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TRIP REPORT: TRAINING IMPACT EVALUATION

Ma.. 26 - April 16, 1994

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FAMILY PLANNING MANAGEMENT DEVELOPMENT

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CONTENTS

I. EXECUTIVE SUMMARY

In April 1993, three scopes of work for technical assistance were jointly developed by the five Cooperating Agencies (CAs) that provide financial and technical support to over 100 local NGOs; FPMD; and USAID/Dhaka. These scopes of work were designed to support the CAs' efforts to achieve the strategic goals of their five-year cooperative agreements: the improvement of service quality, the expansion of coverage, and the strengthening of institutional, managerial and financial sustainability of NGOs supported by the CAs (QES). As a result of the April visit, three areas for FPMD technical assistance were identified: (1) promotion of institutional and managerial sustainability, (2) training impact evaluation (TIE), and (3) program management information systems (MIS).

The purpose of the training impact evaluation scope of work is to strengthen the capacity of the CAs' training program staff to conduct systematic impact evaluation, and to use the results to continuously refine the effectiveness of training. This report describes the second consultancy conducted under the TIE scope of work, from March 28 to April 15, 1994.

Between the initial consultancy in November 1993 and this one, CA training and program staff have worked in cross-organizational groups to revise TIE indicators developed during the first consultant visit. The consultants reviewed the indicators for clarity and consistency and wrote extensive comments which helped guide activities during this second trip. The following activities were undertaken during this assignment:

A. A three-day workshop in which cross-organizational groups further refined the TIE indicators, developed data-collection instruments, and planned for field testing of the instruments;

B. Field tests of the instruments with selected CAs;

C. A one-day workshop focusing on sampling, interviewing, observation, analysis, and reporting techniques;

D. Individual meetings with CA directors or senior staff to review findings from the field tests and plan for future TIE activities.

From their work together, the participants have become increasingly aware of inherent ambiguities and tensions that cannot always be resolved but need to be taken into consideration throughout the TIE process -- tensions between the role of the observer and that of the teacher; between methodological rigor and practicality; and between organizational collaboration and competition.

Two general recommendations emerged from this consultancy:

1. That collaboration between organizations in cross-organizational working groups be continued.

2. That attention be paid to the organizational climate within which the TIE efforts take place, so that there is support and encouragement for continuous, honest organizational and individual self-assessment and growth.

II. BACKGROUND

In April 1993, three scopes of work for technical assistance were jointly developed by the five CAs that provide financial and technical support to over 100 local NGOs; FPMD; and USAID/Dhaka. These scopes of work were designed to support the CAs' efforts to achieve the strategic goals of their five-year cooperative agreements: the improvement of service quality, the expansion of coverage, and the strengthening of institutional, managerial and financial sustainability of NGOs supported by the CAs (QES). As a result of the April visit, three areas for FPMD technical assistance were identified: (1) promotion of institutional and managerial sustainability, (2) training impact evaluation (TIE), and (3) program management information systems (MIS).

III. PURPOSE AND SCOPE OF WORK

The purpose of the overall TIE consultancy is to strengthen the capacity of the CAs' training program staff to conduct systematic impact evaluation, and to use the results to continuously refine the effectiveness of their training. This visit was the second of four planned visits and was conducted by the same team that undertook the first visit in October-November, 1993. The broad context of the entire scope of work is described in Annex A.

The scope of work of this visit was to:

A. Conduct a 3-day workshop to revise the training impact evaluation indicators, develop data collection instruments and plan for field testing of the instruments;

B. Conduct field tests of the instruments with selected CAs and provide technical assistance in sampling and interviewing techniques, data collection and recording;

C. Conduct a wrap-up meeting with CAs to review findings from the field tests and plan for future TIE activities;

D. Draft a detailed scope of work (SOW) for the team's planned visit in June and obtain CA and USAID/Dhaka feedback on SOW and proposed dates;

IV. ACTIVITIES

Activities described in this report include those that took place in Boston and in Bangladesh between the first visit (see trip report of November 1993) and this second visit.

Activities between visits

Participants in the TIE process -- training and program staff from the CAs and Concerned Women for Family Planning (see Annex B) -- had worked in four cross-organizational groups to prepare indicators corresponding to the stated objectives of four courses selected for evaluation: training of paramedics, basic training of fieldworkers, and refresher training of supervisors and managers.

After the consultants' first visit, the participants reviewed their indicator lists with their own organization staff and brought the revised lists to a February working session in Dhaka facilitated by Jim Griffin, Association for Voluntary Surgical Contraception's (AVSC's) Senior Staff Associate for Training. During this session, the four groups came together again to further edit their indicator lists and to critique and revise the lists in plenary session. The TIE consultants in Boston received the four lists of course objectives and indicators, reviewed the indicators for clarity and consistency, and wrote extensive comments and suggestions for improvement (see Annex C). Copies of the consultants' comments were brought to Dhaka for discussion during the first day of the workshop scheduled at the beginning of the visit described in this report.

A. Workshop #1

The purposes of the first workshop were:

1. To orient five new members of the TIE group to the concepts of TIE and the implications for the CA/NGO community.

2. To finalize the list of indicators for each course.

3. To determine and construct appropriate data collection instruments.

4. ᵀo plan the field testing of these instruments and indicators.

Throughout the workshop, the participants did the major portion of their work in the cross-organizational groups they had formed to consider each of the four courses. This small-group work was generally submitted to all the other participants in plenary session, for comments and suggested changes. This alternation between small-group work and plenary comment has been the pattern of all workshops during this assignment.

The interim review in Boston revealed marked discrepancies among the levels and numbers of objectives for the four courses, resulting in great variability among the levels and numbers of indicators. During the first workshop, the consultants attempted to address these discrepancies and create more consistent indicators for all four courses by asking participants to temporarily put aside the objectives and match indicators with what they considered the five key tasks for each category of trainee. Because of the practical demands of field testing, they were also asked to limit their lists to tw critical indicators for each task. This exercise resulted in ten preliminary indicators for eacn course.

Participants next explored the various methods of collecting data about field performance and selected four methods to use in their field tests: interviews, observation, tests of knowledge and skill, and record checks. Each group prepared the instruments they considered most appropriate to their indicators and drew up detailed plans for field tests. Through a role play, participants had a chance to do a dry-run of the first field visit and practice their interviewing and observation skills.

B. Field tests

Each cross-organizational group organized two days of field testing, to see whether real-world experience validated their choice of indicators and data collection methods. One consultant accompanied ea -oup on each visit, to be available for support and to observe the field tests. Though vi all conversations were in Bangla, the consultants were able to observe many aspects process, give some feedback on the apparent impact of different interviewing sty rainees' responses, and facilitate the participants' on-site discussions of the experience. In some instances, the first visit yielded immediate learnings that motivated the participants to make some changes in the second visit. (See Annex D for a list of the field sites and visiting teams.)

In order to systematically process their field testing experience, participants were asked to consider for the next workshop four types of learning: what they had learned about the course, the indicators they had chosen, the data collection methods they had used, and themselves in their role as impact evaluators.

C. Workshop #2

A one-day workshop was organized to process the findings from the field test, extract learnings in the four areas listed above, and develop plans for conducting additional field visits during the next two months.

Learnings about the courses were predictably quite limited because of the small number of trainees able to be visited up to this point. But the four groups already had begun to get clues about course elements that they would investigate further in later field visits. The fieldworker group in particular had observed and/or interviewed 11 trainees and had already discovered elements of their current training curriculum that they believed needed attention notably in the area of counselling and communication techniques.

As for learnings about indicators and instruments, all the groups made changes in a few indicators which proved hard to measure and corresponding changes in the instruments used to measure them. These revised versions were agreed upon in plenary session and are attached in Annex E.

Personal learnings related primarily to improved interviewing and observation skills. There was considerable discussion about the potential conflict between the role of an interviewer and the more familiar role of an inspector or teacher; the problems of obtaining honest responses when the interviewer is viewed as an authority (either as trainers or as program officers); and the importance of clearly stating and rigorously adhering to the stated purpose of these TIE site visits.

