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INTRAH

Trip Report

#0-145

Travelers: Mr. Thomas Leonhardt,
INTRAH Consultant

Country Visited: SRI LANKA

Date of Trip: January 5-29, 1986

Purpose: To conduct a Management Training
of Trainers Workshop for Managers of FPASL
Village Volunteer Program

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* On file with INTRAH Program Management Office.
** On file with INTRAH Data Management Service.

EXECUTIVE SUMMARY

INTRAH consultant Mr. Tom Leonhardt conducted a workshop on Training of Trainers in Management from January 11 through January 23, 1986 at the Family Planning Association of Sri Lanka (FPASL) Training Center near Negombo, Sri Lanka.

The participants in this workshop were: seven FPASL headquarters staff from the Operations Division; six FPASL field staff district project officers in charge of supervising and managing the village volunteers; and one representative from the Ministry of Plan (MOP). The participants were the same as for a December 1985 INTRAH-sponsored workshop on curriculum development, thus ensuring continuity in training.

Mr. Leonhardt arrived in Sri Lanka one week early in order to prepare for the workshop and hold meetings with FPASL staff, especially those of the Operations Division and its director, Mr. Amara Dissanayke.

During the workshop, the participants developed skills in curriculum development as they undertook to outline a management training curriculum for use at an upcoming (May 1986) INTRAH-sponsored management training workshop. The participants also studied management theory and were able to practice their training skills during a practical exercise held at the end of the workshop. The objective of this exercise was to introduce to all the district project officers (DPOs) the initial village volunteers' training curriculum developed in December 1985.

The workshop can be judged a success, based on formal and informal evaluations, although the amount of work to be accomplished was far too ambitious for the time allotted.

SCHEDULE DURING VISIT

January 7, 1986	Leonhardt arrives Colombo (4:30 a.m.). Rest day.
January 8, 1986	Briefing with Ms. Filene Oldwine, USAID. Courtesy visit with Mr. Daya Abeywickrame, Executive Director, FPASL. Meeting with Mr. Amara Dissanayke, Operations Division, FPASL.
January 9, 1986	Workshop Preparation. Visit to the National Institute of Business Management Library.
January 10, 1986	Final workshop preparation. Visit to the library of the Agrarian Research Bureau.
January 11, 1986	Trip to training center. Training begins (p.m).
January 11 - 23, 1986	Workshop.
January 23, 1986	Closing ceremonies. Return to Colombo.
January 24, 1986	Write final report.
January 25, 1986	Write final report.
January 26, 1986	Complete final report.
January 27, 1986	Debriefing with FPASL and USAID. Leonhardt departs Colombo.

I. PURPOSES OF THE TRIP

As stated in the assignment description, the purposes of the consultancy were to:

1. conduct a Management Training of Trainers (TOT) workshop for senior management staff of the Operations Division, FPASL, and for selected FPASL district project officers who will act as the trainers of a May 1986 Management Trainers workshop. The mandate included assisting the participants to design, plan, organize, conduct, and evaluate a practical, problem-oriented management workshop; and
2. develop a management curriculum for implementation in May 1986 at the Management Training workshop for district project officers (DPOs).

A third purpose, or objective developed in-country was to:

3. develop, conduct and evaluate a two-and-one-half day workshop for DPOs use/implementation of the initial village volunteer training curriculum.

This third purpose allowed the FPASL to introduce the DPOs to the curriculum which they will have to implement in February 1986 and also allowed the workshop participants the opportunity to practice training skills needed for the May 1986 workshop.

Specific workshop objectives were as follows:

1. Define management.
2. List the five "classic" functions of a manager and briefly describe them.

3. Explain why MacGregor's XY Theory, Maslow's Hierarchy of Needs and Likert's Management Styles are important for managing human resources.
4. Draw a GANTT Chart for conducting an initial training for volunteers workshop.
5. Draw a P.E.R.T. chart for a selected activity.
6. List and describe (and start to apply) the steps in the "Systematic Approach to Getting Things Done."
7. List the steps in the Experiential Learning Cycle and briefly explain why they are important for a trainer to know and apply.
8. Apply the ELC steps in conducting the mini-workshop for the DPOs.
9. List five principles of adult learning and four of a good training program.
10. List three criteria for giving constructive feedback.
11. Provide other trainers with feedback after the mini-workshop.
12. List the steps in the Systematic Approach to Problem Solving.
13. Develop a list of DPO problems related to time management and program planning and begin to look at possible solutions. (This will continue during the May 1986 workshop.)

II. ACCOMPLISHMENTS

The following was accomplished during the January 1986 trip:

1. A Management TOT workshop was conducted for 14 participants. These were, for the most part, the same participants who attended the December 1985 curriculum development workshop with the exception of a delegate from the Ministry of Plan (MOP). All participants, with the exception of the delegate from the MOP, are

directly involved in family planning activities at the national and local levels.

2. A management training curriculum was developed in draft form for use during the May 1986 training of the district project officers. The curriculum remains a "draft" in order that changes may be made from now until the time of the workshop.
3. A "mini-workshop" was conducted during the last two and one-half days of the workshop. All the DPOs were asked to attend and they were able to study the new village volunteer training curriculum which they must implement. Each participant in the Management TOT workshop had a chance to practice his/her) platform skills in preparation for the May 1986 Management Training workshop.

III. BACKGROUND

The overall goal of INTRAH's project with the FPASL is to strengthen the village volunteer program. In order to do this, a number of interrelated activities have been and will be undertaken. INTRAH's project with the FPASL was developed on the basis of INTRAH visits to Colombo in February of 1985 (Knauff and Veney trip reports 0-31 and 0-32) and May of 1985 (Knauff and Baker trip report 0-63). The project with the FPASL is designed to support staff development, the training of the village volunteers by the DPOs and the training of the village and district committee members. Naturally, there is an evaluation component.

