - why management is important? - what might happen if they did not fulfill their above roles as Managers? <p>Trainer summarizes functions of management:</p> <ul style="list-style-type: none"> - achievement of organizational goals and objectives - efficient allocation and use of resources - smooth running of programs - promotion of positive staff morale 	<p>newsprint: "Manager's Perspective"</p>
<p>1:00 - 2:00</p>	<p>L u n c h</p>		
<p>2:00 - 3:00</p>	<p>Organization</p>	<p>Using the pyramid method, participants define organization:</p> <ul style="list-style-type: none"> - "a coordinated <u>system</u> of roles and role functions". - "a conscious effort to effectively <u>coordinate</u> individual contributions of each member of the group". 	<p>newsprint markers</p>

1/2

DAY 2

JULY 2, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
	Organizational Charts	<p>Trainer asks participants to each make an organizational chart representing her work situation (sketched from the Minister to the district level and detailed from the district level).</p> <p><u>Small group discussion:</u></p> <p>Trainer divides participants into four small groups, by province. Each participant presents her organizational chart and the chain of authority and communication in her work situation.</p>	newsprint markers tape
3:00 - 3:15	Tea Break		
3:15 - 4:15	Principles and Informal aspects of Organization	<p><u>Large group discussion.</u> Referring to participants' organizational charts, trainer leads discussion on:</p> <p>* Principles of organization:</p> <ul style="list-style-type: none"> - clear lines of authority - each person reports to a supervisor - no one should have more than one supervisor - lines of communication must be respected - staff must know what to do in cases of emergency (in the absence of immediate supervisor, knowing how much authority she has and who is next in command) <p>* Informal aspects of organization</p> <ul style="list-style-type: none"> - people use power to get what they want without respecting organizational structure. 	

2/3

JULY 2, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
4:15 - 4:30	Reflections	<ul style="list-style-type: none">- if principles of organization are not respected, staff will not respect the management.- consultation and collaboration among staff is essential to the success of a program. Trainer leads exercise	

151

MANAGEMENT & SUPERVISION

DAY 3

JULY 3, 1985

TRAINING DESIGN

T I M E	C O N T E N T	M E T H O D S	R E S O U R C E S
9:00 - 9:30	Where Are We?	Trainer leads exercise.	
9:30 - 10:00	Question cards	Trainer explains the use of question cards: a means of reviewing subjects previously covered. Trainer places cards (with questions or statements about previously covered material) face down on table. Participants volunteer to take a card, one at a time. The participant reads the question or statement and responds to it. If she has difficulty, she may ask for assistance from other participants. Other group members may add their comments.	question cards
10:00 - 11:00	Power and Authority	<p>Trainer assists the group to define power and authority by posing the following question:</p> <p>Who are the two most powerful people in the world today?</p> <p>Participants form small groups (3-4) and discuss:</p> <ul style="list-style-type: none"> - the above question - why they chose who they chose - the difference between power and authority - the definition of power and authority. <p><u>(Power:</u> ability to exert influence over others.</p> <p>Position power: legitimate, based on official position e.g. President</p> <p>Reward power: based on ability to compensate e.g. Supervisor</p> <p>Punishment power: based on legal ability to punish e.e. Judge</p> <p>Expert power: based on knowledge or skill, e.g. Doctor</p> <p>Information power: based on ability to control information e.g. Media</p> <p>First four are inherent in Manager's position.</p> <p><u>Authority:</u> a type of power based on the legitimacy of attempt to exert influence over others. Legal right to direct others.)</p>	blackboard chalk

20

DAY 3

JULY 3, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
11:00 - 11:30	Coffee Break	<p>Large group discussion: Referring to their organizational charts, participants discuss where power and authority reside and the implications for their work.</p>	
11:30 - 1:00	External Environment	<p>Trainer asks participants to form pairs. In each pair, partners take turns posing the following question and recording their partner's response on the petals of a flower (as indicated by the trainer):</p> <p style="padding-left: 40px;">What person, group of persons or things are most important to you?</p> <p>Participants form two small groups. Each participant presents her partner's flower to the group.</p> <p>Large group discussion:</p> <p>Referring to the activity and small group discussion, trainer asks participants what relevance this has for management:</p> <ul style="list-style-type: none"> - complimentary roles and coordination - people have other commitments and loyalties outside of work. - any unit of an organization is a part of a larger organization with competing commitments and loyalties. <p>Summary: Programs operate in an environment with different influences, rules and behaviours which must be recognized by management.</p>	newsprint markers
1:00 - 2:00	L u n c h		
2:00 - 3:00	Collaboration	<p>Trainer introduces subject: a potentially positive aspect of the external environment includes other Ministry and non-governmental programs in your province or district.</p> <p>Trainer asks participants to divide into four small groups by province and discuss the following:</p>	

DAY 3

JULY 3, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
		<ul style="list-style-type: none"> - other ministries and NGO's with programs in their province <ul style="list-style-type: none"> . functions . staffing . other resources - strategies participants have used or could use to promote better collaboration. <p>* Each group will name a recorder who will record the strategies to report back to the large group.</p> <p>Large group discussion:</p> <p>Each recorder reports on the strategies discussed by her group.</p> <p>Trainer summarizes discussion by pointing out the importance of attitudes in collaboration.</p> <ul style="list-style-type: none"> - readiness to go more than half way - focus on program objectives (as motive for collaboration): improving services for the community - willingness to share not only in the effort but also in the recognition. 	<p>paper pencils</p>
3:00 - 3:15	Tea Break		
3:15 - 4:15	Planning	<p>Lecturette: Trainer presents definition and components of the planning process.</p> <ul style="list-style-type: none"> - Definition: "Process of identifying problems, establishing goals and objectives, and determining appropriate courses of action and necessary resources to achieve these goals and objectives." 	<p>newsprints:</p> <ul style="list-style-type: none"> . Planning . Components of the planning process

27

DAY 3

JULY 3, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
4:15 - 4:45	Reflections	<p>- Components/steps of the planning process:</p> <ul style="list-style-type: none"> . problem identification . goals and objectives . obstacles . resources . plan of action . evaluation <p>Trainer leads exercise.</p>	<p>handout: Outline of a method for problem solving</p>

21

JULY 4, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS			RESOURCES
4:15 - 4:45	Reflections	<p><u>Problem statement</u></p> <ul style="list-style-type: none"> . what is true now . a situation which needs a solution 	<p><u>Objectives</u></p> <ul style="list-style-type: none"> . intermediate steps necessary to achieve the goal . specific statement of the ideal situation that will exist at the completion of a particular activity 	<p><u>Goal</u></p> <ul style="list-style-type: none"> . what you want to be true (the reverse of the problem) . a broad statement of purpose 	<p>. newspaper) Goals and - handout) objectives</p>
		<p><u>Goals:</u> usually depend upon many objectives for their achievement : may not be precisely measurable</p>			
		<p><u>Objective:</u> must be precisely measurable : must answer the questions - What? how much, how many? when? and sometimes - where? who or with whom? how often? : may be related to other objectives but is measured against itself.</p>			
		<p>Using sample problem statement, trainer asks participants: 1. what the goal is 2. what should be the objectives</p>			
		<p>Trainer explains that participants will be expected to lead either a where are we or Reflections during the training period. She provides a form for participants to sign up to lead one exercise. Trainer leads exercise.</p>			