The rest of this workshop was devoted to developing plans for the field visits to be undertaken during the next two months. The participants discussed and practiced two skills needed to do this interim work: sampling and performance analysis. They drew on their sampling skills to propose the numbers and locations of sites and trainees to be visited, weighing the value of large, randomized samples against the pragmatic considerations of time and cost.

As to performance analysis, the participants were introduced to one technique (see Annex F) which they will use to analyze their interviews and observations, assessing whether a trainee's job performance discrepancies appear to be linked to training or to management or environmental conditions. During the next consultant visit, they will further refine their ability to interpret data about field performance and formulate hypotheses about the links between field performance and effective training.

Each course-review group then made a plan for the upcoming visits. They proposed samples that would take into account some obvious variations in trainee characteristics, agreed on a simple format for reporting and aggregating their findings, and developed preliminary budgets to ensure that resources could be mobilized to implement their plans. The participants chose to do this work in their cross-organizational groups, although they acknowledged that normal organizational responsibilities would not allow all group members to take part in all visits. They then returned to their organizations to gain approval for their plans. (The final plans are not yet available to the consultants to append to this report.)

D. Individual meetings with CA directors

At the end of the visit, the consultants informed the participants' superiors about the outcomes of this visits in order to review and obtain support for the plans for further data collection between this visit and the next one in June, and to solicit support for continuing the cross-organizational efforts that the participants overwhelmingly advocated. The directors of the two primary training organizations were out of the country at this time, and the rest of the CA chiefs agreed that individual meetings with the consultants would be more useful than an attempt to convene a partial group CAs meeting. The consultants met with the director of The Asia Foundation (TAF), along with the CWFP workshop participants; with the directors and some workshop participants from Pathfinder and AVSC; and with the Deputy Chief Executive and selected workshop participants from Family Planning Services and Training Centre (FPSTC). A wrap-up session was also held with the FPAB Deputy Director for USAID Programs and a senior program officer who had participated in all the activities of this consultancy.

V. NEXT STEPS

Each participant will take part in several field visits to collect impact evaluation data over the next two months. The visiting teams will be constituted according to individual schedules and organizational demands, but wherever possible they will include both training and program staff and will continue to cut across organizational boundaries. The teams will make preliminary analyses of the causes of individual performance discrepancies and use simple reporting forms to aggregate the data.

The scope of work for the consultants' June visit will include:

- A three-day workshop to review and analyze field findings, write reports, and develop plans for systematic communication between training and program wings of the CAs/NGOs;

- Interviews with CA directors to discuss findings and implications of TIE for training;

- Preliminary plans with training institutions for application of findings to the courses in question (in preparation for the final consultancy under the TIE SOW).

VI. FINDINGS/CONCLUSIONS

A. Indicator development

As noted earlier, when reviewing the lists of indicators in Boston the consultants found considerable variation in the formulation of objectives for the four selected courses. Some courses had a few broad objectives, often describing long-term job performance, while others had many specific objectives, often limited to immediate knowledge. As a result, the length of the indicator lists and the clarity and specificity of indicators varied greatly, depending on the objectives against which they were formulated. These findings prompted the consultants to ask participants to relate indicators to tasks rather than course objectives. The relationship of indicators to objectives will be relevant at a later stage in the process, when TIE findings will be used to review and refine the courses under consideration.

B. Collaboration

The cross-organizational course-review groups, started during the previous visit, continued their work. The collaboration between organizations with a focus on the same course is seen by participants and consultants alike as an important element of the work. All participants expressed a keen interest in continuing this collaboration and stressed the common purpose of the work all are involved in. This commitment was reinforced during the consultants' debriefing sessions with CA directors and acting directors.

Another dimension of collaboration was the inclusion of both program and training officers in the various groups, two perspectives that, in real life, are often operating on parallel tracks, without full awareness of potential areas of mutual concern. It is clear that bringing together these two perspectives produced indicators that will provide useful information for both wings of the CAs/NGOs.

C. Skills training

The participants in all the workshops and field trips are actively and enthusiastically learning new skills. The consultants observed considerable progress in interviewing skills during the field tests over a very short period of time. The level of comfort with the ambiguity of the TIE process has also increased and the efforts to move forward in the process are becoming increasingly self-propelled. One clear indicator of this is the greatly increased proportion of time that participants are working in Bangla. English is used only when the consultants provide input on technical topics or when group discussions are processed in plenary. This trend has significant increased the participation of those whose skills in English previously limited their ability to take an active part in the spontaneous and sometimes intense discussions that breathe life into the workshops. In Bangla, there is now enthusiastic participation across the board.

Another significant change is the ease with which participants now tackle the task of refining indicators. There is an increased awareness of the importance of clarity and specificity, and participants frequently catch each other on "fuzzy" indicators.

Finally, the field tests drove home the importance of clarity of purpose. Some incidents of confused purposes muddied the interaction between the teams and the respondents during the field tests, allowing participants to see vividly the consequences of this confusion on their work. A general learning for all was summarized during the field test processing by one participant: "We need to be clear among ourselves why we are there and what we hope to get out of the visit, so we can put the trainees at ease, and do only the things that will help us get the information we need."

D. Organizational climate and self-assessment

If training impact evaluation is to have any genuine usefulness, it has to take place in an organizational climate that supports learning and critical self-assessment. In general, we have found the atmosphere among the participants to be open to learning and remarkably free of defensiveness. However, at the larger organizational level one can detect a sense of rivalry and competing strategies, despite the universal acknowledgment of common purposes and shared goals. This rivalry can block the free flow of information and the process of introspection crucial to organizational and individual learning. Some of these blockages are related to historic differences in approach and emphasis and to disagreement on strategies.

E. TIE: ambiguities and tensions

Throughout the process, training impact evaluators run into tensions that, though not always resolvable, need to be acknowledged. These tensions occur between:

Observing and teaching: Neither program nor training officers are used to playing the role of passive observer; both are used to intervening when they observe performance discrepancies. During the field visits, several participants found themselves switching from observer/fact-finder to teacher, a switch that confused their trainees at times. There are no hard rules about these two roles and there will most likely be some situations where the evaluator might need to turn into a teacher, particular when it comes to clinical skills observation. However, for the purposes of TIE, it is desirable to maintain the observer role as much as possible.

Rigor and practicality: There is a constant pull to be methodologically correct and solidify the credibility of the data; there is another pull towards being practical and finding ways to incorporate TIE into existing budgets and work schedules. The direction of the pull will be related to the difference between regular monitoring and one-time extensive evaluation surveys and will be determined to some extent by differing TIE purposes: fundamental course redesign vs. incremental changes and fine-tuning of existing curricula. The TIE process as it is being developed tries to acknowledge these tensions, but tends to be more responsive, at this point, to the need to be practical. However, the participants should be equipped to apply their understanding of the TIE process to a more rigorous evaluation if the situation so demands.

Collaborating and competing: This tension is continuously present, as all the organizations follow their individual strategies within the broader family planning context they all share. Collaboration will only happen if the organizations all perceive that the benefits of collaboration are worth the struggle to maintain it.