After the two project development visits by INTRAH staff members, a third visit was made to the FPASL by INTRAH Deputy Director Lynn Knauff and INTRAH Research Assistant Marcia Angle from November 9 - 16, 1985. One of the purposes of their trip was to finalize preparations for the

INTRAH-assisted workshops which would be held in December 1985 and January 1986. During that visit, a task analysis of the village volunteers was prepared. This task analysis served as a basis for the development of a systematic training curriculum for the volunteers based on their actual functions as family planning motivators. During a December 1985 workshop, INTRAH consultant Mr. Tom Leonhardt worked with participants to develop just such a curriculum. During that time, a refresher curriculum was also developed, which will be conducted for the volunteers approximately six months after their initial training and is based on the skills learned at their initial course.

Part and parcel of strengthening the volunteer program is staff development: helping those who supervise and manage the program to become more skilled at doing so. During the workshop that is the subject of this report, the consultant assisted the participants to develop a management curriculum which will be implemented in May 1986, for untrained DPOs. The curriculum will stress a practical, problem-solving approach to the supervising and managing of the village volunteer program. During the January workshop the participants also had the chance to practice their training skills: All the DPOs were invited to attend a mini-workshop during which they had a chance to study and review the initial training curriculum for village volunteers. This mini-workshop was planned, executed and evaluated by the participants of the January Management TOT workshop.

IV. DESCRIPTION OF ACTIVITIES

The INTRAH Program, in cooperation with the Family Planning Association of Sri Lanka (FPASL), conducted a national workshop on "Management Training of Trainers" from January 11 through January 23, 1986 at the FPASL's training center near the city of Negombo, about 40 kms. north of Colombo.

A. Participants

Attending the workshop were 14 Sri Lankans, 13 of whom are associated with the FPASL; the 14th participant was from the Ministry of Plan (MOP). Everyone arrived in time to attend the entire workshop. The participants are involved in the management of the village volunteer program at the national and field levels. The national level participants who attended from FPASL headquarters are responsible for supervising the field-level district project officers who, in turn, supervise the volunteers. The participants were the same as those who attended the December 1985 workshop on curriculum development, thus ensuring continuity.

B. Trainer

There was only one trainer for the workshop, Mr. Tom Leonhardt. Mr. Leonhardt is a freelance consultant who has worked with INTRAH in the past. His areas of expertise are curriculum development, training of trainers, training in human resource development and training in the management of health programs. He was responsible for the planning, organization, implementation and evaluation of the workshop which included: planning the two weeks, guiding the participants through the development of a management curriculum, delivering content sessions on management and training theory and helping the participants to evaluate what they had done. He also helped the participants set up, implement and evaluate a mini-workshop.

All logistics were most competently handled by the FPASL.

C. Pre-training Activities

The consultant arrived in Sri Lanka one week before the training was to start. During this week, he met with the director of the Operations Division, Mr. Amara Dissanyake, to discuss the upcoming workshop and especially his expectations on what the participants needed in the way of training. The consultant also paid a courtesy visit to Mr. Daya Abeywickrame, Executive Director, FPASL, and was able to briefly meet with the USAID Health/Population/Human Resource Officer, Ms. Eilene Oldwine. As during the December 1985 visit, FPASL staff made themselves completely available to the consultant and this was most appreciated.

During this pre-training week, the consultant was able to share with the director of the Operations Division his concerns about the amount of work that would need to be undertaken during the two-week workshop.

Decisions made during this period included:

1. A draft curriculum for the May 1986 Management Training workshop would be developed during this workshop since this task constituted a very time-consuming activity and would be difficult to complete in May before the workshop started. Developing the curriculum is also in line with correct training procedure since it forms the "workplan" for the entire training program.
2. The participants would be introduced to theories about training in order to strengthen their understanding of the training process.

3. The participants would be provided a chance to put into practice their training skills by putting on a mini-workshop for the DPOs within the context of this activity. This would offer them a real training experience and a chance to receive feedback on their platform skills. It would also answer a need of the the FPASL which was to introduce the DPOs to the initial village volunteer training curriculum developed in December 1985 which they must implement during the month of February 1986.
4. The participants would be introduced to management theory (see workshop objectives) in order for them to become familiar with some of the terms and concepts. The director of operations also felt it was necessary for participants to gain this knowledge to back up what they have been doing already as managers of the village volunteer program.
5. A "Systematic Approach to Getting things Done" model would be developed by the trainers and participants at the same time they designed the mini-workshop on management training.

D. Workshop Content and Process

On January 11, at 2:00 p.m., the workshop began with a very informal opening ceremony of welcome conducted by the director of operations. Since all the participants except one knew each other, there was no elaborate ice-breaking exercise. Each participant introduced himself to the delegate from the Ministry of Plan who was to be with us for the next two weeks.

During the next two weeks, the participants were given the opportunity to examine management training theories, explore problems related to the management of the village volunteer program, develop a two-week management curriculum for implementation in May 1986 and put on a mini-workshop to practice their training skills.

After the usual workshop activities dealing with objectives, expectations, schedule and administrative questions, the participants and the trainer discussed the need to develop the management curriculum first, even though this might mean that the management theory component would be de-emphasized during the workshop. We spent some time talking about the definition of management and participants were involved in a learning experience game designed to portray this concept.

During the second day of the workshop, we discussed management theories: What do managers do?, theories of Maslow and MacGregor, planning tools such as P.E.R.T. and GANTT charts, management by objectives, the manager as a coach and counselor, the contingency theory of management, etc. These stand-up sessions were delivered by the trainer.

During the rest of the week, we followed the systematic approach to developing a curriculum and finished a draft curriculum for the May 1986 training. On Friday morning the trainer and the participants discussed training theory in preparation for the mini-workshop which the participants would put on for the DPOs. The weekend was spent preparing for the mini-workshop.

During the second week, the DPOs arrived at the training center and the mini-workshop proceeded

according to plan. The DPOs left the training center having resolved that they would like to put the curriculum into action and that they would report to FPASL headquarters on how it actually went when they used it to train the village volunteers.