1/1

DAY 4

JULY 4, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
		<p>Participants are asked to solve an identified MCH/FP problem in their work situation, using the planning process.</p> <p>The first step is to clearly define the problem in a problem statement ("Statement of an existing situation which needs a solution").</p> <p>The problem must be:</p> <ul style="list-style-type: none"> - one for which the participant is responsible - one which the participant considers very important - one which the participant can do something about. <p>Trainer used example to clarify what a problem statement is. Trainer describes problem situation to the group and asks the group to develop a problem statement.</p>	<p>Sample problem and problem statement.</p>
10:30 - 11:00	Coffee Break		
11:00 - 1:00	Problem statement (continued)	<p>Participants practice - write problem statements for own identified problems.</p>	
1:00 - 2:00	L u n c h		
2:00 - 3:00	Problem statement (continued)	<p>Trainer reviews criteria for giving and receiving feedback. Participants present problem statements in small groups.</p>	
3:00 - 3:15	Tea Break		
3:15 - 4:15	Goals and Objectives	<p>Lecturette: trainer uses diagram below to define goals and objectives and their relationship to problem statement.</p>	

MANAGEMENT & SUPERVISION

DAY 4

JULY 4, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
9:00 - 9:30	Where are we	Trainer leads exercise.	
9:30 - 10:00	Problem-solving exercise	<p>Exercise: "Who caught the Fish?"</p> <p>Trainer distributes handout to participants and asks them to determine who caught the fish.</p> <p>After most participants have responded, trainer asks how they went about determining who caught the fish.</p> <p>Referring to previous day's presentation on planning, trainer asks what <u>the goal</u> was in this exercise.</p> <p>Trainer poses the question: Where should you begin in solving a problem?</p> <p>Summary:</p> <ul style="list-style-type: none"> - in order to solve a problem, you must know what your goal is. - it is more efficient to begin with the goal when trying to solve a problem. 	Handout: Who caught the Fish?
10:00 - 10:30	Problem statement	<p>Trainer reviews planning process and why it is important to plan:</p> <ul style="list-style-type: none"> - clearly define problem - clarify what you are going to do - help you decide what is reasonable - communicate to others what must be done - delegate - provides flexibility - provides a time frame - provides a basis for evaluation 	

5/6

DAY 5

JULY 5, 1985

TRAINING DESIGN

T I M E	C O N T E N T	M E T H O D S	R E S O U R C E S
9:00 - 9:30	Where are We?	Participant leads exercise.	
9:30 - 10:30	Problem-solving exercise	Ball - toss game	waste can 6 balls tape or chalk
10:30 - 11:00	Coffee Break		
11:00 - 1:00	Goals and Objectives	Participants practice - write goals and objectives	newsprint markers tape
1:00 - 2:00	L u n c h		
2:00 - 3:00	Goals and Objectives (continued)	Participants present goals and objectives in small groups.	
3:00 - 3:15	Tea Break		
3:15 - 4:15	Goals and Objectives (continued)	Participant presentations (continued)	
4:15 - 4:45	Reflections	Participant leads exercise.	

47

MANAGEMENT & SUPERVISION

DAY 6

JULY 8, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
9:00 - 9:30	Where are We?	Participant leads exercise	
9:30 - 10:00	Question cards		
10:00 - 10:30	Obstacles and Resources	<p>Participants brainstorm definition of obstacle. Referring to sample problem statement, goal and objectives, trainer asks participants to identify possible obstacles to the achievement of the objectives and/or goal.</p> <p>Taking one obstacle at a time, trainer asks participants if it could be overcome or eliminated; if not, the objective it affects should be reconsidered.</p>	newsprint: sample problem statement, goal and objectives
10:30 - 11:00	Coffee Break		
11:00 - 1:00	Obstacles and Resources (continued)	<p>Participants brainstorm definition of resource. Trainer asks what resources are available which could help to achieve the above objectives. Trainer notes that these resources could be:</p> <ul style="list-style-type: none"> - tangible: money, manpower, materials - intangible: time, competence and commitment of staff, experience, confidence. <p>Trainer asks how identified resources could be used to overcome identified obstacles.</p> <p>Trainer asks participants what strategies they might use to develop resources for their programs:</p> <ul style="list-style-type: none"> - know exactly what you want and be able to justify it - use other groups of which you are a member - establish collaborative relationships with other organizations (formal or informal) - orient program toward: <ul style="list-style-type: none"> . felt needs of target population . priorities of possible funding agency. 	

TIME	CONTENT	METHODS	RESOURCES																																														
		<p>Participants practice - write obstacles and resources for own workplan.</p>																																															
1:00 - 2:00	L u n c h																																																
2:00 - 3:00	Plan of action	<p>Lecturette: Trainer presents outline of plan of action.</p> <p>Page 1</p> <p>Objective:</p> <table border="1" data-bbox="773 497 1524 604"> <thead> <tr> <th data-bbox="773 497 847 538">Task</th> <th data-bbox="847 497 1072 538">Person Responsible (by title)</th> <th colspan="12" data-bbox="1072 497 1524 538">Time Frame (in months)</th> </tr> <tr> <td></td> <td></td> <td data-bbox="1072 538 1100 558">1</td> <td data-bbox="1100 538 1129 558">2</td> <td data-bbox="1129 538 1157 558">3</td> <td data-bbox="1157 538 1185 558">4</td> <td data-bbox="1185 538 1214 558">5</td> <td data-bbox="1214 538 1242 558">6</td> <td data-bbox="1242 538 1271 558">7</td> <td data-bbox="1271 538 1299 558">8</td> <td data-bbox="1299 538 1327 558">9</td> <td data-bbox="1327 538 1356 558">10</td> <td data-bbox="1356 538 1384 558">11</td> <td data-bbox="1384 538 1413 558">12</td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p>Page 2</p> <table border="1" data-bbox="773 654 1524 723"> <thead> <tr> <th data-bbox="773 654 891 690">Task</th> <th data-bbox="891 654 1524 690">Budget</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Task	Person Responsible (by title)	Time Frame (in months)														1	2	3	4	5	6	7	8	9	10	11	12															Task	Budget			<p>Blackboard chalk eraser</p>
Task	Person Responsible (by title)	Time Frame (in months)																																															
		1	2	3	4	5	6	7	8	9	10	11	12																																				
Task	Budget																																																
3:00 - 3:15	Tea Break																																																
3:15 - 4:15	Plan of action (continued)	<p>Using sample objectives, participants begin to develop a plan of action.</p>																																															
4:15 - 4:45	Reflections	<p>Participant leads exercise.</p>																																															