VII. RECOMMENDATIONS

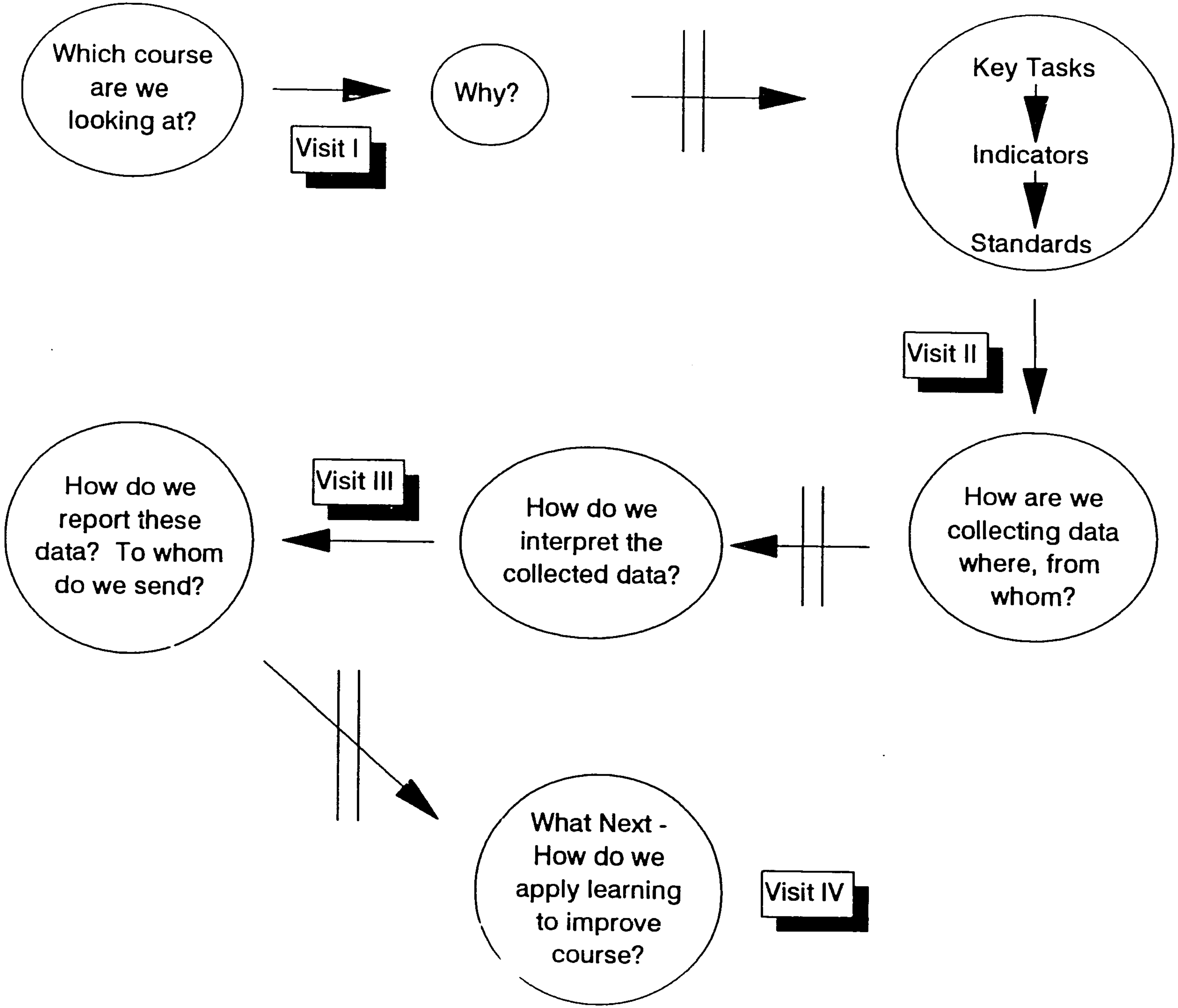
1. That collaboration between organizations in cross-organizational working groups be continued.

2. That attention be paid to the organizational climate within which the TIE efforts take place, so that there is support and encouragement for continuous, honest organizational and individual self-assessment and growth.

VIII. ANNEXES

A. THE TIE PROCESS
B. PERSONS CONTACTED
C. INDICATOR LISTS SENT TO BOSTON AND CONSULTANTS' RESPONSES
D. FIELD SITES AND VISITING TEAM MEMBERS
E. TASKS, INDICATORS, AND DATA COLLECTION INSTRUMENTS
F. SELECTED WORKSHOP HANDOUTS

ANNEX A
THE TIE PROCESS



ANNEX B

PERSONS CONTACTED

WORKSHOP PARTICIPANTS

(This list is organized according to the groups that worked together on each training course.)

Fieldworkers' Basic Course

CWFP
Ms. Nargis Sultana, Director (Training)
Ms. Nurem Nahar Ahmed, Deputy Director (Training)
Ms. Syeda Ferdous Ara, Training Coordinator
Ms. Sultana Shely, Training Coordinator
Ms. Zargina Khanam, Unit Coordinator

AVSC
Dr. Sukanta Sarker, Senior Program Officer (Workshop #2)

Pathfinder
Mr. Md. Mustafizur Rahman Bhuiyan, Program Officer (Workshop #1)

Supervisors' Refresher Course

FPSTC
Ms. Sakeba Khatun, Associate Training Officer
Mr. Kamrul Hossain, Program Officer

FPAB
Ms. Shamima Hasan, Deputy Director
Mr. Md. Abdus Salam, Senior Program Officer

Managers' Refresher Course

FPSTC
Mr. Anwarul Islam, Assistant Chief Executive (Training)
Ms. Roxana Parveen, Training Officer
Ms. Mamataz Begum, Assistant Training Officer
Ms. Gitali Badrunnessa, Assistant Program Officer

Pathfinder
Mr. Aziziur Rahman Molla, Assistant Program Officer

Paramedics' Course

AVSC
Dr. Sukanta Sarker

FPSTC
Dr. S. :a Ahmed, Program Officer (Medical)

TAF
Dr. Najmul Sahar Sadiq, Program Officer (IEC)

Pathfinder
Dr. Saiful Islam, Program Manager (Workshop #1, Day 1)
Dr. S.M. Shahidullah, Project Coordinator (Workshop #1)

OTHER PERSONS CONTACTED

USAID Dhaka, Office of Health and Population
Mr. Alan Foose, Population Officer
Ms. Louisa Gomes, Project Management Specialist
Mr. Quasem Bhuyan, Project Management Specialist

(Ms. Gomes and Mr. Bhuyan attended some sessions of the workshops.)

AVSC
Dr. A. Jamil Faisel, Country Representative
Mr. James Griffin, Senior Staff Associate (Training)

FPSTC
Mr. Abdur Rouf, Chief Executive
Mr. Milon Bikash Paul, Deputy Chief Executive

(Mr. Rouf and Mr. Paul attended some sessions of the workshops.)

Pathfinder
Dr. M. Alauddin, Country Representative
Mr. A.H. Howsher Uddin, Assistant Program Officer

TAF
Ms. Kirsten Lundeen, Program Manager

CWFP
Ms. Mufaweza Khan, Executive Director

ANNEX C

INDICATORS SENT TO BOSTON AND CONSULTANTS' RESPONSE

COMMENTS ON TRAINING IMPACT INDICATORS (TIE)

From Sylvia and Ann

Thank you for sending us the lists of indicators you completed in your one-day workshop. They show a lot of thought and work. Our comments may help you make each indicator clearer and easier to measure or observe. They may also help in our next two tasks: to choose the most important indicators from the list and to develop or adapt the instruments you will use in the field test. We are attaching our response.

Here are a few general comments.

1. On the sheets you sent us, we have numbered each indicator and marked it with K, A, S, or E, according to whether it demonstrates knowledge, attitude, skill, or effect. This is for the whole group to share and discuss.

2. We have also prepared a separate sheet for each group, with questions and suggested changes for the indicators for that particular group. This is where we used the number for each indicator so you would have an easy reference system without our having to re-type what you sent us.

3. In the workshop, we plan to discuss:

   - Which of these four types of indicators (K, A, S, E) are most useful in showing effective job performance?

   - Have we defined each indicator so clearly that a stranger could understand what to look for? (This will involve replacing the words "properly," "effectively," "appropriately" with statements or lists of criteria that spell out exactly what we would find if the trainee were doing the task "properly" etc.)

   - What are the best instruments to measure each type of indicator?

   - What resources (staff, money, time) would it take to use each type of instrument? Are these resources available now? In the future?

4. We noticed that course objectives are sometimes stated in terms of knowledge ("Able to **describe** the techniques of effective communication") and sometimes in terms of skill ("Able to **prepare action plan**"). Also, some objectives are very broad ("To improve the general management of the clinic") and some are very specific, like those above. As we all recognized, the objectives influence the indicators and instruments. Should the TIE indicators reflect the course objectives as they now stand, or should they reflect the actual performance expected by the workers even if it goes beyond the objectives? Is it possible that you will want at some later date to change some course objectives on the basis of what we learn in the field? We will talk more about this in the workshop.

5. One thing to keep in mind throughout TIE is whether the trainee has been performing better since the course. How can we determine what he/she was doing before training? Pre- and posttests will show gains in knowledge, but what about skills? Some courses have clearly produced new skills that could not have existed without the training, but in other courses the skills are more general -- a worker might have been an excellent counsellor, team leader, delegator, etc., even without training. Another topic for the workshop.

