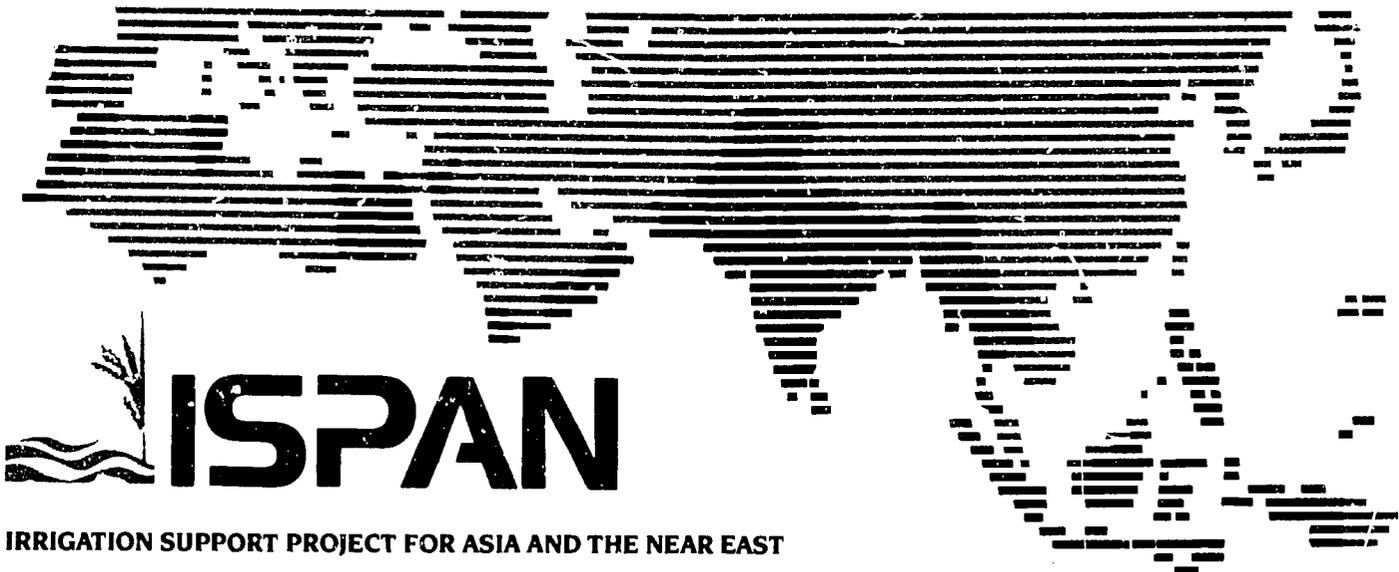


**TRAINING AND  
ORGANIZATIONAL DEVELOPMENT ASSISTANCE  
FOR THE NATIONAL IRRIGATION ADMINISTRATION  
OF THE PHILIPPINES**

**Final Summary Report  
on Three Training-of-Trainer Workshops  
and Organizational Assistance**

ISPAN Report No. 46



**ISPAN**

**IRRIGATION SUPPORT PROJECT FOR ASIA AND THE NEAR EAST**

Sponsored by the U.S. Agency for International Development



**IRRIGATION SUPPORT PROJECT FOR ASIA  
AND THE NEAR EAST**

ISPAN Technical Support Center  
Room 1001  
1611 North Kent Street  
Arlington, Virginia 22209-2111  
U.S.A.  
Phone: (703) 243-7911  
FAX: (703) 525-9137  
TELEX: 276532 ISPAN UR

**INTEGRATED IRRIGATION MANAGEMENT RESOURCES**  
**Camp Dresser & McKee International Inc. (Prime Contractor)**  
**CARE**  
**Cornell University**  
**Development Alternatives, Inc.**  
**Harza Engineering Company**  
**International Science and Technology Institute, Inc.**  
**Training Resources Group**  
**The University of Arizona**

**ISPAN Technical Report No. 46**

**TRAINING AND  
ORGANIZATIONAL DEVELOPMENT ASSISTANCE  
FOR THE NATIONAL IRRIGATION ADMINISTRATION  
OF THE PHILIPPINES**