MANAGEMENT & SUPERVISION

DAY 7

JULY 8, 1983

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
9:00 - 9:30	Where are we?	Participant leads exercise	
9:30 - 10:30	Problem-solving exercise	Lost Expedition. Trainer explains exercise (players must choose a leader)	Handouts:
10:30 - 11:00	Coffee Break		Lost Expedition Lost Expedition Exerci Observation Guide
11:00 - 1:00	Implementation Supervision	Trainer leads discussion - Observers give feedback on observations of individual players (on above exercise) - General discussion of group dynamics <ul style="list-style-type: none"> • what did you learn by participating in this activity? • how did the behaviour of the leader influence group participation? - what exactly did the leader do? • what did you learn about team work? <ul style="list-style-type: none"> • strategies for promoting teamwork -leader: <ul style="list-style-type: none"> * creates a sense of teamwork by focusing on objectives of organization (versus each discipline) * promotes group/participatory decision-making * recognizes strengths and weaknesses within team and merges them to produce more effective team. * openness, ability to listen and share, ability to give and receive feedback. * sensitivity to group members' needs * fairness and impartiality * model behaviour you want to promote 	

50

MANAGEMENT & SUPERVISION

DAY 7

JULY 9, 1983

TRAINING DESIGN

page 2

TIME	CONTENT	METHODS	RESOURCES
		<ul style="list-style-type: none"> • Relating supervision to leadership, trainer introduces two self assessment exercises for managers/supervisors/leaders. • what did you learn about your style of leadership? 	<p>Handouts:</p> <ul style="list-style-type: none"> • A Manager's Check List • Task-People Leadership questionnaire • Managerial questionnaire Grid • A continuum: Non-participative to participative Decision-making
1:00 - 2:00	Lunch		
2:00 - 3:00	Supervision (continued)	<p>Participants brainstorm definition of supervision: ("guiding staff in order that they perform their duties effectively").</p> <p>Discussions:</p> <ul style="list-style-type: none"> • what are the components of supervision? • what do you do when you supervise? <ul style="list-style-type: none"> • evaluation • on-the-job-training • conflict resolution • monitoring • share information • plan • consultation • provide support (re supplies) • motivation • delegation 	<p>blackboard Chalk</p>

19

MANAGEMENT & SUPERVISION

DAY 7

JULY 9, 1963

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
		<ul style="list-style-type: none"> • what do you need to have in order to supervise staff? <ul style="list-style-type: none"> • job description <ul style="list-style-type: none"> • why? <ul style="list-style-type: none"> • clarifies position and responsibilities • provides basis for evaluation • reduces conflict and gaps and overlaps • guide to further training needs • what are the components of a job description? <ul style="list-style-type: none"> • job title • position description • to whom they are responsible • list of responsibilities • qualifications • for whom responsible • salary scale <p>Summary: referring to importance and components of job description, trainer notes that ideally each job descriptions should exist for all staff. Trainer shares job descriptions that are currently developed and acknowledges that others are still being developed.</p>	
3:00 - 3:15	Tea Break		

25

MANAGEMENT & SUPERVISION

DAY 7

JULY 9, 1988

TRAINING DESIGN

Page 4

TIME	CONTENT	METHODS	RESOURCES
3:15 - 4:15	Supervision (continued)	<ul style="list-style-type: none"> - what else do you need to have or know to supervise effectively? • referring to your organizational chart: <ul style="list-style-type: none"> .. how many people do you supervise? .. how much time do you have for supervision? .. how often do you supervise more distant staff? <p>From above discussion, trainer defines span of management: "the number of people a manager/supervisor may supervise and how much area she can cover".</p> <ul style="list-style-type: none"> • why is span of management important? (helps supervisor be realistic about her goals and strategies for supervision) • if distance or resources (e.g. time, gas, vehicles) are constraints to effective supervision of some staff, what methods could be used to overcome these constraints? <ul style="list-style-type: none"> .. delegation .. promoting greater teamwork among staff at each center. 	
4:15 - 4:45	Reflections	Participant leads exercise	

65

MANAGEMENT & SUPERVISION

DAY 8

JULY, 10, 1983

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
8:30 - 1:00	Field Trip	Lenox Health Center and Netlands Hospital	Handout: Guidelines for field tri Observations.
1:00 - 2:00	Lunch		
2:00 - 3:00	Delegation	<p>Discussion: trainer leads discussion.</p> <ul style="list-style-type: none"> • in what situations have you delegated duties/tasks to another staff member? • why did you delegate in these situations? <ul style="list-style-type: none"> • a good supervisor delegates what others can do as well or better • supervisor needs back-up • supervisor has too many responsibilities • how do you delegate? What are some of the principles of delegation? <ul style="list-style-type: none"> • clearly identify the task to be done and what you consider to be a good job. • choose the right person and make sure he/she can do the work. • communicate clearly what the person is accountable for (responsibility and authority) and what resources are available (in writing) • motivations: <ul style="list-style-type: none"> • do not interfere unless asked to • be prepared for mistakes • give support and training as necessary • be sensitive to the person's needs • mutually decide how often supervision will occur. 	<p>(to do tasks that others c do as well or better wast your time and their abili</p> <p>newsprint: Delegation handout : Delegation</p>

54

MANAGEMENT & SUPERVISION

DAY 8

JULY 10, 1985

TRAINING DESIGN

Page 2

TIME	CONTENT	METHODS	RESOURCES
2:00 - 2:15	Ten Break		
2:15 - 4:15	Delegation (continued) Teamwork in supervision	<ul style="list-style-type: none"> - Trainer summarizes delegation with: <ul style="list-style-type: none"> • a definition ("assigning responsibility and authority to another person for carrying out specific tasks") and distinguishes it from: <ul style="list-style-type: none"> • assigning tasks (implies that the supervisor retains authority) • deputizing (implies that someone temporarily takes over all responsibilities without compensation). <p>Trainer asks participants how they can promote feedback among staff of an MCH/FP clinic?</p> <ul style="list-style-type: none"> - staff must have clear understanding of job roles - supervisor must work with staff as a team as much as possible (in problem solving, giving information, decision-making, focusing on MCH/FP goals). - staff must understand criteria for giving and receiving feedback. <p>Summary: no one knows the job you do better than those who work with you daily.</p>	
4:15 - 4:45	Reflections	Participant leads exercise.	