6. Do we want to distinguish between acceptable and quality performance for some indicators? Will we need a rating scale -- % of procedure correctly done or questions answered, etc.? Another workshop topic.

What is being measured/observed
K : knowledge
A : attitude
S : skill (application)
E : effect

Name of Course: Family Planning Clinical Service Course (refresher)

	O	PM/I	R	CI	C	S
Objective 1: To improve the family planning counselling being provided by paramedics						
Indicators:						
-1 application of the GATHER approach	X	X		X		
-2 use of IEC materials, models & diagrams during counselling	X			X		
-3 review of informed consent form	X		X	X		
-4 allows the client to ask questions; responds to client questions	X			X		
-5 maintains client confidentiality	X	X				
-6 increase continuation rates			X			X
Objective 2: To improve the family planning clinical service delivery provided by the paramedics						
Indicators:						
-1 knowledge of indications & contraindications of all FP methods	X	X	X		X	
-2 knowledge of the management of the possible side effects & complications of each methods	X	X	X		X	
-3 proper client screening (history, general physical exam, pelvic exam)	X	X	X		X	
-4 IUD insertion technique	X				X	
-5 management of simple gynecological problems	X	X	X		X	
-6 injection pushing technique	X				X	
-7 delivery of antenatal care	X	X	X			
-8 accuracy and completeness of client records	X		X			
-9 increased continuation rates			X			X
-10 decreased complication rates			X			X
-11 increased client satisfaction				X		

Name of Course: <u>Family Planning Clinical Service Course (refresher)</u>

METHODS:	O	PM/I	R	C I	C	S
Objective 3: To improve infection prevention practices by paramedics						
Indicators:						
- proper decontamination soiled instruments	X	X				
- adequate cleaning & washing of soiled instruments	X	X				
- high-level disinfection <u>or</u> sterilization of instruments	X	X				
- proper disposal of used needles & syringes	X	X				
- proper waste disposal	X	X				
Objective 4: To improve the general management of the clinic						
Indicators:						
- all required equipment available & functioning correctly	X					X
- all required supplies available	X					X
- adequate space to provide services	X					
- IUD insertion table available	X					
- IEC materials, models and diagrams available for client counselling	X	X				
- lighting, toilets facilities, running water & waste disposal available	X	X			X	
- adequate staff to provide services	X	X			X	
- use of referral site for VSC & complications		X	X			
- knowledge of responsible of a clinic manager		X				

KEY:

O - observation
PM/I - paramedic, manager interview
R - record review
CI - client interview
C - checklist
S - survey

Name of Course: Basic Training of Field Workers

METHODS:	Q	I	O	R	C	FGD
Objective 1: Able to make list of tasks **Indicators:** - tasks are listed properly		X				
Objective 2: Able to prepare and use the workplan **Indicators:** - workplan is prepared and used correctly		X	X	X		
Objective 3: Able to describe the techniques of effective communication **Indicators:** - communication techniques are being used effectively		X	X			X
Objective 4: Able to follow the steps of counselling (GATHER) **Indicators:** - steps of counselling being followed		X	X			
Objective 5: Able to identify the appropriate methods for eligible couples of reproductive age **Indicators:** - proper client selection criteria is being followed		X	X	X	X	

Name of Course: Basic Training of Field Workers

METHODS:	Q	I	O	R	C	FGD
Objective 6: **Able to explain the necessary conditions of pre & post-natal care**						
Indicators:						
5 - % pre & post-natal service are being provided on time		X	X	X		X
Objective 7: **Able to identify high risk pregnant mothers**						
Indicators:						
5 - % sign and symptoms of high risk pregnancy is being observed		X	X	X	X	
Objective 8: **Able to explain the prerequisites of a safe delivery**						
Indicators:						
3 - % mothers are able to mention the items required for a safe delivery		X	X			X
Objective 9: **Able to identify, prevent & manage common diseases**						
Indicators:						
3 - % mothers are taking care of common diseases		X	X	X	X	
Objective 10: Able to identify the hazards of the six fetal diseases and motivate mothers for immunization						
Indicators:						
- % number of immunized children & mothers increases			X	X		

Name of Course: Basic Training of Field Workers

METHODS:	Q	I	O	R	C	FGD
Objective 11: Able to encounter the prevailing rumors against the FP/MCH program						
Indicators:						
- 1 rumors are being encountered effectively		X	X			X
Objective 12: To act as a leader in the community						
Indicators:						
- 1 community support is increased		X	X			X
Objective 13: Able to prepare & submit reports on time and able to maintain records properly						
Indicators:						
- 1 performance reports are being prepared correctly and submitted on time				X		
- 2 performance records are being maintained as per standard				X		
Objective 14: Able to explain the criteria of quality service and achieve targets						
Indicators:						
- 1 targets are being achieved				X		
- 2 number of acceptors of low parity couples increases				X		
- 3 number of drop outs decreases				X		
- 4 number of side effects decreases				X		

Name of Course: Refresher Course on Supervision & Monitoring

METHODS:	Q	I	O	R	C	FGD
Objective 1: Able to identify appropriate method for client						
Indicators:						
S - 1 proper client selection criteria (checklist) is being followed		X	X	X	X	
Objective 2: Able to describe pre-natal, natal and post-natal care of mother & child and able to identify high risk pregnant woman						
Indicators:						
S - 1 pre-natal, natal, and post-natal services are being provided		X	X	X		
S - 2 high risk pregnant mothers are being identified, referred and followed-up			X	X	X	
Objective 3: Able to describe the techniques of effective communication						
Indicators:						
K - 1 effective communication techniques being listed			X			
S - 2 communication techniques being used effectively		X	X			X
Objective 4: Able to motivate staff to achieve their target						
Indicators:						
- 1 targets are being achieved		X		X	X	

Name of Course: Refresher Course on Supervision & Monitoring

METHODS:	Q	I	O	R	C	FGD
Objective 5: Able to follow the steps of counselling (GATHER)						
Indicators:						
S -1 steps of GATHER are being followed		X	X			
Objective 6: Able to maintain & lead a team						
Indicators:						
S -1 appropriate leadership style is being followed		X	X	X		
S -2 team spirit being prevailed among the staff		X	X			
Objective 7: Able to implement and use a supervisory checklist properly						
Indicators:						
S -1 checklist being used for supervision		X	X	X		
S -2 feedback is given properly			X	X		
E -3 corrective measures are being taken when required			X	X		
Objective 8: Able to describe the principles of delegation						
Indicators:						
S -1 principles of delegation are being followed		X		X		

Name of Course: Refresher Course on Supervision & Monitoring

METHODS:	Q	I	O	R	C	FGD
Objective 9: Able to identify core problem and take appropriate decision						
Indicators:						
- 1 concerned staff are participating in identifying and analyzing the problem systematically		X	X			
- 2 concerned staff are being participated in the decision making process and execute the decision		X	X			
Objective 10: Able to prepare and use workplan						
Indicators:						
- 1 workplan is being followed and used effectively			X		X	
~~- 2 team spirit being prevailed among the staff~~						
Objective 11: Able to implement and use a supervisory checklist properly						
Indicators: Same as Objective 7						
- 1 checklist being used for supervision		X	X	X		
- 2 feedback is given properly			X	X		
- 3 corrective measures are being taken when required			X	X		
Objective 12: Able to develop K/S/A of the workers						
Indicators:						
- 1 on the job training is being organized when appropriate		X		X		
- 2 performance is being evaluated regularly		X		X	X	
- 3 institutional training is being proposed when required				X		

Name of Course: Refresher Course on Supervision & Monitoring

METHODS:	Q	I	O	R	C	FGD
Objective 13: Able to encounter prevailing rumors						
Indicators:						
- 1 rumors are being encountered effectively		X		X		X
Objective 14: Able to mobilize the local resources for achieving sustainability of the organization						
Indicators:						
- 1 collection of service charge is being increased				X		
- 2 number of clients paying (for among the staff)? service charge has increased			X	X		
- 3 cooperation & involvement of community people being increased				X		X
Objective 15: Able to prepare, analyze and submit reports on time and able to maintain records properly						
Indicators:						
- 1 performance reports are being submitted on time				X		
- 2 performance is being analyzed and feedback is provided				X		
- 3 performance records are being maintained as per standard		X	X	X		