The last day of the workshop was spent discussing the curriculum with the whole group. The participants of the Management TOT workshop were able to get feedback from the trainer and from the DPOs on their performance as trainers. The Deputy Director of IPPF for Southeast Asia, Mr. Francis Peters, handed out the certificates.

During the evaluation session, the participants stated that they had learned a great deal during the workshop and were amazed that they could produce another curriculum, especially one as involved as a management curriculum, for the May 1986 workshop. One participant in his reaction form stated that there had not been enough management theory during the two weeks (see Appendix G).

V. FINDINGS AND CONCLUSIONS

A. Administrative and Logistical

All arrangements were handled extremely well by the FPASL.

B. Training

1. The workshop was too short for the amount of work to be accomplished.
2. Having the opportunity to practice training skills during the workshop added an element of practicality to the course.
3. There were not enough reference materials available to complement the training and management theory sessions.

C. Personal

Although the trainer was able to take a break during this workshop, having a second trainer or co-trainer would have made the experience richer for the participants.

VI. RECOMMENDATIONS

A. Administrative and Logistical

The FPASL's training center will be suitable for use by INTRAH to host in-country training activities.

B. Training

1. Even though the trainer understands the necessity for scheduling the events the way they were, there was too much work to be done. In the future, workshops should be set up which have one focus; i.e., the development of training skills, the development of a management curriculum, the initiation of DPOs into the initial village volunteer training curriculum, etc. These large content areas should be separate events.
2. Every attempt should be made in the future to allow workshop participants, especially those of a TOT workshop, to practice their platform skills. The participants learned a great deal about their ability as trainers from the feedback they received.
3. INTRAH should make every effort to send training and reference materials to the FPASL. (During the consultant's debriefing in Chapel Hill, he met with the INTRAH librarian and head of the INTRAH Training Materials Division to draw up a list of

materials to be sent.) There is little in the way of management and/or training reference material in Colombo. The consultant visited two libraries and both said that their materials were for their students only.

C. Personal

Following the same recommendation as was made for the December 1985 workshop, INTRAH should consider sending two trainers for a workshop of this intensity and complexity.

D. General

1. INTRAH should send two participants to the Management Sciences for Health workshop to be held in Boston this summer. The consultant has discussed this with the executive director who has picked two candidates for the workshop. It is the consultant's understanding that INTRAH has reserved two spaces for these participants already.
2. A proposed plan of action for the May 1986 training activity, discussed with the Operations Division, is as follows:
 - a. February 1 to April 30:
Local teams will work together to complete training modules as outlined in the workplan drawn up by the January 1986 workshop participants.
 - b. May 1 - May 7:
Teams will meet to synchronize program, language and translation requirements.
 - c. On or about May 19 - May 23:
INTRAH consultant will arrive in Colombo to work with one or two course directors, thus avoiding the necessity of taking all the training staff (senior

managers and DPOs) out of their jobs for over three weeks. These course directors should be designated by the director of operations at his earliest convenience.

d. May 24 to May 25:

INTRAH consultant will work with entire training team to complete last minute preparations for the management workshop.

e. May 26 to June 6:

Workshop. INTRAH consultant will remain for first few days to give feedback to the training team after which time the course will be turned over to the FPASL course directors. An alternative would be to have the consultant remain for the entire two-week course.

APPENDIX A

PERSONS CONTACTED/MET

USAID

Ms. Eilene Oldwine	Health/Population/Human Resource Officer, USAID
Ms. Ghani Thenabadu	Program Officer, USAID

FPASL

Mr. Daya Abeywickrame	Executive Director, FPASL
Mr. Amara Dissanayke	Director, Operations Division, FPASL

Others

Mr. Francis Peters	Southeast Asia Deputy Director, IPPF
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APPENDIX B

Workshop Participants

Workshop on Management
Training of Trainers

January 11 to January 23, 1986

<u>NAME</u>	<u>DESIGNATION</u>	<u>DISTRICT</u>
C.D. Ranawake	Operational Manager	Head Office
P.D.M.I. Gamini	Operational Manager	Head Office
Joe Livera	Operational Manager	Head Office
A.J. Benedict	Assistant Director	Head Office
Y. Balachandran	Assistant Director	Head Office
S. Samarasinghe	Assistant Director	Head Office
A. Dissanayake	Director of Operations	Head Office
A.S. Poovendran	District Project Officer	Jaffna
U.A. Hemachandran	District Project Officer	Kalutara
S.P. Gamage	District Project Officer	Matara
J.H. Bambarendege	District Project Officer	Matale
L.R. Thilakawardana	District Project Officer	Gampaha
C. Kandegama	District Project Officer	Kandy
H. Dharmawardhana	Ministry of Plan	Matara

APPENDIX C

Management Training of Trainers Family Planning Association of Sri Lanka

January 11 - 23, 1986

Workshop Schedule and Objectives

Goal for the Workshop Series

At the end of the January workshop on training and management and at the end of the May workshop for district project officers, the senior managers and the DPO trainers will have sharpened their skills as program managers and trainers in order to run more effective programs.

Overall Objectives for January 1986 Workshop

1. Develop a ten-day management training curriculum for DPOs based on their management tasks, duties and perceived problems (draft).
2. Develop, execute and evaluate a two-and-one-half-day mini-workshop for regional DPOs in order to practice and apply training skills and to introduce regional DPOs to the initial village volunteer training curriculum.
3. Develop a list of DPO problems related to time management and program planning and begin to look at possible solutions (objective to be carried over to May 1986 workshop).