**Final Summary Report  
on Three Training-of-Trainer Workshops  
and Organizational Assistance**

**Prepared for the U.S. Agency for International Development  
in Manila and the National Irrigation Administration  
in Quezon City, The Philippines  
under ISPAN Activity No. 725D**

**by**

**H.L. Jennings  
and  
Steven D. Joyce**

**February 1992**

**Irrigation Support Project for Asia and the Near East  
Contract No. ANE-0289-C-00-7044-00, Project No. 398-0289  
serving Asia and Private Enterprise Bureau and Europe and Near East Bureau  
U.S. Agency for International Development  
Washington, D.C. 20523**

# CONTENTS

|   |     |
|---|-----|
| ACRONYMS .....  | v   |
| ACKNOWLEDGMENTS .....                                 | vii |
| EXECUTIVE SUMMARY .....                               | ix  |
| <br>  |     |
| 1. INTRODUCTION AND BACKGROUND .....                  | 1   |
| 1.1 Background .....                                  | 1   |
| 1.2 Terms of Reference .....                          | 1   |
| 1.3 ISPAN Consultant Team .....                       | 2   |
| 1.4 Collaborative Approach .....                      | 2   |
| 1.5 Report Organization and Relevance .....           | 3   |
| 1.5.1 Overall Organization .....                      | 3   |
| 1.5.2 Relevance to NIA .....                          | 3   |
| 1.5.3 Relevance to Other Organizations .....          | 4   |
| <br>  |     |
| 2. TRAINING OF TRAINER WORKSHOPS .....                | 7   |
| 2.1 Introduction .....                                | 7   |
| 2.2 TOT Goals/Content .....                           | 7   |
| 2.2.1 TOT I .....                                     | 7   |
| 2.2.2 TOT II .....                                    | 8   |
| 2.2.3 TOT III .....                                   | 8   |
| 2.2.4 Summary of Design Flow .....                    | 9   |
| 2.3 TOT Approach and Design Considerations .....      | 10  |
| 2.3.1 Response to ISPAN Report No. 28 .....           | 10  |
| 2.3.2 Collaborative Planning and Implementation ..... | 11  |
| 2.3.3 Design Considerations .....                     | 11  |
| 2.4 TOT Outcomes and Products .....                   | 13  |
| 2.4.1 TOT I .....                                     | 13  |
| 2.4.2 TOT II .....                                    | 15  |
| 2.4.3 TOT III .....                                   | 15  |

|           |  |           |
|-----------|--|-----------|
| <b>3.</b> | <b>ORGANIZATIONAL DEVELOPMENT CONSULTATIONS AND WORKSHOP</b> | <b>17</b> |
| 3.1       | Introduction   | 17        |
| 3.2       | Response to TOT I  | 17        |
| 3.3       | WAC Central Level Consultations                              | 17        |
| 3.3.1     | Planning the Consultative Process                            | 17        |
| 3.3.2     | Central Office and TOT Consultation Interviews               | 19        |
| 3.3.3     | Presentation of Issues to Senior NIA Management              | 19        |
| 3.4       | WAC Regional Level Consultations                             | 20        |
| 3.5       | Tagaytay Organizational Development Workshop                 | 20        |
| 3.5.1     | Workshop Design Process                                      | 20        |
| 3.5.2     | Workshop Delivery  | 21        |
| 3.5.3     | Workshop Results   | 23        |
| 3.6       | Immediate Workshop Follow-Up                                 | 24        |
| 3.6.1     | TOT III Review of OD Workshop Results                        | 24        |
| 3.6.2     | NIA Executive Committee Follow-Up Meeting                    | 24        |
| <b>4.</b> | <b>REMAINING ISSUES TO BE ADDRESSED</b>                      | <b>27</b> |
| 4.1       | Introduction   | 27        |
| 4.2       | Training Management and Quality Control                      | 27        |
| 4.2.1     | Current Status   | 27        |
| 4.2.2     | Role and Membership of the National Training Core Group      | 28        |
| 4.2.3     | Role and Membership of the Regional Training Core Group      | 28        |
| 4.2.4     | TMDD's Current Capability                                    | 29        |
| 4.2.5     | Issues   | 29        |
| 4.3       | Leadership and Management Training                           | 30        |
| 4.4       | Needs Assessment Processes                                   | 31        |
| 4.5       | Training Methodology: The ELC Approach                       | 31        |
| 4.6       | Evaluation of Training Effectiveness                         | 32        |