Name of Course: <u>Refresher Course on Management</u>

METHODS:	Q	I	O	R	C	FGD
Objective 1: Able to prepare action plan						
Indicators:						
-1 action plan prepared				X		
Objective 2: Able to coordinate with different activities of the organizations, staff, committees, government officials and other NGOs						
Indicators:						
-1 regular staff meetings held		X	X	X		
-2. participate in GOB & NGO meetings				X		
Objective 3: Able to describe the mode of action, contraindications, complications, side-effects & management of available family planning methods						
Indicators:						
-1 lapses in contraceptive service delivery are being identified		X		X	X	
Objective 4: Able to describe the standard requirements of a family planning clinic						
Indicators:						
-1. clinic is maintained as per standard		X	X		X	

Name of Course: Refresher Course on Management

	Q	I	O	R	C	FGD
METHODS:						
Objective 5: Able to describe pre-natal, natal & post-natal care of the mother & child and able to identify high risk mothers						
Indicators:						
S - 1 pre-natal, natal and post-natal services are being provided		X	X	X		
S - 2 high risk mothers are being identified, referred and followed-up		X		X	X	
Objective 6: Able to implement and use supervisory checklist properly						
Indicators:						
S - 1 checklists being used for supervision		X	X	X		
S - 2 feedback given		X		X		
S - 3 corrective measures are being taken as required		X		X		
Objective 7: Able to describe the principles of delegation						
Indicators:						
S - 1 principles of delegation are being followed		X		X		
Objective 8: Able to describe the techniques of effective communication						
Indicators:						
K - 1 effective communication techniques listed		X				
S - 2 effective communication techniques being used		X	X			X
Objective 9: Able to motivate staff to achieve their target						
Indicators:						
- individual target is being achieved & standard maintained			X	X	X	

Name of Course: Refresher Course on Management

	METHODS:	Q	I	O	R	C	FGD
	Objective 10: Able to follow the steps of counselling						
	Indicators:						
5	-1 steps of counselling being followed		X	X			
3	-2 dropout rates are reduced				X		
	Objective 11: Able to maintain & lead a team						
	Indicators:						
5	-1 appropriate leadership style is being followed		X	X	X		
5	-2 team spirit is being prevailed among the staff		X	X			
	Objective 12: Able to build the knowledge, skills & attitude of the staff						
	Indicators:						
5	-1 on the job training is being organized		X		X		
5	-2 performance is being evaluated regularly		X		X	X	
5	-3 institutional training is being arranged as per training plan				X		

Name of Course: <u>Refresher Course on Management</u>

METHODS:	Q	I	O	R	C	FGD
Objective 13: Able to identify the core problem and take appropriate decision						
Indicators:						
-1 concerned staff are participating in identifying and analyzing the problem systematically		X		X		
-2 concerned staff are participating in the decision making process		X		X		
Objective 14: Able to mobilize the local resources for achieving sustainability of the organization						
Indicators:						
-1 collection of service charge				X		
-2 number of client spaying service charge is increased			X	X		
-3 cooperation & involvement of the community people in implementing the project is increasing				X		X
Objective 15: Able to manage the budget						
Indicators:						
-1 financial records, reports & balance sheet maintained correctly				X	X	
-2 financial audit identified less than four problems				X		
Objective 16: Able to manage staff as per approved policy						
Indicators:						
-1 service rule is being followed		X		X		
-2 staff is being recruited		X		X		
-3 performance is being reviewed periodically		X		X		

Name of Course: <u>Refresher Course on Management</u>

METHODS:	Q	I	O	R	C	FGD
Objective 17: Able to prepare, analyze and submit reports on time and able to maintain records properly						
Indicators:						
s - 1. performance reports are being prepared and submitted on time				X		
s - 2 performance is being analyzed and feedback is given				X		
s - 3. performance records are being maintained as per standard		X	X	X		

CLINICAL SERVICE REFRESHER COURSE

Indicators for Objective 1

1-4: Excellent demonstrations of skills, easy to observe or determine on interview.

5: Hard to determine. How would you know if she **didn't** maintain confidentiality?

6: This is a possible effect or result of the application of skills. Might it be beyond the control of the paramedic? Are there external factors that might get in the way? If not, this would be a good indicator.

Indicators for Objective 2

1-2: Is knowledge enough, or do you want to try to find out whether the paramedic is communicating her knowledge to the clients? Much easier to test for knowledge, but it may not tell you what you want to know.

3-8: These are generally useful indicators **if** there are clear written standards for each procedure. On #5, it is important to spell out the precise problems being considered and the standards for each.

9-10: These are some possible effects of acceptable performance but, as with other effects, there may be external factors beyond the control of the paramedic.

11: This indicator is closer to actual performance than 9 and 10 and might be useful if more specific -- what might you ask the client to get at the most important elements of the paramedic's performance?

Indicators for Objective 3

1-5: OK, but spell out standards that indicate "proper" and "adequate" techniques.

Indicators for Objective 4

1-7: Are these really management? Some may be beyond the control of the paramedic. Maybe they should be restated to reflect responsibility for **maintaining** whatever is there, rather than for being sure that everything is there in the first place.

8: OK if details are specified.

9: Although this is just knowledge, it may be a useful indicator if seen as the first step in the paramedic's performance. Is there a checklist or manual of responsibilities against which to check her responses? You could get the responses through an interview as you have suggested and follow it up with observation to see the extent to which she is carrying out the listed responsibilities.

REFRESHER COURSE ON MANAGEMENT

Indicator for Objective 1

1: Good indicator. Do you want to go further, judge the quality of the action plan and look at the extent to which it is actually being used by the staff?

Indicators for Objective 2

1-2: These indicators might provide another occasion to look at the quality of the staff meetings and of the manager's participation in other meetings. Just holding or attending a meeting is good, but to make solid contributions is a better indicator of the ability to coordinate.

Indicator for Objective 3

1: This indicator doesn't seem to match the objective -- the objective is about knowledge, the indicator is about skills in another area.

Indicator for Objective 4

1: Again the objective is about knowledge, while the indicator is about skills and performance. It's a good performance indicator; maybe the objective is too limited!

Indicators for Objective 5

1-2: Same as for Objective 4.

Indicators for Objective 6

1-3: Good indicators. But it might be better to define using the checklist "properly." Is it possible to use the checklist improperly or incorrectly? How would you know? Does the manager actually use the supervisory checklist?

Indicator for Objective 7

1: Same as for Objective 4. Need to spell out the principles of delegation.

Indicators for Objective 8

1: This is knowledge; it fits the objective.

2: This is skill; doesn't fit the objective but is a good indicator of actual performance.

Indicator for Objective 9

1: This may be a good indicator: it is an effect but closely linked to the manager's skills. The only question is whether there might be occasions where the manager used all the appropriate motivational techniques but outside factors prevented staff from achieving their targets -- for example, targets might be unrealistic or staff member might have personal problems that the manager can't resolve. If this is the case, the indicator might not fairly judge the manager. The part about "standard maintained" isn't clear.

Indicators for Objective 10

1: Is the manager supposed to use counselling techniques? (It's a wonderful idea, but many management courses fail to emphasize that the manager is a counsellor to his/her staff.)

2: An effect; manager may be an excellent counsellor to his/her staff but dropout rates might not be reduced for other reasons, including performance of field staff, inadequate client follow-up, or some community event -- none of which depends on the manager's counselling skills.

Indicators for Objective 11

1: Good indicator if there are written criteria for the desired style of leadership.

2: Are there criteria for observing team spirit?

Indicators for Objective 12

1-3: Good indicators, if #1 and #3 reflect actual staff needs, and if #2 includes procedures for helping staff members improve their performance.

Indicators for Objective 13

1-2: Nice performance indicators, but they don't match the objective. They have more to do with leadership, delegation, team spirit, and motivation than with manager's ability to identify and solve core problems.

Indicators for Objective 14

1-3: These are effects, but they are so closely related to manager's skills that they seem like good potential indicators. For #1, is there any desired standard for the % of people paying the service charge? For #2, is there a desired rate of increase? For #3 you would need a set of events or activities that would demonstrate increased community involvement.