APPENDIX C (cont.)
MANAGEMENT TRAINING OF TRAINIERS
FAMILY PLANNING ASSOCIATION OF SRI LANKA
January 11 to 23, 1986

TIME	JAN. 11 SATURDAY	JAN. 12 SUNDAY	JAN. 13 MONDAY	JAN. 14 TUESDAY	JAN. 15 WEDNESDAY	JAN. 16 THURSDAY	JAN. 17 FRIDAY
8:00 AM	- Participants arrive at training center.	- What do managers do? - Management Theories Maslow X and Y Theory Styles	- Goal of the management curriculum - Field and learning objectives - Criteria for judging the product - Begin information collecting	- Identification of training needs - Step Two: Job description - Prioritize - Training objectives	- Development of content, learning activities, and resources for certain modules	- Do as a group modules on supervision, time management and program planning	- Training theory: Experiential learning cycle - Adult learning - Giving feedback - Plan for Monday
2:30 PM	- Welcome - Introductions - Goal - Objectives - Consensus	- GANTT Chart - P.E.R.T. Chart - Systematic approach - M.B.O.	- Training needs - Step One: DPO mgt. problems and possible solutions	- Discussion and consensus	- Begin group reporting on above	- Fitting the modules into the proposed schedule	- Individual and group preparation
3:45 PM Tea	- Review of schedule - Game: From here to there - Definition of management	- Contingency theory - Manager as coach and counselor			- "What's left to do?"		
5:00 PM	- INTRAH forms - Admin. details						

TIME	JAN. 18 SATURDAY	JAN. 19 SUNDAY	JAN. 20 MONDAY	JAN. 21 TUESDAY	JAN. 22 WEDNESDAY	JAN. 23 THURSDAY
8:00 AM	- Individual and group preparation	- Individual and group preparation	- Group meetings	- Mini-workshop: Initiating the district project officers to the initial training curriculum for village volunteers		- Mini-workshop: plenary discussion
10:30 PM			- Translation			- Feedback
			- Final preparation			- Evaluation 1
12:30 PM						- Evaluation 2
						- Certificates
2:30 PM	- Same as above	- Same as above	- Plenary session	- Same as above		- Leave training center
3:45 PM						
TEA						
5:00 PM						

APPENDIX E

DRAFT
MANAGEMENT CURRICULUM DEVELOPED

CRITERIA

- Practical + realistic : the curriculum should be able to reach its objectives
- the trainer must be able to teach (adopt) it comfortably
- should contain all information required by the trainer (guidelines + training notes)
- should be able to function as a handbook (guide)
- learning activities and materials should be clear
- should be long enough to cover the subject but not so long as to be boring (10 days)
- should contain real problem solving activities
- English but taught in Sinhala (Tamil)
- scientific + systematic
- reaction evaluation at the end
- mid-course evaluation
- daily feedback
- evaluation after the module
- good mixture of training techniques.

Best Available Document

GOAL:

The curriculum is to help the trainers train the DPOO to become better managers + trainers in order to implement more effectively + efficiently the district FP programme of the FPASL.

Some Objectives for the Curriculum:

- make rural programme more successful.
- help DPOO identify + solve their problems
- improve staff relationship
- better reports + records
- perform their duties more efficiently
- improve communication skills
- better coordination
- expand theoretical knowledge
- make their task easier
- to be the best possible representative in the district
- training skills update
- better job satisfaction
- chance to exchange ideas
- help him to evaluate his work
- help him to reach target in the given period
- bring everyone up to standard level

2-1

POSSIBLE MODULES

- I. Preliminary Stage (2 hours).
Project objectives, FPA, Duties, Staff benefits, etc.
- II. Office Procedures (3 hours)
Filing, filling out forms, reports, subordinates,
recording, filling out leave forms etc.
- III. Communication Skills (16 hours)
audio visuals, Public relation, Public speaking.
- IV. Programs planning (4 1/2 hours)
Objectives, Budget, Implementation, activities, resources etc.
- V. Evaluation (3 hours)
Work, Programs
- VI. F.P. Update (4 1/2 hours)
New methods, new services facilities etc.
- VII. Volunteer Utilization (11 hours)
Selecting, sustaining, motivating, effective use, leadership
group dynamics, group work, and methods of organizing, training,
meetings.
- VIII. Management (2 hours)
Time management, supervision theory + practice, problem
solving.
- IX. Training + OJT (4 hours).

Day 1	2	3	4	5	6	7	8	9	10
Welcome Inauguration Schedule Administration FPA policies Service Facilities	Training principles + Theory II	Management III Principles + Theory: Introduction to Mt.	Workshop 2.30 ↓ Programme planning V	Evaluation VI	Office ↓	Communication	Communicatio	Volunteer Utilization Sustaining interest	Duties
G.M.I.R.F.H. I	Tools ↓	Supervision ↓	"	↓ 12.00 Office VII	Communication Public Speaking + A.V. VIII	"	"	Leadership	Meeting procedure
DPO responsibilities	↓	Time Management Workshop IV	"	"	"	"	"	Community approach	↓
"	Logistics environment	"	"	"	"	A.V. Ends PR	PR Ends Volunteer Utilization Selecting		Closing Evaluatio Certificate etc.

INTRODUCTION

Module No : 1

OBJECTIVES	CONTENT	ACTIVITY	MATERIALS	TIME
	1. Project objectives	Lecture / discussion		1 hour
	2. EPA policies	" "		½ hour
	3. EPA's role, functions + responsibilities.	Group work		3 hours
	4. Service facilities	Lecture / discussion		½ hour

EVALUATION

Module No :

OBJECTIVES	CONTENT	ACTIVITY	RESOURCES MATERIALS	TIME
<p>At the end of the session, the Ps. will be able to:</p> <ol style="list-style-type: none"> 1. Define "evaluation" 2. List the reasons why evaluation is important to <u>good programme management</u>. 3. List the steps involved in implementing a good evaluation. 	<ol style="list-style-type: none"> 1. Definition of evaluation; "The collection and analysis of informations by various methodological strategies to determine the relevance progress, efficiency and effectiveness impact of programme activities" 2. Importance: <ul style="list-style-type: none"> - feedback for on going mgt. - measure progress against objectives + goals. - anticipating problems and making changes. - information for daily decisions. - reassurance of mgrs + staff, <p>For outsiders</p> <ul style="list-style-type: none"> - Is prog. meeting expectation - Is money being well spent - does programme need help? 	<ol style="list-style-type: none"> 1. Lecture & discussion on "Evaluation" 2. Discussion with question "why are evaluations important? List reasons on Flip charts. 3. Lecture/discussion Case studies. Ps. read case study actual situation and list out where the person didn't follow + did follow correct evaluation procedures. Discussion; draw conclusions for present programmes. 	<p>Trainer Flip Chart pens Case study</p>	<p align="center">15 mts. 30 - 45 mts. 30 mts.</p>

OBJECTIVES	CONTENT	ACTIVITY	RESOURCES MATERIALS	PAGE
	<ul style="list-style-type: none"> - What can be learned from the programme? <u>Steps(Tools):</u> - Define or clarify goals and objectives of the programme. - Assemble baseline information + Develop indicators of measures - Design ways of collecting informations. - Design ways of presenting + interpreting informations. 			