|           |   |           |
|-----------|---|-----------|
| <b>5.</b> | <b>RECOMMENDATIONS</b>                            | <b>33</b> |
| 5.1       | Introduction                                      | 33        |
| 5.2       | NIA Vision for 1997                               | 33        |
| 5.2.1     | Help Everyone Own the NIA Vision for 1997         | 33        |
| 5.2.2     | Keep the Vision Prominent—Refer to It Often       | 33        |
| 5.3       | Training Management and Quality Control           | 34        |
| 5.3.1     | Enhance the In-House Capability of TMDD           | 34        |
| 5.3.2     | Fortify the NTCG and RTCGs                        | 34        |
| 5.3.3     | Elevate the Association of NIA Trainers (ANT)     | 35        |
| 5.4       | Leadership and Management Training                | 35        |
| 5.4.1     | Provide Management Skills Training                | 35        |
| 5.4.2     | Update Leadership and Management Training Content | 36        |
| 5.5       | Training Needs Assessment and the ELC Approach    | 37        |
| 5.5.1     | Develop Formal and Well-Managed TNA Processes     | 37        |
| 5.5.2     | Formulate ELC Policies and Review Strategies      | 38        |
| 5.5.3     | Utilize Resource Persons More Effectively         | 39        |
| 5.6       | Evaluation of Training Effectiveness              | 40        |
| 5.7       | In-Field TOT Follow-Up and Reinforcement          | 40        |
| 5.8       | Future Role of the TOT Graduates                  | 40        |

**APPENDIXES**

|           |  |           |
|-----------|--|-----------|
| <b>A.</b> | <b>Scopes of Work from USAID/Manila and ISPAN</b>                                  | <b>43</b> |
| <b>B.</b> | <b>Lists of Participants for TOT I, II, and III</b>                                | <b>49</b> |
| <b>C.</b> | <b>The Experiential Model and Design Components<br/>of an Experiential Session</b> | <b>53</b> |
| <b>D.</b> | <b>Observer’s Checklist for a Seven-Step Experiential Session</b>                  | <b>57</b> |
| <b>E.</b> | <b>NIA Vision for 1997</b>   | <b>61</b> |
| <b>F.</b> | <b>Overall Outputs of the Organizational Development Workshop</b>                  | <b>63</b> |

## **Acronyms**

|                |  |
|----------------|--|
| <b>AA</b>      | <b>Assistant Administrator</b>                                   |
| <b>AAP</b>     | <b>Accelerated Agricultural Production Project</b>               |
| <b>ANT</b>     | <b>Association of NIA Trainers</b>                               |
| <b>CO</b>      | <b>Central Office</b>  |
| <b>CORPLAN</b> | <b>Corporate Planning Group of NIA</b>                           |
| <b>ELC</b>     | <b>Experiential Learning Cycle</b>                               |
| <b>EXECOM</b>  | <b>Executive Committee (NIA Administrator and 4 AAs)</b>         |
| <b>FTO</b>     | <b>Farmer Training Officer (Regional IDD Staff)</b>              |
| <b>HRD</b>     | <b>Human Resources Development</b>                               |
| <b>IA</b>      | <b>Irrigators Association</b>                                    |
| <b>IDD</b>     | <b>Institutional Development Department</b>                      |
| <b>IDO</b>     | <b>Institutional Development Officer (IOW's new designation)</b> |
| <b>ISPAN</b>   | <b>Irrigation Support Project for Asia and the Near East</b>     |
| <b>NIA</b>     | <b>National Irrigation Administration</b>                        |
| <b>NTCG</b>    | <b>National Training Core Group</b>                              |
| <b>OD</b>      | <b>Organizational Development</b>                                |
| <b>O&amp;M</b> | <b>Operations and Maintenance</b>                                |
| <b>PIO/T</b>   | <b>Project Implementation Order/Training (USAID form)</b>        |
| <b>RTCG</b>    | <b>Regional Training Core Group</b>                              |