Indicators for Objective 15

1-2: Good indicators. For #2, how did you settle on 4 problems as acceptable? Does this number hold whether the problems are large or small?

Indicators for Objective 16

1-3: Good indicators if the policies and procedures are clearly written.

Indicators for Objective 17

1 and 3: These are written as "performance" reports. Does that mean individual performance or project activities and achievements?

2: Doesn't fit this objective.

REFRESHER COURSE ON SUPERVISION AND MONITORING

Indicator for Objective 1

1: Good indicator if applied to each new client.

Indicators for Objective 2

1-2: This objective is about knowledge, while the indicators are about skills and performance. It's a good performance indicator; maybe the objective is too limited.

Indicators for Objective 3

1: This is knowledge; it fits the objective.

2: This is skill; doesn't fit the objective but is a good indicator of actual performance.

Indicator for Objective 4

1: This may be a good indicator: it is an effect but closely linked to the supervisor's skills. The only question is whether there might be occasions where the supervisor used all the appropriate motivational techniques but outside factors prevented staff from achieving their targets -- for example, targets might be unrealistic or staff member might have personal problems that the manager can't resolve. If this is the case, the indicator might not fairly judge the supervisor.

Indicator for Objective 5

1: Good indicator.

Indicators for Objective 6

1: Good indicator if there are written criteria for the desired style of leadership and if team leadership is really part of the supervisor's job.
2: Are there criteria for observing team spirit?

Indicators for Objective 7

1-3: Good indicators. It might be useful to replace the word "properly" with the guidelines for effective feedback.

Indicator for Objective 8

1: The objective is about knowledge, while the indicator is about skills and performance. It's a good performance indicator; maybe the objective is too limited.

Indicators for Objective 9

1-2: The indicators are effects which are not really directly related to the ability of the supervisor to identify problems and make decisions. Besides, what is an "appropriate" decision? This is a place where the course objective may be too narrow and the indicators are closer to what you really want to see in the field. If you keep these indicators, they might be better phrased in terms of the supervisee rather than of "concerned staff" in general.

Indicator for Objective 10

1: Good indicator as long as you spell out the criteria for "effective" use of workplan. (Second indicator was clearly not intended to be here.)

Indicators for Objective 12

1-3: Good indicators, if #1 and #3 reflect actual staff needs, and if #2 includes procedures for helping staff members improve their performance.

Indicator for Objective 13

1: Good indicator if you define "effectively." What would you hope to see if the supervisor is meeting this objective?

Indicators for Objective 14

1-3: (Is this really the job of the supervisor? How do her responsibilities differ from those of the manager in this area (see Objective 14 in Refresher Course on Management). At any rate, these are effects, but they are so closely related to skills that they seem like good potential indicators. For #1, is there any desired standard for the % of people paying the service charge? For #2, is there a desired rate of increase? For #3 you would need a set of events or activities that would demonstrate increased community involvement.

Indicators for Objective 15

1-3: Good indicators.
2: Doesn't fit this objective.

BASIC TRAINING OF FIELD WORKERS

We thought you were looking at the refresher course. Are there big differences between the two courses? Let's discuss this in the workshop.

Indicator for Objective 1

1: Good indicator if you spell out the criteria for listing the tasks "properly."

Indicator for Objective 2

1: Good indicator; spell out criteria for "correctly."

Indicator for Objective 3

1: The objective is about knowledge, but the indicator is about skill. Which do you want to measure or observe? Spell out criteria for "effectively."

Indicator for Objective 4

1: Good indicator.

Indicator for Objective 5

1: As in Objective 3, the objective is about knowledge and the indicator about skill. Whichever you choose, spell out criteria for "appropriate" or "proper."

Indicator for Objective 6

1: The indicator doesn't match the objective; a field worker may be able to explain the conditions without providing the required services.

Indicator for Objective 7

1: Again, objective is about knowledge and indicator about skill.

Indicator for Objective 8

1: Objective describes the skill of the field worker; the indicator is an effect of that. To use this indicator, you must feel sure that if the worker explains the prerequisites every mother will be able to repeat the information. If this is true, it is a good indicator.

Indicator for Objective 9

1: As in Objective 8, the objective is about the worker's skill in managing diseases and the indicator is about the behavior of the mothers. There may be many other factors that prevent some mothers from following through, even if the worker can take care of common diseases.

Indicator for Objective 10

This objective should really be two separate objectives; a worker might be able to do either one without doing the other.

1: This indicator is an effect, related to the second part of the objective (motivating mothers). It may be a good indicator **if** you are convinced that numbers of immunizations are completely dependent on the worker's skills as a motivator.

Indicator for Objective 11

1: To assess this indicator would require examples of rumors and ways in which the worker responded to them. How will you know if she has done it "effectively"?

Indicator for Objective 12

1: This is an effect closely linked to the skill. Could be a good indicator if you can find concrete examples of increased community support.

Indicators for Objective 13

1-2: Good indicators, if there are criteria for "correctly" prepared performance reports.

Indicators for Objective 14

As in Objective 10, this should really be 2 objectives. It may take very different skills to explain quality service and to achieve targets.

1: A good indicator of the second part of the objective.

2-4: These are effects, all related to the second part of the objective. They are good indicators **if** you are convinced that achieving them is completely dependent on the skills of the worker and there are no external factors that could get in the way. Do you want to specify the amount of increase and decrease that would indicate acceptable performance? Is there an amount that would indicate superior performance?

ANNEX D

FIELD SITES AND VISITING TEAMS

Fieldworkers' Basic Course

Sites: CWFP Gandaria FP Unit
Population Crisis Committee FP Unit

Visiting teams: Nurem Nahar Ahmed, Syeda Ferdous Ara, Zargina Khanam, Sultana Shely, Nargis Sultana

Supervisors' Refresher Course

Sites: Vawal Samaj Kallayan Sangstha Project, Gazipur
Swarnirvar FP Project, Savar Thana

Visiting teams: Kamrul Hossain, Sakeba Khatun, Abdus Salam, Shamima Hasan (2nd visit)

Managers' Refresher Course

Sites: Vawal Samaj Kallyan Sangstha Project, Gazipur
Swarnirvar FP Project, Savar Thana

Visiting teams: Gitali Badrunnessa, Mamataz Begum, Anwarul Islam, Aziziur Rahman Molla, Roxana Parveen

Paramedics' Course

Sites: CWFP Base Clinic
Unit # 2, Bakhsi Bazaar

Visiting teams: Dr. Selina Ahmed, Dr. Najmus Sahar Sadiq (James Griffin and Dr. Sukanta Sarker were also members of the team, but because they were men, were prohibited from observing trainees conducting clinical procedures).

ANNEX E

TASKS, INDICATORS AND DATA COLLECTION METHODS

Notes:

1. The following indicators are listed in summary form; for each indicator the teams have defined the specific standards and criteria to be used for measuring or observing compliance.

2. Whatever the primary data collection method, all visits involve considerable interviewing. The visits begin with explanatory and information-gathering interviews and end with some discussion of findings. In most cases, record reviews, observations, and tests are fleshed out with supplementary interviews.

Fieldworkers' Basic Course

Task 1: Education and communication

Indicator 1: All steps of "GATHER" are followed (observation, client interviews)
Indicator 2: Field guide used (observation)

Task 2: Recruitment of new clients, follow-up of old clients

Indicator 1: Clients know correct FP messages (client interviews)
Indicator 2: Number of home visits made as per workplan (record review)

Task 3: Referral for FP and MCH services

Indicator 1: Number of clients referred for clinical services (record review)
Indicator 2: Field worker knowledge about immunization schedule (test)

Task 4: Management of side effects and complications of contraceptives

Indicator 1: Field worker can identify side effects and complications from case description (test)
Indicator 2: Field worker can determine when to refer client for medical action from case description (test)

Task 5: Record-keeping

Indicator 1: Performance reports are being prepared as per standards and submitted on time (record review, possibly supervisor interviews)
Indicator 2: Performance records are maintained as per standards (record review, possibly supervisor interviews)

Supervisors' Refresher Course

Task 1: Staff evaluation and development

Indicator 1: Evaluation checklist is being used (record review)
Indicator 2: On-the-job training is being provided (record review, possibly supervisor interviews)

Task 2: Monitoring of field workers' performance against targets

Indicator 1: Monitoring tools are being used (record review, possibly field worker interviews)
Indicator 2: Feedback and follow-up are being provided (record review, possibly field worker interviews)

Task 3: Record-keeping and reporting

Indicator 1: Records are being maintained (record review)
Indicator 2: Reports are checked, compiled, and submitted on time (record review)

Task 4: Contraceptive logistics management

Indicator 1: Contraceptives are being collected and distributed on a timely basis[1]
Indicator 2: Service charges are being collected as per distribution (record review)

[1]The group planned to revise this indicator after our visit.