55

DAY 9

JULY 21, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
9:00 - 9:30	Where are we?	Participant leads exercise	
9:30 - 10:00	Question card review		
10:00 - 10:30	Motivation	<p>Trainer poses following questions and participants respond on paper:</p> <ul style="list-style-type: none"> - what do you like most about your job? - what do you like least about your job? - which of the two questions was the easiest to respond to? - what differences are there between the two lists? <ul style="list-style-type: none"> * motivators (inner) * dissatisfiers (environmental) - where do the positive feelings about your job come from? (internal, environmental) - what is motivation? - if your supervisor could eliminate the things you like least about your job, how would you feel about your job? - what would motivate you, or make you like your job more? <p>Trainer reviews Hertzberg's theory of motivation.</p>	<p>newsprint: Work Motivators/Dissatisfiers handout: Work Motivators/Dissatisfiers</p>
10:30 - 11:00	Coffee Break		
11:00 - 12:00	Motivation (continued)	<p>Lecturette: trainer presents:</p> <ul style="list-style-type: none"> Maslow's Hierarchy of Needs Mc Gregor's X & Y Theory 	<p>newsprints and handouts: Maslow's Hierarchy of Needs Mc Gregor's X & Y Theory</p>

MANAGEMENT & SUPERVISION

DAY 9

JULY 11, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
12:00 - 1:00	Conflict resolution	<p>Discussion: trainer asks participants:</p> <ul style="list-style-type: none"> - what are the implications of these theories to their roles as supervisors? - what kinds of things can they do to better motivate their staff? <ul style="list-style-type: none"> . give recognition for work well done . job enrichment <ul style="list-style-type: none"> * increase responsibility and authority * greater involvement in planning, problem-solving and evaluation. * recommend staff for further training and/or higher positions as appropriate . build self esteem of staff . sensitive to staff weaknesses and ways to overcome them. - as supervisors, why are we not always able to provide these kinds of motivation to our staff? <ul style="list-style-type: none"> . lack of self confidence and self esteem . view of staff as basically unmotivated (Mc Gregor's X Theory). <p>Trainer introduces subject with role play by two participants.</p> <p>Discussion:</p> <ul style="list-style-type: none"> - what happened? (conflict, unsubordination) - what is conflict? - what were the sources of conflict? - how would you handle this situation? - in your work situations, what are some sources of conflict? 	<p>handout (2 copies): Discipline exercise - Thelma Slowalker</p>

51

DAY 9

JULY 11, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
		<ul style="list-style-type: none"> . necessity of sharing scarce resources . differences in interpretation of goals and objectives . favoritism . overwork . poor communication . differences in individual style . ambiguous organizational structure . attitude of supervisor . attitudes of staff - what are some of the signs of, behaviors in, conflict situations? <ul style="list-style-type: none"> . in individuals: <ul style="list-style-type: none"> * cynicism * withdrawal, silence * competition * accusative, fault-finding * defensiveness * hostility * aggressiveness . in a group <ul style="list-style-type: none"> * disintegration of group/lack of cohesion/taking sides * less productivity * loss of control by } leader loss of respect for } * avoidance 	

DAY 9

JULY 11, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
		- what are some things a supervisor can do which could help resolve conflicts? * diagnose nature/sources of conflict (positions of all sides involved). * generate, with those involved, possible alternatives to the conflict * evaluate alternatives and seek compromise with all involved; if unable to resolve, refer to higher authority.	
1800 - 2:00	L u n c h		
2:00 - 3:00	Discipline	Trainer opens discussion by asking: - in what situations do conflicts lead to, or become, disciplinary problems? - what is discipline? ("action taken by a supervisor to correct staff behavior and improve performance"). - when a staff member doesn't perform, what could be some of the reasons? (trainer notes responses on blackboard) - which of these (responses) are discipline problems? - what would you do in these situations? (time permitting, trainer divides participants into two small groups to discuss strategies for discipline. Each group reports back to entire group. * Trainer summarizes "discipline," using prepared newsprint	newsprint } handout } Discipline
3:00 - 3:15	Tea Break		
3:15 - 4:15	Discipline (continued) Supervision (summary)	Trainer summarizes sessions on supervision, using the following exercise. -Noting that all supervisors are in turn, supervised, trainer poses three questions. (Participants record their responses.) 1. How do I supervise people? (5-10 min.) 2. How would I describe the ideal supervisor? How would I like to be supervised? (5-10 min.) 3. Do you see a difference between your answers to the two questions?	
4:15 - 4:45	Reflections	Trainer reviews qualities of a good supervisor. Participant leads exercise.	newsprint } handout } Supervision: Qualities of a good supervisor

19

MANAGEMENT & SUPERVISION

DAY 10

JULY 12, 1983

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
9:00 - 9:30	Where are we?	Participant leads exercise	
9:30 - 10:30	Problem-solving exercise	<p>Head band game. Trainer divides participants into three groups (of 7) and explains exercise. In each group, participants are staff of a health center which suffers from a variety of management problems: low productivity, absenteeism among staff, punctuality and low morale. A meeting has been called to resolve these problems.</p> <p>Trainer explains that each participant will be given a head band, which she cannot see, with an inscription designating her position. During the meeting, participants/staff are to respond to each other's participation based upon the inscription on their head band.</p> <ul style="list-style-type: none"> - I am the supervisor. Obey me. - I am the social worker. Feed me with information. - I am the dispenser. Consult me. - I am the porter. Ignore me. - I am the MCH Aide. Listen to me. - I am the EDCU assistant. Help me. - I am the laborer. Pity me. <p>"Staff meeting" (15 min.) at end of meeting, trainer asks participants if they could guess their role. Participants remove and look at own head bands.</p> <p><u>Large group discussion:</u></p> <ul style="list-style-type: none"> - how did you feel when the others reacted to you the way they did? - what did you learn from this exercise? 	20 3 x 5 cards 5 yds. elastic

10

MANAGEMENT & SUPERVISION

Page 2

DAY 10

JULY 12, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCE
		<ul style="list-style-type: none"> • when roles are not clearly defined, and information is not communicated, and the supervisor reacts as though you should know your role, it leads to confusion, frustration and anger. • if you want to promote teamwork among your staff, you must encourage and respect the participation/contribution of all members. • a supervisor does not get respect by demanding it; she earns it by her performance. 	
10:30 - 11:00	Coffee Break		
11:00 - 12:00	Monitoring	<p>Group brainstorm definition, elements and methods of monitoring:</p> <ul style="list-style-type: none"> - definitions: continuous surveillance of checking on all aspects of the program to ensure the smooth running of the program. - elements: <ul style="list-style-type: none"> • utilization of personnel • personnel performance • records (re accuracy and projection of resource needs) • supplies (requisition and distribution) • work flow - methods <ul style="list-style-type: none"> • observation • reports • staff meetings • feedback from the community • questionnaire (to monitor specific problem or concern over a period of time). • check stock against inventory. 	newsprint markers

101

MANAGEMENT & SUPERVISION

DAY 10

JULY 12, 1985

TRAINING DESIGN

Page 3

TIME	CONTENT	METHODS	RESOURCES
12:00 - 1:00	<p>Evaluation</p> <p>Staff Evaluation</p>	<p>Trainer notes that a system for projecting and ordering supplies is being developed.</p> <p>Discussion: Trainer asks participants:</p> <ul style="list-style-type: none"> - what is the difference between monitoring and evaluation? <i>Exd.</i> definition: value judgement based on measuring or assessing staff performance or program results against a standard. - in what situations have you been evaluated? What was the purpose? - in what situations have you evaluated staff? What was the purpose? <p>(possible reasons:</p> <ul style="list-style-type: none"> • to let staff know where they stand; to give them feedback about their performance. • to identify strengths and further training needs • to identify candidates for promotion. • to document unsatisfactory performance.) - what kinds of things do you, or <u>would</u> you (if participants have not done staff evaluations), evaluate staff on? • trainer lists participant responses on blackboard and compare them with model evaluation form. 	<p>newsprint marker</p> <p>blackboard chalk handouts: model staff evaluation form.</p>
1:00 - 2:00	Lunch		
2:00 - 3:00	Staff evaluation (continued)	<p>Methods for staff evaluation.</p> <ul style="list-style-type: none"> • how do you know how your staff is performing? • direct observation • records and/or reports • skill demonstration • colleague feedback 	