OFFICE PROCEDURE

Module No.

OBJECTIVE	CONTENT	ACTIVITY	MATERIALS RESOURCES	TIME
<p>At the end of the session the Ps. will be able to <u>identify</u> the purpose and procedure of the FPASL office system correctly and <u>name</u> required files and registers and <u>make reports</u> in the specified form, giving the relevant informations.</p>	<ul style="list-style-type: none"> * Purpose and advantages of having an office system. * Staff structure of FPASL * Purpose and types of files, registers to be maintained. 	<p>Lecture/Discussion</p>	<p>Trainers, Demand papers Felt pens Office chart</p>	<p>2½ hours.</p>
<p>Able to list the deadlines for each of the report.</p>	<ul style="list-style-type: none"> * List of different files and registers. * Purpose of maintaining the diary and how it is maintained. 	<p>Exercise on Cash-Register</p> <p>Brainstorm - Listing out exercise/group work what goes into each file</p> <p>purpose to be clarified.</p> <p>guidelines.</p>	<p>Register formats (cash, vol. data)</p> <p>DPOO's Diaries</p>	
	<ul style="list-style-type: none"> * Types of forms and the purpose. * How to provide required informations * Reasons for having deadlines. 	<p>Lecture/discussion Ex: Filling forms</p> <ul style="list-style-type: none"> - Advance prog. - Activity proposal - weekly report - <p>Panel discussion</p>	<p>Specified forms Pens, Half sheets Model reports, forms prepared by super DPOO. Pass rep. etc.</p>	<p>2½ hours</p>

OBJECTIVE	CONTENT	ACTIVITY	RESOURCES MATERIALS	TIME
	<p>List of dates given for reports etc.</p> <p>Leave entitlement and procedure.</p> <p>How to correspond with Head office Govt. Depts. and others.</p> <p>What are the welfare services available for the staff and how to receive.</p> <p>Requisition of AV materials, contraceptives, handbooks vehicles etc.</p>	<p>Lecture/discussion</p> <p>Exercise - how to write letters.</p> <p>Lecture/discussion</p>	<p>Specified forms, available documents</p>	<p>2 hours.</p>

SUPERVISION

Module No :

OBJECTIVES	CONTENT	ACTIVITY	RESOURCES MATERIALS	TIME
<p>At the end of the session, the Ps. will be able to;</p> <ol style="list-style-type: none"> 1. Identify the areas they supervise. 2. Explain supervisory procedures for each area. 3. Identify the proper supervisory styles for each area. 	<ol style="list-style-type: none"> 1. Supervisory styles <ul style="list-style-type: none"> - authoritarian - democratic - laissez-faire 2. Areas <ul style="list-style-type: none"> - sounds - records - welfare societies - sales outlets - cycles - development activities - fund raising <p>Guidelines for supervising each area (to be developed by the DPCO).</p>	<ol style="list-style-type: none"> 1. lecture/discussion on styles 2. general discussion to identify areas 3. group work to develop procedures + their styles. 	<p>Trainer</p>	<p>2 hours.</p>

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OBJECTIVES	CONTENT	ACTIVITY	RESOURCES MATERIALS	TIME
<p>At the end of the session the Ps. will be able to <u>identify the principles of training list</u> and describe appropriate training tools, <u>describe suitable logistics</u> and <u>develop a human communication supportive environment</u> to make the training programme effective.</p>	<ul style="list-style-type: none"> * principles of training * Training tools and how to utilize them; <ul style="list-style-type: none"> - Role play - Lecture - Brainstorm - Group work - Discussions - Demonstrations - Use of AV materials (refer communication module) - Handouts - Case studies - Games - Field visits - * Check list on a gant chart. * Training environment. * purpose * Appropriate techniques * Experimental learning * Participating method 	<p>Lecture/Discussion</p> <p>Demonstrate</p> <ul style="list-style-type: none"> - role play - lecture - Brainstorming - case studies (from the curriculum) - Game - AV materials <p>EX: Map out check list on a Gant chart.</p> <p>Lecture/discussion</p> <p>Model programme</p>	<p>Trainers</p> <p>Hand outs</p> <p>Plastic Building blocks (2 sets)</p>	<p>5 Hours.</p>

COMMUNICATION SKILLS

Module No :

OBJECTIVES	CONTENT	ACTIVITY	RESOURCES MATERIALS	TIME
<p>1. At the end of the session the Ps. will be able to demonstrate the ability to deliver public lecture on the given guide line on any FP related topic with appropriate audio-visual aid.</p>	<p>Up dated scientific communication theories and techniques in relation to public speaking.</p> <p><u>Hints:</u></p> <ul style="list-style-type: none"> *know audience *arrange facts *speak audibly *look at the audience in the eyes. *sustain interest of the audience - jokes films, AV etc. *body posture *control your voice no monotone, vary the pitch. *decorum/dress *right language *avoid taking too long *obtain feedback *aware of possible disturbances *maintain a pleasant atmosphere. 	<p>a. Lecture/discussion roleplay - each P. will demonstrate a model talk.</p> <p>b. Lecture/discussion demonstration</p> <p>c. Brainstorming prioritizing.</p>	<p>Resource person</p> <p>Hand outs for Ps.</p> <p>AV: Films Charts Slides Board Wall papers Gelt pens Slide projectors TV/Deck</p>	<p>Lecture 1 hour</p> <p>Discussion 1 hour</p> <p>Lecture 1 hour</p> <p>Discussion 2 hours</p> <p>Role Play 5 hours</p>
	<p>b. The principle guide lines in using AV materials.</p>			
	<p>(Trainer will send necessary documents)</p>			
				<p>Total = 10 hours.</p>