Task 5: Problem identification and solution

Indicator 1: Problems are being identified (record review, possibly field worker/NGO coordinator interviews)
Indicator 2: Problem-solving processes are being followed[2]

Managers' Refresher Course

Task 1: Supervision

Indicator 1: Checklist used by project manager/supervisor in every visit (record review)
Indicator 2: Corrective measures are taken for every discrepancy (record review)

Task 2: Resource mobilization for sustainability

Indicator 1: 50% of clients are paying service charges (record review)
Indicator 2a: Community leaders provide accommodations for organizing group meetings (interview)
Indicator 2b: Community leaders provide land/buildings for satellite clinics and other project enterprises (interview)

Task 3: Preparation of action plan

Indicator 1: Monthly workplans being prepared and followed accordingly (record review)
Indicator 2: Workplans developed including all components as taught in the course

Task 4: Staff development

Indicator 1: Yearly training plan prepared for each staff member on the basis of need (record review)
Indicator 2: Training plan carried out as designed (record review)

Task 5: Coordination with local government and other service centres

Indicator 1: Attendance at monthly FP coordinating meeting (record review)
Indicator 2: Visits to adjacent FWC satellite clinic during planned visits to service points (record review)

---

[2]This indicator was extensively debated in the workshop; its feasibility will be assessed during the upcoming field visits.

Paramedics' Course

Task 1: Counselling

Indicator 1: Application of GATHER approach (observation)
Indicator 2: Use of IEC materials, models, and diagrams during counselling (observation)

Task 2: Screening

Indicator 1: Knowledge of indications and contraindications for all FP methods available in Bangladesh (test)
Indicator 2: Performance of clinical and screening exam as per standards (observation)

Task 3: Provision of clinical services

Indicator 1: IUD insertion technique according to standards (observation)
Indicator 2: Injection pushing technique according to standards (observation)

Task 4: Asepsis maintenance

Indicator 1: Decontamination of soiled instruments according to standards (observation)
Indicator 2: High-level disinfection of instruments (e.g., boiling) (observation)

Task 5: General management of clinic

Indicator 1: All required equipment and supplies as per standards (observation)
Indicator 2: Facilities for providing services as per standards (observation)

ANNEX F

SELECTED WORKSHOP PRESENTATIONS AND HANDOUTS

1. Evaluation Instruments
2. Helpful Hints for Interviewing
3. Observation Guidelines
4. Performance Analysis Instrument
5. Suggested Form for Aggregating and Reporting Findings

EVALUATION INSTRUMENTS

TYPE OF INSTRUMENT	HOW IT IS ADMINISTERED	WHAT IT LOOKS AT
Questionnaire	Written or oral	Attitudes, opinions
Test	Written or oral Demonstration	Knowledge Skill
Interview (individual or group)	Oral	Attitudes, opinions, experience, reported performance
Observation	Watch, record	Performance, skill
Records	Review	Performance

HELPFUL HINTS FOR INTERVIEWING

What is an interview?

- An interview is a method for collecting data, for individuals or groups, by asking questions about *experience, attitudes, opinions, and self-reported behavior.*

- It is always administered orally, either in person or on the telephone.

- It does **not** provide data on knowledge or skills; you can evaluate those categories of data through tests and demonstrations.

- Nor does it provide data on actual behavior; you can evaluate that through observation.

Recommended sequence of interview questions

1. Factual questions about *current personal experience, behavior* (what person does, elements of job, etc.).

2. Factual questions about *past personal experience, behavior* (work and training history, memories of course content, experience in trying to apply course learnings back on the job, etc.)

3. Questions of *attitudes, opinions* (how respondent would rate the value of the training course re: content, methodology, course management, etc.).

4. Questions of *feeling* (respondent's personal, emotional response to course and its application on the job; parts liked most/least and why, how it has affected self-confidence, etc.).

Use of language in questioning

1. Include many *open-ended questions*: questions that allow respondent to answer freely in his/her own way without interviewer putting words or ideas in his/her mouth ("What was it like?" rather than "Did you enjoy it?").

2. Use *words respondent understands*, common terms, expressions s/he would use.

3. *Limit number of "yes" or "no" questions* that tend to close off responses.

4. Use *different types of questions* to keep interview lively and interesting.

5. Include *only one idea in each question* ("1. What were the strengths of the course?" 2. "What were the weaknesses of the course?" rather than "What were the strengths and weaknesses of the course?").

6. Avoid expressing approval or disapproval of what you hear: stay *neutral but interested*.

Probing: helping respondent give fuller, more complete, clearer responses

1. Ask for *details* (who, what, when, where, how?)

2. Use body language, *non-verbal communication* (give eye contact, lean forward, nod, etc.).

3. Use *verbal encouragement* ("Can you explain that a bit more?" "I'm beginning to get the idea." "That's helpful; can you tell me more about it?").

4. Ask for *examples* to illustrate or clarify general statements.

Keeping control of the interview

1. Keep clearly in mind *what you want to learn* so you can distinguish appropriate vs. inappropriate responses.

2. Ask only *relevant questions* that will tell you what you need to know.

3. If respondent wanders, *interrupt*, politely but firmly, to bring him/her back to the point ("Let me stop you for a minute: I'd like to return to what you were discussing earlier").

In general:

If possible, let one person ask questions, the other take notes.

!!ABOVE ALL, LISTEN, LISTEN, LISTEN!!

STEPS IN DESIGNING AN EFFECTIVE INTERVIEW

1. Devise an interview form which lists the basic questions to be asked and provides room for the note-taker to write responses

2. Try out the interview on several respondents and analyze their responses to see if you have indeed learned what you intended to. If possible, have other interviewers test the form and compare your experiences and results.

3. Revise and re-test till you are satisfied that the instrument is telling you what you need to know

4. Train the interviewers in the interview process, emphasizing techniques for probing, collecting and summarizing information.

5. Give clear instructions to the respondent, including:

   - introduction of interviewers
   - purpose of the interview
   - how the information gathered will be used.

6. Administer the interviews according to a plan and schedule. Remember that your visit affects the workdays of those you interview. Giving them plenty of notice and sticking to the agreed schedule will increase their willingness to cooperate and your likelihood of thoughtful, meaningful responses.

OBSERVATION GUIDELINES

Definition: A method for collecting data which involves ***systematically*** watching and recording ***selected*** aspects of behavior and activities ***in the setting in which they occur.*** The observation method is used to collect data to evaluate performance or capability.

Process: (The following information was generated by the participants specifically for the observations of trainees.)

Before	During	After
Prepare observation guide.	Put trainee at ease.	Review notes.
Ring/write to tell people you are coming.	Explain purpose and process.	Compile and analyze findings.
Practice (familiarize yourself with the guide).	Check off items on observation guide.	Write report.
Estimate the time needed to plan and prioritize.	Record unobtrusively.	
Define roles of members of visiting team: who is going to do what	Introduce yourself to clients before walking in and ask their permission to observe their interaction with trainee.	
Limit the number of observers (the fewer the better).	Thank everyone.	