2

MANAGEMENT & SUPERVISION

DAY 10

JULY 12, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
3:15 - 4:15	Staff Evaluation	<ul style="list-style-type: none"> • Feedback from clients and/or community • participation in staff meetings <p>Criteria for staff evaluation</p> <ul style="list-style-type: none"> • trainer poses questions for discussion concerning the following criteria for doing staff evaluations: <ul style="list-style-type: none"> • necessity for job description (standard by which to evaluate performed) • frequency of evaluation (yearly) • input from, and discussion of evaluation with, person being evaluated • systematic (re uniform format versus open narrative) • include both positive & negative • based on fact. <p>Trainer summarizes that while we have talked about principles of staff evaluation and suggested/proposed a model evaluation form, there is planned a seminar/workshop on evaluation in November at which time Ministry of Health guidelines for staff evaluation will be further clarified.</p>	
4:15 - 4:45	Reflections	Participant leads exercise.	

60

MANAGEMENT & SUPERVISION

DAY 11

JULY 15, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
9:00 - 9:30	Where are we?	Participant leads exercise	
9:30 - 10:00	Question card		
10:00 - 10:30	<p>Evaluation</p> <p>Program Evaluation</p>	<p><u>Purpose of evaluation</u></p> <p>Trainer reviews definition of program evaluation, then asks participants why it is important, why people do it.</p> <ul style="list-style-type: none"> • to plan • to identify future program needs • to identify problems and sources of problems • to set priorities or select alternatives <p><u>Process of Evaluation</u> How would you go about evaluating a program?</p> <ul style="list-style-type: none"> - decide what to evaluate and select indicators - collect the necessary information to provide the evidence, and measure the achievements - compare the results with the targets of objectives - judge the value of the work achieved (whether and to what extent the targets and objectives have been met) - decide what to do next <p>For example, if you evaluated your program and found the results to be less than you expected, what decisions might you make?</p> <ul style="list-style-type: none"> - change the design of activities - change the use of staff - change the use of resources - stop the program <p style="margin-left: 400px;">) to avoid obstacles and) take advantage of) opportunities.</p>	

64

MANAGEMENT & SUPERVISION

DAY 11
JULY 15, 1969

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCE
		<p><u>Concepts of evaluation</u> Lecturette: Trainer presents three concepts of evaluation:</p> <ul style="list-style-type: none"> - effectiveness: answers the questions, <ul style="list-style-type: none"> . is the program doing what it is supposed to? . are the objectives of the program being met? - efficiency: answers the question, <ul style="list-style-type: none"> . are the results worth the effort being spent? - impact: answers the question, <ul style="list-style-type: none"> . what are the long term effects of the program on the health status of the target population? 	
10:30 - 11:00	Coffee Break		
11:00 - 1:00	Program Evaluation (continued)	<p>In order to evaluate effectiveness, efficiency and impact of a program, there must be <u>targets</u> for example, for:</p> <ul style="list-style-type: none"> - effectiveness, target is reflected in objectives - efficiency, " " " " projected cost - impact, " " " " projected long term program effects on target population. <p>One of the roles of managers: to set targets</p> <ul style="list-style-type: none"> - with responsible staff - based on analysis/assessment of needs + resources <p><i>(expand to include choice of targets, data relevant to operating decisions)</i></p> <p><u>Methods of evaluation.</u> Trainer asks participants how they would conduct evaluation.</p> <p>! where would they get their data?</p>	

65

MANAGEMENT & SUPERVISION

DAY 11
JULY 15, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES?
		<ul style="list-style-type: none"> - reports and records - staff - community - clients - inspections - site visits - surveys <p>via individual contact, meetings, questionnaire</p>	
		<p>Using case study, trainer asks participants how they would evaluate the case study plan they have developed, in terms of:</p> <ul style="list-style-type: none"> - concepts of evaluation - methods of evaluation <p>additional questions for consideration in evaluation.</p> <ul style="list-style-type: none"> - how did the program function? - what problems were encountered? - what helped or hindered the program? - were there any secondary effects of the program? were they positive or negative? - "why" of successes and failures? - are there more effective or efficient means for achieving the same objective? 	
1:00 - 2:00	L u n c h		
2:00 - 3:00	Review & Preparation of work plans		
3:00 - 3:15	Tea Break		
3:15 - 4:15	Review & Preparation of work plans (continued)		
4:15 - 4:45	Reflections	Participant leads exercise.	

96

MANAGEMENT & SUPERVISION

DAY 12

JULY 16, 1963

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
9:00 - 9:30	Where are We	Participant leads exercise	
9:30 - 10:00	Problem-solving exercise		manuscript markers
10:00 - 10:30	Workplan Preparation	Participants prepare workplans for presentations	
10:30 - 11:00	Coffee Break		
11:00 - 1:00	Workplan Preparation (continued)	(continued)	
1:00 - 2:00	L u n c h		
2:00 - 3:00	Workplan Preparation (continued)	(continued)	
3:00 - 3:15	Tea Break		
3:15 - 4:15	Workplan Preparation (continued)	(continued)	
4:15 - 4:45	Reflections	Participant leads exercise	

19

MANAGEMENT & SUPERVISION

DAY 13-14

JULY 17 - 18, 1985

TRAINING DESIGN

TIME	CONTENT	METHODS	RESOURCES
9:00 - 9:30	Where are we	Participant leads exercise	
9:30 - 10:30	Question card exercise (Wednesday)		
	Problem-solving exercise (Thursday)		
10:30 - 11:00	Coffee Break		
11:00 - 1:00	Workplan Presentations	Each participant presents her workplan and receives feedback from colleagues using evaluation form.	
1:00 - 2:00	Lunch		
2:00 - 3:00	Workplan Presentations (continued)		
3:00 - 3:15	Tea Break		
3:15 - 4:15	Workplan Presentations (continued)		
4:15 - 4:45	Reflections	Participant leads exercise	

12

MANAGEMENT & SUPERVISION**DAY 15****JULY 19, 1965****TRAINING DESIGN**

TIME	CONTENT	METHODS	RESOURCES
9:00 - 9:30	Where are we?	Participant leads exercise	
9:30 - 10:30	Question card exercise		
10:30 - 11:00	Coffee Break		
11:00 - 1:00	Workplan Presentations (continued)	Remaining participants present workplans and receive feedback from colleagues using evaluation form.	
1:00 - 2:00	L u n c h		
2:00 - 3:00	Course evaluation		
3:00 - 3:15	Tea Break		
3:15 - 4:00	Course evaluations (continued)		
4:00	C l o s u r e		