OBJECTIVES	CONTENT	ACTIVITY	RESOURCES MATERIALS	TIME
<p>2. At the end of the session, the Ps. will be able to list and describe vital techniques of public relations.</p>	<p>c. Introducing innovative guidelines for selecting appropriate A.V. materials in relation to FP programmes to different target groups.</p> <p>(T. guide notes will be annexed).</p> <p><u>Hints:</u></p> <p>A.V. equipments:</p> <ul style="list-style-type: none"> - Black board - Flannel graph - Flip charts - Overhead projector - Slide projector - TV Deck <p>Guide lines on establishing and maintaining good relationship with the people you work to carry out FP/SL functions smoothly.</p> <p>Guide lines on P/R.</p> <ol style="list-style-type: none"> i. understanding human nature. ii. what is public P? 	<p>Lecture/discussion</p> <p>Role play among participants on given situations.</p> <p>Listing out and discussion. As a whole group.</p>	<p>Lecturer</p> <p>Handouts</p> <p>Magnal boards</p> <p>Felt pens</p> <p>Demal papers.</p>	<p>Lecture 1½ hours</p> <p>Role play 3 hours</p> <p>Listing 1½ hours.</p> <p>TOTAL = 6 hours.</p>

OBJECTIVES	CONTENT	ACTIVITY	SOURCE MATERIALS	TIME
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- a. Why and how P/R is important in FP work? - do -
- b. Patterns of P/R
 - * Personality building
 - * Cultivating better rapport.
 - * Need to understanding problems and needs and responding favourably.
 - * Developing friendly attitudes.
 - * Willing counsellor always
 - * Ability to draw support from the individuals and masses.
 - * Ability to share responsibilities rather than shouldering alone.
 - * Ability to take decisions acceptable to others.
 - * Why & how flexibility helps maintaining effective P/R.
 - * Develop intuitive abilities (body language)
 - * Importance of expressing appreciative gestures where and when necessary.

VOLUNTEER UTILIZATION

Table No :

OBJECTIVES	CONTENT	ACTIVITY	REQUIREMENTS	TIME
<p>1. At the end of the session the ps. will be able to list out steps and criteria of selecting correct/right type of vols.</p>	<ul style="list-style-type: none"> * Who is a correct vol. /give few hints. * Purpose of selecting correct type of vols. * Advantages of selecting correct type of vols. * Interviewing techniques. <p><u>Steps:</u></p> <ul style="list-style-type: none"> - Guidelines to CELAC - Call for a general meeting. - General idea on CMRF programme and volunteers involvement. - Issuing a pre prepared applications. - Interview <p><u>Criteria:</u></p> <ul style="list-style-type: none"> - Age (school leavers). - Education (OCE O/L) (preferably) - Involvement in other social activities. - Acceptability - Personality and general appearance. - Permission from parents. 	<ul style="list-style-type: none"> * General Discussion * a. Each DPO explain at least one steps he followed. b. Each DPO explain one criteria. c. Write in H. Board. d. Prioritize. e. Prepare a model. * Design a format to get Bio-Data of vols. * Model interview observations/criticize Roleplay on model interview (tape) <ul style="list-style-type: none"> - by super DPO. 		

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OBJECTIVES	CONTENT	ACTIVITY	MATERIALS	TIME
<p>2. At the end of the session, the Ps. will be able to explain ways and means which helps to sustain the interest of the vols.</p>	<ol style="list-style-type: none"> 1. Importance of sustaining the interest of vols. 2. Advantages of becoming a F.P. volunteer. 3. How community benefits. 4. Steps to keep their interest, <ol style="list-style-type: none"> a. appreciate their work. b. help to solve personal problems wherever possible c. help to solve their field problems. d. treat them equally. e. provide opportunities to participate in various activities. f. divide responsibilities as much as possible. g. help them to sharpen their skills. 	<ul style="list-style-type: none"> * Brief introduction * General discussion <ol style="list-style-type: none"> 1. to get the ideas of the DPCO 2. Write in "board." 3. Prioritising. 		

3. At the end of the session, the Ps. will be able to list out leadership qualities and explain to apply them in given situations.

Leadership qualities

1. Ability to get the group support
2. Ability to get the work done.
3. Ability to identify and solve problems
4. Ability to respect others views.
5. Ability to take correct decisions.
6. Steady, straight forward, honest etc.
7. Good personality.
8. Ability to lead, direct, guide the group for common goal.
9. Ability to coordinate with other people, organizations etc.

Problem areas.

1. not getting adequate support from DAC and GULAC.
2. Indifferent vols.
3. Misunderstanding between DAC & DFC.
4. Not getting support from other village level opinion leaders.
5. No proper coordination with higher level govt. officials etc.

* Lecture/discussion:

1. group work.

Divide into four group.

Write qualities of leaders.

* Group presentations

* Observations

* Discussions.

2. Selected no. of DFC will write on the Board, most difficult and critical situations he faced.

Other DFC will explain how they overcome them.