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Performance Analysis
FLOWCHART
and
Performance Analysis
WORKSHEET

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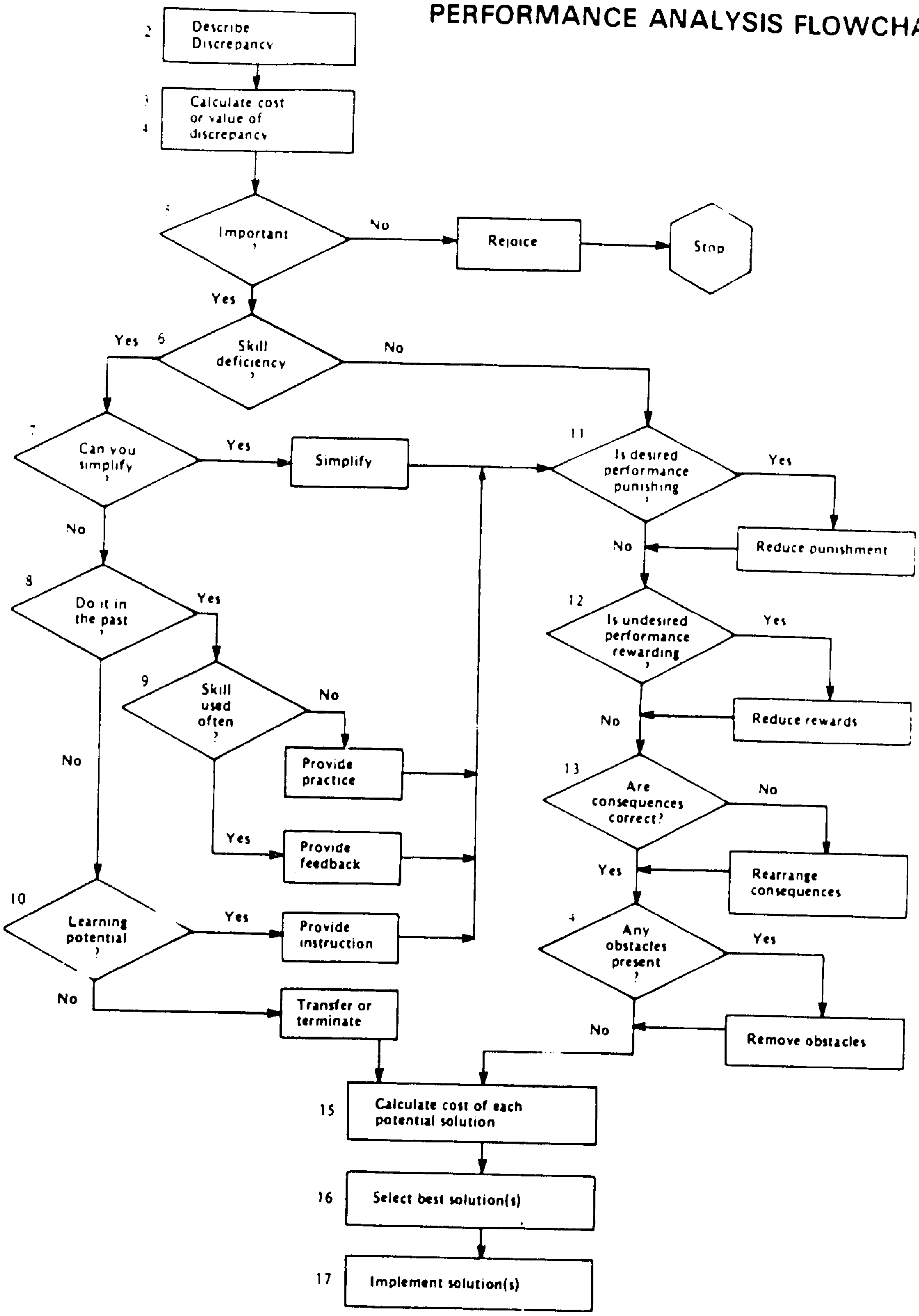
PERFORMANCE ANALYSIS FLOWCHART



PERFORMANCE ANALYSIS WORKSHEET

Answer each of the items below that pertain to your problem. *Put a checkmark in the box beside each potential solution indicated by your analysis.*

1 What is the job or title of the person whose performance (or lack of it) you are concerned with? ______________________________

2 Be specific. Exactly what is it that you are dissatisfied with?

SHOULD: What should they be doing?

____

____

____

ACTUAL: What actually is happening?

____

____

____

Go to 3

3 What is the estimated cost or value of the discrepancy?

What is the discrepancy costing you each year in terms of:

time lost ______________________________

money lost ______________________________

material waste scrap ______________________________

equipment damage ______________________________

lost business ______________________________

customer impact ______________________________

amount of work completed ______________________________

accuracy of work completed ______________________________

accidents (or potential damage) ______________________________

duplicated efforts ______________________________

added insurance premiums ______________________________

extra supervision ______________________________

other costs ______________________________

Total estimated annual cost = ______________________________

Go to 4

4 Were you able to assign a cost or value to the discrepancy?

YES → Go to 5

NO → Then complete this sentence. If the discrepancy were ignored (allowed to continue) the serious results would be that:

____

____

____

____

Go to 5

5 Now be honest. Is this discrepancy really worth doing something about?

NO → Go to 18

YES → Go to 6

6 You have a discrepancy worth doing something about. Now try to discover what causes the discrepancy.

Could they do it if their lives depended on it?

YES → Go to 11

NO, or NOT SURE → Go to 7

7 They can't do what you expect of them. There is a skill deficiency. Can you avoid training by simplifying the task or job? Could you change the job, the tools, the labels, the forms, the requirements? Can you provide job aids?

CHECK HERE

YES → Potential solution: Simplify ☐

Describe the simplifications.

____

____

____

____

Go to 11

NO → Go to 8

8 Could they perform well enough in the past to satisfy you? Did they used to know how to do it?

YES → Go to 9

NO → Go to 10

9 Is the skill used often?

CHECK HERE

NO → Potential solution: Provide practice ☐

How can you provide more frequent practice?

____

____

Go to 11

YES → Potential solution: Provide feedback ☐

How can you provide periodic feedback?

____

____

Go to 11

10 Do you think your non-performers could learn to perform as desired? Do they have the potential to learn what's needed?

YES → Potential solution: Instruction ☐

Go to 11

NO → Potential solution: Transfer or terminate ☐

Go to 16

11 Consider the situation from the point of view of those doing it right. List all the consequences to them when they perform as desired (do it right)

Are any of these consequences PUNISHING to them?

CHECK HERE

YES → Potential solution: Remove punishment

How can you reduce or eliminate the punishing aspects of desired performance?

NO → Go to 12

12 List all the consequences to your performers when they DON'T perform as desired (i.e., when they do it wrong)

Are any of these consequences REWARDING to them?

YES → Potential solution: Remove rewards

How can you reduce or eliminate the rewards for undesired performance?

NO → Go to 13

13 Review the consequences you described for items 11 and 12.

Write some ways you can make it matter MORE to them whether they do it right or wrong.

How can you make their world brighter when they do it right?

(1) ______________________

(2) ______________________

(3) ______________________

How can you make their world dimmer when they do it wrong?

(1) ______________________

(2) ______________________

(3) ______________________

Go to 14

14 Are there any real obstacles to performing as desired?

YES → Potential solution: Reduce obstacles

Name each obstacle and describe at least one way of reducing each one.

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Go to 15

NO → Go to 15

15 Now review the items you have checked and the potential solutions you have described. (a) List all potential solutions and the approximate annual cost of each, and (b) add additional ideas if they arise. *Note:* your solutions should do something about all the items you checked.

SOLUTIONS	APPROXIMATE COST OF SOLUTIONS
1. ______________________	____________
______________________	____________
2. ______________________	____________
______________________	____________
3. ______________________	____________
______________________	____________
4. ______________________	____________
______________________	____________

16 Describe the best solution or combination of solutions. (*Note*: the solution should cost less than the problems.)

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17 Describe how the solution will be implemented. (a) Who will initiate the changes? (b) How will they be introduced? (c) How will proper application of the solution be maintained (reinforced)?

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END

18 Good for you! Your ability to recognize a problem too small to bother about shows significant sophistication on your part. Now either move on to another problem, or go enjoy yourself.

SUGGESTED FORM FOR AGGREGATING AND REPORTING FINDINGS

Course:

Task:

Indicator:

Trainee	Met standards	Did not meet standards	Reasons for not meeting standards
1.			
2.			
3.			
4.			
5.			
etc.			
Total:	Total:	Total:	