APPENDIX E

List of Materials Distributed

DISCIPLINE EXERCISE
MINI-CASES FOR PROBLEM-SOLVING
QUESTIONS USED IN THE GRAB-BAG
EVALUATION (25 copies)
MACGREGOR'S X & Y - MASLOW'S HIERARCHY OF NEEDS (25)
OUTLINE OF A METHOD FOR PROBLEM SOLVING OR HOW TO GET RESULTS (25)
GOALS AND OBJECTIVES (25)
SUPERVISION - QUALITIES OF A GOOD SUPERVISOR (25)
PERSONNEL EVALUATION (25)
A MANAGER'S CHECKLIST
WORK MOTIVATORS/DISSATISFIERS
DISCIPLINE (25)
DELEGATION (25)
FEEDBACK (25)
THE MANAGEMENT PROCESS
WORKPLAN PRESENTATIONS EVALUATION
NUMBERS EXERCISE
WHO CAUGHT THE FISH?
MANAGERIAL QUESTIONNAIRE - GRID
TASK-PEOPLE LEADERSHIP QUESTIONNAIRE
DO'S AND DONT'S FOR MANAGERS
LOST EXPEDITION
LOST EXPEDITION EXERCISE
OBSERVATION GUIDE (FOR LOST EXPEDITION)
DIAGRAM OF A CONFLICT SITUATION BETWEEN STAFF & SUPERVISOR
TUNGIE CASE STUDY

Appendix F

Copies of Materials Distributed

PROBLEM IDENTIFICATION EXERCISE

Tungie the Chiefdom headquarter town in the Gorama Mende Chiefdom in the Kenema District is located 72 miles from Kenema Town.

The Health Centre in Tungie serves a population of 10,000 most of whom live in smaller villages at a distance ranging six to ten miles to the Health Centre.

The roads leading to Tungie from the two nearest towns with health facilities (Bo and Kenema) are bad and mountainous.

There is problem with transportation since there is no ambulance service and there is only one public transport which goes to Bo everyday. The only other way that Tungie could be reached from Kenema is by crossing a ferry.

People coming to the clinic have to climb mountains, cross rivers and walk for long distances and by the time they reach the clinic they are tired and worn out.

The condition is worse for the villagers during the rainy season when the rivers are flooded and prevents them from coming to the clinic.

The clinic itself has inadequate toilet facilities and the only source of water supply is from a nearby stream because the hand pump originally installed is in a state of disrepair.

Most of the children suffer from malnutrition, diarrhoea and fever and the mothers from anaemia.

The clinic is staffed by a Nurse/Dispenser and Maternal and Child Health Aide who are very dedicated.

In your teams work on the following;

In this situation

- What are the resources?
- What are the obstacles?
- What are the problems?
- What further information do you need?
- How would you propose to gather that information?

OUTLINE GUIDE TO FIELD TRIP OBSERVATION

NAME OF ORGANIZATION

NAME OF PERSON INCHARGE

1. Staff members in order of seniority
2. What grade of staff work here? How many?
3. What kind of monitoring and supervision goes on?
4. What kind of Evaluation of the program takes place
5. Funding of the organization
6. Daily average number of patients
 - what is the patient flow?
 - what did you learn in terms of patient load and patient flow?
7. What record system do you use?
 - how is the information collected?
 - what do you do with the data collected?
8. Do you do any inservice education?
 - what type of inservice education do you carry out?
 - what did you learn in terms of management and supervision?
9. What types of services does the organization provide?

EMPLOYEE PERFORMANCE EVALUATION FORM

Name _____

Position _____

Department/Center _____

Date _____

I N S T R U C T I O N S

1. Review employee's work performance for the entire period; try to refrain from basing judgment recent events or isolated incidents only. Disregard your general impression of the employee and concentrate on one factor at a time.
2. Evaluate the employee on the basis of her performance in relation to her job description, considering the length of time in the job. Rate only those factors that are applicable to the job. Circle the number which most appropriately fits the level of performance for the factor appraised using rating scale described below.
3. RATING SCALE: 1. Poor 2. Fair 3. Average 4. Good 5. Excellent

PERFORMANCE EVALUATION AND ACHIEVEMENT

Please review Rating Scale Definitions on back of form before rating employee and then circle the appropriate rating 1, 2, 3, 4, or 5

COMMENTS - Use below to substantiate ratings of (Poor, Fair, Average, Good or Excellent) Describe employee strengths and/or weaknesses. (Use additional sheets necessary.)

<u>1. JOB SKILLS & ABILITY</u>	<u>R A T I N G</u>	<u>C O M M E N T S</u>
A. Job understanding	1 2 3 4 5	
B. Job knowledge & skills	1 2 3 4 5	
C. Priorities of care	1 2 3 4 5	
D. Initiative in work improvement	1 2 3 4 5	
<u>2. QUANTITY</u>		
A. Amount of work performed	1 2 3 4 5	
B. Completion of work on schedule	1 2 3 4 5	

3. QUALITY

- A. accuracy 1 2 3 4 5
- B. Thoroughness & attention to detail 1 2 3 4 5
- C. Neatness of work product 1 2 3 4 5
- D. Oral expression 1 2 3 4 5
- E. Written expression 1 2 3 4 5

4. WORK HABITS

- A. Punctuality 1 2 3 4 5
- B. Attendance 1 2 3 4 5
- C. Observances and rules of procedure 1 2 3 4 5
- D. Planning of work Load 1 2 3 4 5
- E. Liaison with clinic staff 1 2 3 4 5
- F. Liaison with non clinic staff 1 2 3 4 5
- G. Follows instructions 1 2 3 4 5
- H. Care of equipment 1 2 3 4 5

5. ADAPTABILITY

- A. Performance in new situations
- B. Performance with minimum instruction/supervision 1 2 3 4 5
- C. Performance under stress 1 2 3 4 5

6. PERSONAL RELATIONS

- A. Acceptance of supervision 1 2 3 4 5
- B. Getting along with other staff members 1 2 3 4 5
- C. Meeting and handling the public 1 2 3 4 5

7. OTHER (Identify)

- A. _____ 1 2 3 4 5
- B. _____ 1 2 3 4 5
- C. _____ 1 2 3 4 5
- D. _____ 1 2 3 4 5

75

C O M M E N T S

8. SUPERVISORY ABILITY

(for Supervisors)

A. Accepting responsibility	1	2	3	4	5
B. Planning	1	2	3	4	5
C. Organizational skills	1	2	3	4	5
D. Decision making	1	2	3	4	5
E. Directing work	1	2	3	4	5
F. Improving work methods	1	2	3	4	5
G. Communication skills	1	2	3	4	5
H. Counselling skills	1	2	3	4	5
I. Staff complaints and grievances	1	2	3	4	5
J. Approachability	1	2	3	4	5
K. Fairness and impartiality	1	2	3	4	5
L. Evaluating performance	1	2	3	4	5
M. Training	1	2	3	4	5
N. Leadership Ability	1	2	3	4	5

RATING SCALE DEFINITIONS

1. Job Skills & Ability

- A. Job Understanding - The degree to which the employee understands his/her job role and responsibilities.
- B. Job knowledge and Skills - The extent to which the employee has the knowledge and skill to perform the job.
- C. Priorities of Care - The ability of the employee to recognize and respond to priority cases, both in patient care and service administration.
- D. Initiative in work Improvement - The extent to which the employee takes on responsibility and tries to improve his/her level of work.