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OBJECTIVES	CONTENT	ACTIVITY	RESOURCES MATERIALS	TIME
<p>4. At the end of the session, the Ps. will be able to explain how to identify and use felt needs to approach the community.</p>	<p>* Informal discussion how to identify community needs. (observations and experience).</p> <p>* What are the community felt needs.</p> <ul style="list-style-type: none"> - primary health care - M.C.H. Care - repair roads, wells - assisting to improve the community welfare facilities eg. Temple. <p><u>How to use:</u></p> <ol style="list-style-type: none"> a. Who is responsible for organising activities. b. Why implement to approach community. c. How implement with the assistance of the other organizations, financial support. d. Which to implement at the initial stages and when need arises. 	<p>* Introduction</p> <p>Group work.</p> <p>Divide into four groups.</p> <p>Write felt needs.</p> <p>How to integrated these needs with PP programmes.</p> <p>Group presentations</p> <p>Observations</p> <p>Discussions.</p>		

OBJECTIVES	CONTENT	ACTIVITY	RESOURCE MATERIALS	TIME
<p>5. At the end of the session, the Ps. will be able to list + describe important duties + responsibilities of the GRLAC, DAC and volunteers.</p>	<p>Duties of DAC (see trainer notes)</p> <p>Duties of GRLAC (see circular)</p> <p>Duties of vols. (see new curriculum)</p>	<p>1. Brainstorming; duties.</p> <p>2. Discussion</p> <p>3. Final listing of duties.</p>	<p>Prepared flip charts.</p> <p>circulars</p> <p>ITC.</p>	
<p>6. At the end of the session, the Ps. will be able to: explain the vol. meeting procedures</p>	<p>1. Purpose + composition of meetings.</p> <p>2. pre-arrangements.</p> <p>3. Preparing an agenda.</p> <p>4. Invite village level Govt. officers if necessary.</p> <p>5. How to ensure participations</p>	<p>* Introduction</p> <p>Brainstorming and discussion</p>	<p>Flip Charts</p> <p>GRLAC workshop materials.</p> <p>Agenda</p>	

PROGRAMME PLANNING

	OBJECT	ACTIVITY	RESOURCES MATERIALS	DURATION
<p>At the end of the session the participants will be able to list out + explain the steps in planning F.P. programmes.</p>	<p>Why programme planning is important + what is it?</p> <p>(process of systematically preparing to carry out an activity to reach a pre-established objective)</p> <p>- - - - -</p> <ul style="list-style-type: none"> - achieve your goal - balance resources - time management - to prepare road - reduces chances of going off the track. <p><u>Steps:</u></p> <ol style="list-style-type: none"> a. Assessment of prog. needs. b. Quantifiable objective (goal) c. Content <ul style="list-style-type: none"> - activities(tasks) - Time - By whom - Place d. Resources (men, budget, materials) e. Evaluation-monitoring (see module on evaluation) 	<ol style="list-style-type: none"> 1. Lecture+discussion What is programme planning + why it is important. 2. Introduction Lecture+discussion The steps + how they relate to the activity proposal. 3. Based on a given situation, plan out a programme. 	<p><u>Situations</u></p> <p>Activity proposal forms.</p> <p>Lecturer.</p>	<p>1/2 hours.</p>

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TIME MANAGEMENT WORKSHOP

OBJECTIVES	CONTENT	ACTIVITY	RESOURCES MATERIALS	TIME
		1. Examine February reports from 6 DPCO 2. List out time consuming activities 3. Discussion with other DPCO: same or not? 4. Identify problem areas 5. Propose solutions	6 DPCO's weekly time reports.	4 hours.
		(—)		

OBJECTIVES	CONTENT	ACTIVITY	RESOURCES MATERIALS	TIME
At the end of the session, the Ps. will be able to identify the steps in problem solving.	<p>The steps in the problem solving process:</p> <ul style="list-style-type: none"> - identify - cause - possible solutions - constraints - "I will try" alternatives. 	<ol style="list-style-type: none"> 1. Lecture/discussion 2. Group exercise <ul style="list-style-type: none"> - take a problem + develop the procedure. 		1 hour.

TO DO	WHO	WHAT	BY WHEN	HOW
1. Complete Module I Training II Mgt. III Prog. Planning IV Eval. V Office VI Communication VII Vol. Util: VIII	Joe/Yoga Ben/ Conrad/Ben Gami/Sam Sam/ Ben/Conrad Yoga/Joe Sam	Modules to be completed completely. (Training notes, exer- cises etc.) Handouts (Sinhala (PHIL)	End of April (30th)	Each group will be responsible in consultation with J.C. Each leader will be responsible for his groups modules.
2. Logistics	Conrad			
3. Group Mtg.	All	Synchronize program + Languages.	May 1st week (9th)	
4. Secretarial	Give to Dissa		As completed.	
5. Identity parallel Sessions			April 30th	

QUESTIONS:	CATEGORIES:	FREQUENCIES				
		HIGH-LOW				
1. WORKSHOP OBJECTIVES WERE:	VERY, MOSTLY, SOMEWHAT, NOT VERY, NOT AT ALL CLEAR	9	5	0	0	0
2. WORKSHOP OBJECTIVES SEEMED TO BE ACHIEVED:	ENTIRELY, MOSTLY, SOMEWHAT, HARDLY AT ALL, NOT AT ALL	6	6	2	0	0
3. WHAT AMOUNT OF THE WORKSHOP MATERIALS WERE USEFUL?	ALL, MOST, SOME, LITTLE, NONE	9	3	2	0	0
4. WHAT PORTION OF THE TIME WAS THE WORKSHOP CLEAR AND EASY TO FOLLOW?	ALL, MORE THAN HALF, ABOUT HALF, LESS THAN HALF, NONE	9	4	1	0	0
5. WHAT AMOUNT OF MATERIAL WAS COVERED DURING THE WORKSHOP?	TOO MUCH, SOMEWHAT TOO MUCH, JUST ABOUT RIGHT, SOMEWHAT TOO LITTLE, TOO LITTLE	6	5	3	0	0
6. THE AMOUNT OF TIME DEVOTED TO THE WORKSHOP WAS:	TOO MUCH, SOMEWHAT TOO MUCH, JUST ABOUT RIGHT, SOMEWHAT TOO LITTLE, TOO LITTLE	2	7	4	1	0
7. HOW USEFUL WAS THE WORKSHOP FOR PARTICIPANT'S WORK?	VERY, MOSTLY, SOMEWHAT, NOT VERY, NOT AT ALL	1	0	11	2	0
8. WHAT PORTION OF THE TIME WERE POSSIBLE SOLUTIONS TO REAL WORK PROBLEMS DEALT WITH?	ALL, MORE THAN HALF, ABOUT HALF, LESS THAN HALF, NONE	0	2	12	0	0
9. HOW MANY IMPORTANT AND USEFUL CONCEPTS WERE LEARNED IN THIS WORKSHOP?	MANY, SEVERAL, SOME, A FEW, ALMOST NONE	11	2	1	0	0
10. HOW MANY IMPORTANT AND USEFUL SKILLS WERE PRACTICED?	MANY, SEVERAL, SOME, A FEW, ALMOST NONE	8	2	2	1	0
11. WORKSHOP FACILITIES AND ARRANGEMENTS WERE:	VERY GOOD, GOOD, ACCEPTABLE, BARELY ACCEPTABLE, POOR	6	6	2	0	0
12. THE TRAINER(S) FOR THIS WORKSHOP WERE:	VERY EFFECTIVE, EFFECTIVE, SOMEWHAT EFFECTIVE, NOT VERY EFFECTIVE, NOT EFFECTIVE AT ALL	10	3	0	1	0