|              |  |
|--------------|--|
| <b>RTO</b>   | <b>Regional Training Officer (Administrative and Personnel Division)</b>   |
| <b>SKA</b>   | <b>Skills, Knowledge, Attitude</b>   |
| <b>SMART</b> | <b>Specific, Measurable, Active Verb, Realistic, Time Bound Objectives</b> |
| <b>SMD</b>   | <b>Systems Management Department (Central Office)</b>                      |
| <b>SOW</b>   | <b>Scope of Work</b>   |
| <b>TA</b>    | <b>Technical Assistance</b>  |
| <b>TMDD</b>  | <b>Training and Manpower Development Division</b>                          |
| <b>TNA</b>   | <b>Training Needs Assessment</b>   |
| <b>TOT</b>   | <b>Training of Trainers</b>  |
| <b>TRG</b>   | <b>Training Resources Group</b>  |
| <b>USAID</b> | <b>U.S. Agency for International Development</b>                           |
| <b>WAC</b>   | <b>Workshop Advisory Committee</b>   |

## **Acknowledgments**

There are many people to whom we are indebted for their advice, assistance, counsel, collaboration, and guidance over the nine months of this consultancy for the National Irrigation Administration in the Republic of the Philippines. We would like to especially recognize the important contribution of the Administrator of NIA, Jose B. del Rosario, Jr. for his active participation and personal support throughout this ISPAN consultancy.

Two other key NIA managers whose participation and support facilitated our work were Jose A. Galvez, AA, Systems Operations and Equipment Management, and Maximino A. Eclipse, AA, Administrative Services.

The Workshop Advisory Committee (WAC) members proved to be very valuable partners in this assignment. We are very grateful for their assistance. The WAC include:

- Ma. Ines P. Bagadion
- Carmelo M. Cabalayan
- Felimon C. Montano
- Carlos C. Lintag
- Renato A. de Lara
- Felix C. Pena
- Alicia A. Denaya

The ISPAN team also is grateful to the USAID-funded AAP Project Advisor, Robby Laitos, for his professional and personal support. Our gratitude extends to the ISPAN team's TRG colleagues, Dan Edwards, Training Specialist, and Kathy Alison, ISPAN Human Resources Development Program Manager.

Finally, we wish to recognize the very hard work and collaborative style of the TOT participants and all NIA and NIACONSULT support and professional staff. Very special thanks go to the following excellent NIA support staff who helped produce this report and all the other TOT and OD materials:

- **Marivic B. Sanchez**
- **Sonia Villarico**
- **Concepcion B. Agraviador**
- **Marilou D. Julian**
- **Norma dela Cruz**
- **Henry Tan**
- **Teresita R. Padero**

## **Executive Summary**

Over a nine month period in 1991, ISPAN provided two training specialists to work with National Irrigation Administration (NIA) personnel. The training specialists made three technical assistance visits to the Philippines, each of which was three to four weeks in duration.

The purpose of the technical assistance was to assist NIA in improving its training effectiveness. This ISPAN assistance was a direct response to recommendations made in the June 1990 ISPAN Report No. 28, *Training Program Review, NIA, The Philippines*.

This report documents the three training-of-trainers (TOT) workshops that were conducted, and the design process and outcomes for an organizational development workshop. The report also identifies unresolved issues and provides specific recommendations on those issues.

### **TOT I, II and III**

TOT I was conducted April 11-24, 1991. It provided the foundation in experiential learning methodology for 30 participants as well as 6 Workshop Advisory Committee members. TOT I emphasized training needs assessment.

TOT II, held July 11-24, 1991, for 24 of the original 30 participants, emphasized skills in training session design, including case study and role play development.

TOT III was held November 18-27, 1991, for 22 of the original 30 participants. The focus was on stand-up training delivery skills. These were practiced, critiqued, and reinforced through both peer and "real participant" practice training.

### **The Organizational Development Consultations and Workshop**

The purpose of the organizational development (OD) intervention was to identify ways that the NIA institutional training environment could better support the experiential training approach and skills being developed in the TOTs. The OD intervention included a series of consultation steps, a two-day residential workshop for 24 senior NIA managers held November 15-16, 1991, and a special session of the NIA Executive Committee (EXECOM).

An OD Task Force, which included five graduates of TOT I, and an Accelerated Agricultural Production (AAP) Project assistant, conducted over 140 interviews with NIA personnel. Issues identified in those interviews were discussed in a two-day OD workshop for the top 24 NIA managers.