2. Quantity

- A. Amount of work performed - The amount of work accomplished by the employee in relation to the amount of work required by the job.
- B. Completion of work on schedule - The extent to which the employee completes work within given or reasonable time limits.

3. Quality

- A. Accuracy - The extent to which work is free from error.
- B. Thoroughness - The extent to which work is completed, with all details covered.
- C. Neatness of work - The extent to which a finished work product (e.g. reports) is legible, clean and done in logical order.
- D. Oral Expression - The extent to which the employee is capable of expressing himself/herself clearly and effectively to others.
- F. Written Expression - The extent to which the employee is capable of expressing himself/herself in writing in a logical manner, using appropriate grammar.

4. Work Habits

- A. Punctuality - The extent to which the employee is to work on time.
- B. Attendance - The extent to which the employee is present during designated work hours.
- C. Observance of Rules and Procedures - The extent to which the employee follows established Ministry of Health rules and procedures.
- D. Planning of Work Load- The ability to plan and organize his/her work so that he/she uses time, material and manpower effectively and efficiently to achieve the greatest results.
- E. Liaison with Clinic Staff - The extent to which the employee works closely with fellow staff to improve and promote the quality of services to clients.
- F. Liaison with Non-clinic staff - The extent to which the employee works closely with other governmental staff, NGOs and the community to improve the quality of services to the community.

- G. Follows Instructions - The ability to perform according to written and verbal instructions.
- H. Care of Equipment - The extent to which the employee properly uses and cares for equipment.

5. Adaptability

- A. Performance in New Situations - The extent to which the employee adapts with minimal difficulty to new orders, policies, personnel and assignments - and performs properly.
- B. Performance with minimum Instruction/Supervision - The extent to which the employee effectively performs his/her job with minimal instruction and supervision.
- C. Performance Under Stress - The extent to which the employee is able to react quickly and properly under difficult conditions or in emergencies.

6. Personal Relations

- A. Acceptance of Supervision - The manner in which the employee carries out orders or suggestions relating to specific tasks or responsibilities.
- B. Getting along with other staff members - The extent to which the employee willingly cooperates with other staff members when the job requires it.
- C. Meeting and Handling the Public - The ability of the employee to relate to the public in a proper and productive way in carrying out specific responsibilities.

7. Other

This section is to be used, if necessary, to list additional important aspects of the job and describe the level of employee performance for each.

8. Supervisory Ability

- A. Accepting Responsibility - The extent to which the employee voluntarily performs assigned duties, accepts new duties and assumes responsibility for the actions of subordinates.
- B. Planning - The extent to which the employee anticipates needs, preplans work, and establishes appropriate schedules.
- C. Organizational Skills - The ability of the employee to effectively establish, coordinate and prioritize work assignments for, and with, his/her staff.
- D. Decision Making - The ability to consider and interpret correctly all of the important facts in solving a problem and arriving at a prompt and effective decision.
- E. Directing Work - The extent to which the employee gives appropriate direction and instruction to staff to effectively accomplish their work.
- F. Improving Work - The extent to which the employee takes actions or gives guidance which result in improved work efficiency or service.

- G. Communication Skills - The ability to organize thoughts and effectively express them verbally and/or in writing.
- H. Counseling Skills - The ability of the employee to offer appropriate advice and guidance to his/her staff on work areas that can be improved.
- I. Staff Complaints and Grievances - The extent to which the employee successfully and appropriately resolves complaints, grievances or conflicts among staff.
- J. Approachability - The extent to which others feel free to approach the employee for guidance, advice or counsel.
- K. Fairness and Impartiality - The extent to which the employee judges his/her staff honestly and interacts impartially with each.
- L. Evaluating Performance - The extent to which the employee accurately evaluates the performance of his/her staff, describes observations and works with staff on correcting their deficiencies.
- M. Training - The extent to which the employee recognizes deficiencies in staff and provides, or seeks appropriate training for them.
- N. Leadership Ability - The ability to inspire confidence, loyalty and willing cooperation of staff in accomplishing the goals and objectives of the organization.

UCSF/IHP
IEC Workshop

NEWSPAPER STAND

HOW CAN TWO PEOPLE STAND FACING EACH OTHER ON THE SAME SHEET OF NEWSPAPER, SO THAT THEY CANNOT POSSIBLY TOUCH EACH OTHER?

APPENDIX G

Pretest/Posttest Scores

FAMILY HEALTH INITIATIVE PROJECT
 WORKSHOP ON MANAGEMENT AND SUPERVISION
 FOR
 DISTRICT HEALTH SISTERS AND STAFF MIDWIVES
 July 1 - 19, 1985
 PRE-WORKSHOP ASSESSMENT

please circle the number (1,2,3,4 or 5) which indicates your own assessment of your present skills and knowledge in each subject area.

<u>Subject Area</u>	<u>1</u> <u>Poor</u>	<u>2</u> <u>Fair</u>	<u>3</u> <u>Average</u>	<u>4</u> <u>Good</u>	<u>5</u> <u>Excellent</u>
1. Ability to communicate effectively in a group situation		1	5	12	
2. Knowledge of Adult Learning Theory		4	12	2	
3. Knowledge of management process		2	12	4	
5. Knowledge of the organizational structure and its implication for your work		3	9	6	
6. Knowledge of some aspects of collaboration	1	4	8	5	
7. Ability to solve problems		1	4	10	1 ² blank
8. Knowledge of formulating goals and objectives		3	8	6	1
9. Understanding the role of MCH/FP supervisor	1	1	7	9	
10. Knowledge of formulation of job descriptions	1	2	7	8	
11. Knowledge of the relationship of the span of management and effective supervision	2	5	7	4	
12. Knowledge of motivation/needs theories		3	7	8	
13. Ability to stimulate others to work together.			4	10	4

APPENDIX G

page 2

<u>Subject Area</u>	<u>1</u> <u>Poor</u>	<u>2</u> <u>Fair</u>	<u>3</u> <u>Average</u>	<u>4</u> <u>Good</u>	<u>5</u> <u>Excellent</u>
14. Ability to express confidence in others			7	10	1
15. Ability to delegate responsibility to other personnel		1	3	12	
16. Ability to give others performance feedback to help them improve their performance		1	6	11	
17. Skills in solving staff conflict		2	3	11	1 1 blan
18. Ability to appreciate one's strengths and weaknesses		2	3	13	
19. Knowledge of the principles of personnel evaluation		4	10	3	1
20. Ability to evaluate situations critically		3	11	4	

FAMILY HEALTH INITIATIVE PROJECT
WORKSHOP ON MANAGEMENT AND SUPERVISION
FOR
July 1 - 19, 1985
POST-WORKSHOP ASSESSMENT

Please circle the number (1,2,3,4,or 5) which indicates your own assessment of your present skills and knowledge in each subject area.