INTRAH PARTICIPANT REACTION
SUMMARY REPORT

DATE 01/01/80

13. THE TRAINER(S) FOR THIS WORKSHOP ENCOURAGED ME TO GIVE MY OPINIONS OF THE COURSE:	ALWAYS, OFTEN, RARELY, SOMETIMES, NEVER	11	3	0	0	0
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14. IN PROVIDING INFORMATION ABOUT MY PROGRESS IN TRAINING, THE TRAINER(S) FOR THIS WORKSHOP WERE:	VERY EFFECTIVE, EFFECTIVE, SOMEWHAT EFFECTIVE, NOT VERY EFFECTIVE, NOT EFFECTIVE AT ALL	7	5	2	0	0
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15. WOULD YOU RECOMMEND THIS WORKSHOP?	YES, PROBABLY, MIGHT, MIGHT NOT, NO	11	2	1	0	0
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16. WORKSHOP IMPROVEMENTS:

- 0 A. ADDITIONAL TIME FOR THE WORKSHOP
- 2 B. MORE LIMITED TIME FOR THE WORKSHOP
- 2 C. USE OF MORE REALISTIC EXAMPLES AND APPLICATIONS
- 6 E. MORE TIME TO BECOME FAMILIAR WITH THEORY AND CONCEPTS
- 9 D. MORE TIME TO PRACTICE SKILLS AND TECHNIQUES
- 2 F. MORE EFFECTIVE TRAINERS
- 2 G. MORE EFFECTIVE GROUP INTERACTION
- 1 H. DIFFERENT TRAINING SITE OR LOCATION
- 0 I. MORE PREPARATION TIME OUTSIDE THE TRAINING SESSIONS
- 1 J. MORE TIME SPENT IN ACTUAL TRAINING ACTIVITIES
- 1 K. CONCENTRATION ON A MORE LIMITED AND SPECIFIC TOPIC
- 0 L. CONSIDERATION OF A BROADER AND MORE COMPREHENSIVE TOPIC
- 0 M. OTHER

17. USEFULNESS RATING OF WORKSHOP:

TOPICS	VERY USEFUL				HARDLY USEFUL
	1	2	3	4	
A.	12	0	0	1	0
B.	8	3	0	0	0
C.	1	0	0	0	0
D.	1	0	0	0	0
E.	0	0	0	0	0
F.	0	0	0	0	0
G.	0	0	0	0	0
H.	0	0	0	0	0
I.	0	0	0	0	0
S.	0	0	0	0	0

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INTRAH PARTICIPANT REACTION
REPORT SUMMARY

DATE 01/01/80

18. RATE THE USEFULNESS OF THE TECHNIQUES AND RESOURCES USED IN THE WORKSHOP:

TECHNIQUES/RESOURCES	VERY USEFUL				HARDLY USEFUL	NOT USED
	1	2	3	4		
A. LECTURES	10	0	3	1	0	0
B. GROUP DISCUSSIONS	12	2	0	0	0	0
C. INDIVIDUAL EXERCISES	0	1	0	2	1	0
D. GROUP EXERCISES	11	1	1	0	0	0
E. CLINICAL SESSIONS	0	0	0	0	1	0
F. FIELD TRIPS	0	0	0	0	1	0
G. HANDOUTS/READINGS	3	5	3	0	1	0
H. BOOKS	1	0	2	1	1	0
I. AUDIO-VISUALS	2	5	0	1	0	0

19. THREE ADDITIONAL TRAINING AREAS:

3	A. COUNSELLING AND/OR CLIENT EDUCATION
0	B. PROVISION OF CLINICAL METHODS (IUDS, PILLS, DIAPHRAGMS, INJECTIONS)
1	C. PROVISION OF NON-CLINICAL METHODS (CONDOMS, FOAMING TABLETS, FOAM)
0	D. PROVISION OF NATURAL FAMILY PLANNING METHODS (RHYTHM, SYMPTO-THERMAL, MUCOUS)
4	E. SUPERVISION OF FAMILY PLANNING SERVICES
7	F. MANAGEMENT OF FAMILY PLANNING SERVICE SYSTEM
6	G. PLANNING/EVALUATION OF FAMILY PLANNING SERVICES
1	H. POLICY MAKING/DIRECTION OF FAMILY PLANNING
0	I. COMMUNITY BASED DISTRIBUTION OF CONTRACEPTIVES
2	J. COMMUNITY BASED OUTREACH, EDUCATION OR INFORMATION
9	K. IN-SERVICE TRAINING IN FAMILY PLANNING
0	L. PRE-SERVICE TEACHING/TUTORING IN FAMILY PLANNING
1	M. OTHER