<u>Subject Area</u>	<u>1</u> <u>Poor</u>	<u>2</u> <u>Fair</u>	<u>3</u> <u>Average</u>	<u>4</u> <u>Good</u>	<u>5</u> <u>Excellent</u>
1. Ability to communicate effectively in a group situation.			2	12	4
2. Knowledge of Adult Learning Theory			1	11	6
3. Knowledge of management process			3	14	1
4. Knowledge of the organizational structure and its implication for your work.		1	4	11	2
5. Knowledge of some aspects of collaboration			5	9	4
6. Ability to analyse problems			3	13	2
7. Ability to solve problems			5	10	3
8. Knowledge of formulating goals and objectives			6	10	2
9. Understanding of the Role of MCH/FP supervisor			3	11	4
10. Knowledge of formulation of job descriptions			3	12	3
11. Knowledge of the relationship of the span of management and effective supervision			5	11	2
12. Knowledge of motivation/needs theories			2	11	5
13. Ability to stimulate others to work together			2	10	6
14. Ability to express confidence in others			4	12	2
15. Ability to delegate responsibility to other personnel			2	11	5
16. Ability to give others performance feedback to help them improve their performance			3	10	5
17. Skills in solving staff conflict			3	12	3

<u>Subject Area</u>	<u>1</u> <u>Poor</u>	<u>2</u> <u>Fair</u>	<u>3</u> <u>Average</u>	<u>4</u> <u>Good</u>	<u>5</u> <u>Excellent</u>
18. Ability to appreciate one's strengths and weaknesses			5	10	3
19. Knowledge of the principles of personnel evaluation			5	10	3
20. Ability to evaluate situations critically		1	8	9	

Appendix H

Summary of Participant Reaction Forms

Course ID# Sierra Leone
 SUMMARY OF
 INTRAH PARTICIPANT REACTION FORM

For each set of statements below, please check the one that best describes your feelings about this training.

1. Workshop objectives were:

a. Very clear	b. Mostly clear	c. Somewhat clear	d. Not very clear	e. Not clear at all
17	1			

2. Workshop objectives seemed to be achieved:

a. Entirely	b. Mostly	c. Somewhat	d. Hardly at all	e. Not at all
16	2			

3. Workshop material (presentations, handouts, exercises) seemed to be:

18 a. All material seemed to be up-to-date and accurate, . . .
 _____ b. Most materials seemed to be up-to-date and accurate,
 _____ c. Some material seemed to be up-to-date and accurate,
 _____ d. Little material seemed to be up-to-date and accurate,
 _____ e. No material seemed to be up-to-date and accurate.

4. Workshop material presented was clear and easy to follow:

a. All the time	b. More than half the time	c. About half the time	d. Less than half the time	e. None of the time
14	2	2		

10. The amount of time and effort required by the workshop was:

a. Too much	b. Somewhat too much	c. Just about right	d. Somewhat too little	e. Too little
	4	10		

4 no response

11. Workshop facilities and arrangements were:

a. Very good	b. Good	c. Acceptable	d. Barely acceptable	e. Poor
11	7			

12. The trainer/trainers for this workshop was/were:

a. Very effective	b. Effective	c. Somewhat effective	d. Not very Effective	e. Not effective at all
15	3			

13. The trainer/trainers for this workshop encouraged me to give my opinions of the course:

a. Always	b. Often	c. Sometimes	d. Rarely	e. Never
12	4			2

14. In providing information about my progress in training, the trainer/trainers for this workshop were:

a. Very effective	b. Effective	c. Somewhat effective	d. Not very effective	e. Not effective at all
14	4			

15. This workshop was:

15 a. excellent, I would recommend it without hesitation,

1 b. good, I would probably recommend it,

1 c. acceptable, I might recommend it to some people,

 d. not so good, I might not recommend it,

 e. poor, I would not recommend it.

1 no response

87

17. Below are several topics that were presented in the workshop. Please indicate the usefulness of the topics to you in the scale at right.

	very useful		hardly useful		
	1	2	3	4	5
a. <u>Adult learning and feedback</u>	18				
b. <u>Roles of managers, management and organization process & functions</u>	18				
c. <u>Planning (structure, principles,</u>	18				
d. <u>Supervision^{P&A}, ext. env., collab)</u>	18				
e. <u>Delegation</u>	18				
f. <u>Motivation</u>	17	2			
g. <u>Conflict</u>	16	3			
h. <u>Discipline</u>	17	2			
i. <u>Monitoring</u>	18	1			
j. <u>Evaluation (staff & program)</u>	18	1			

note: 1 person checked all numbers - 1 & 2--

18. For the following techniques or resources, please check the box on the right that best describes your view of their usefulness for your learning in this workshop.

Techniques/ Resources	very useful		hardly useful			not used 6
	1	2	3	4	5	
a. lectures	15	3				
b. group discussions	18					
c. individual exercises	14	2		1		
d. group exercises	18	1				
e. clinical sessions						x
f. field trips	17	1				
g. handouts/readings	16					
h. books	11	1				
i. audio-visuals	13					

note: 1 person checked all numbers 1 & 2- some left blanks.

Question 20. Additional Comments:

- Grateful if international training is offered me in all aspects of family planning services. Very much interested in family planning.
- A very important training would have been Policy Making/Direction of Family Planning Services but only 3 choices allowed (Question 19).
- The workshop was very useful, made us realize how much more I need to do to improve my work. I learned a lot.
- Thanks to INTRAH for these facilities and to the facilitators. I have learned a lot. This course is surely to be used by me in my place of work
- The workshop has been very useful and educative. I thank the facilitators for all that they have imparted to me. I will surely implement it when I get to my clinic.
- This workshop has given me more knowledge about management and supervision. On my return home, I will try and implement all.
- This was a very useful and educative workshop. This will give me more room for improvement where necessary and lacking. It gave me additional skills to implement all aspects of my role. Thanks to my facilitators.
- A very useful and educative workshop with the help of the very good facilitators who are so devoted to their duties. Without them giving us a clear understanding of what was expected of us, the workshop would have been useless.
- The training program was useful to me and I hope to make good use of what I have learned, especially in management and supervision in my district, in order to increase the number of clients coming to the MCH/FP program. Thanks to INTRAH and the Core Group members for assisting me.
- The workshop was very interesting and educative for me. I feel confident that I can cope efficiently as a good manager and excellent supervisor. Thank you very much.
- I would like to attend more workshops like this one where the facilitators are so energetic and dynamic.
- I thank all the facilitators for their untiring effort to teach us. I will surely implement what I have learned.
- The entire exercise is educative and useful in all aspects of life. I am sure to implement mine (workplan) when I go back to my area. I thank all the facilitators for their meaningful effort.
- The course was effectively presented and I have learned a lot and have confidence in myself in what I have learned in this seminar.
- I have gained more knowledge and skill to monitor, supervise and evaluate my staff and have gained from this adult learning experience. I intend to share it with others in my area of work.