The most significant product of that workshop was a vision statement for NIA and irrigators associations (IAs). In addition, the NIA managers left the workshop with a shared understanding of the need to institutionalize the new ideas generated by the TOT workshops.

### **Remaining Issues to be Addressed**

Several issues remain to be addressed.

#### *Training Management and Quality Control*

The Training and Manpower Development Division's (TMDD) capability in training needs assessment (TNA), experiential learning cycle (ELC) training design, and training evaluation must be expanded. TOT participants identified these areas as needing strengthening, not only because present TMDD staff lack sufficient skills in these areas, but also because the division has limited staff.

#### *Leadership and Management Training*

The training content presented in current NIA leadership and management sessions, as observed in the TOTs, is either too general, outdated, or based on incorrect management assumptions. Moreover, the management training content was often insufficient for successful achievement of participants' training objectives.

#### *Needs Assessment Processes*

While the majority of TOT participants developed adequate skills in translating identified needs into training objectives, these remain "individual skills." There is now the need to develop formal, well-managed institutional TNA procedures in NIA.

#### *Training Methodology*

As a result of the TOTs, 22 NIA trainers have gained very good individual skills in the design and delivery of experiential training. NIA now needs to develop institutional ELC policies.

### *Evaluation of Training Effectiveness*

Policies and procedures are needed in NIA for conducting Stage V evaluations of application of training in the workplace. In Stage V evaluation, for example, TOT course graduates would be observed in the workplace to evaluate whether they are applying the skills and knowledge gained in training, and whether the skills and knowledge gained are having the intended impact (i.e., in improving work performance).

### **Recommendations**

Following are the key recommendations made in response to the issues highlighted above.

#### *NIA Vision for 1997*

The first step in attaining the NIA Vision for 1997 is to communicate its content throughout NIA and the IAs. A strong effort must be made to help everyone own the vision and understand the development and management values that are implicit in the elements of the vision.

#### *Training Management and Quality Control*

TMDD faces a considerable challenge as a result of the TOTs and the OD workshop. TMDD could provide NIA with vision and leadership in aggressively institutionalizing the TOT learnings by adding TOT graduates to its staff.

Management should take every opportunity at NIA meetings and conferences to give special recognition to the TMDD, National Training Core Group (NTCG) and Regional Training Core Group (RTCG). This would underscore that these bodies are highly valued within the organization, and that they have a special role to play in helping to attain NIA's Vision for 1997.

NIA should strongly encourage the formation of the Association of NIA Trainers (ANT), elevating the ANT as an esteemed and valued group of experiential trainers within NIA. NIA should solicit advice from ANT and give it high-level recognition and attention.

#### *Leadership and Management Training*

NIA should consider providing a series of management skills training courses for its senior and middle managers, as well as for NIA management trainers.

Such training would:

- Establish clear performance standards for good management within NIA, which would eventually be transferred to IAs
- Provide NIA with a critical mass of managers with a common management language and shared management values
- Develop the management skills, knowledge and attitudes of individual NIA managers
- Strengthen NIA's management team
- Assure that NIA managers are *practitioners* of collaborative, participatory management—a key element of NIA's 1997 Vision
- Provide NIA trainers with the *technical competence* in management concepts and skills to effectively design and deliver appropriate and thorough leadership and management training sessions for IA and NIA participants
- Provide current leadership and management theories, approaches and materials to incorporate into NIA's own leadership and management training courses for IAs

### *Training Needs Assessment*

TMDD should initiate formal needs assessment procedures. This includes developing appropriate TNA interview questionnaires in key work performance areas, and establishing routine TNA procedures. TMDD may need to consider conducting mini-training sessions in regional offices once the TNA policies, procedures, and questionnaires are in place.

### *The ELC Approach*

The NIA leadership should communicate the importance of expanding the TOT effort to include central office and regional staff, and request that selected TOT graduates be given appropriate levels of support.

The National Training Core Group should establish performance expectations for resource persons who present technical content in training sessions, as well as for the trainers who work with them.

### *Evaluation of Training Effectiveness*

The NTCG and TMDD should develop guidelines, procedures and questionnaires for routinely conducting Stage V evaluations.

### *In-Field TOT Follow-Up and Reinforcement*

In-field follow-up visits and reinforcement sessions should be held periodically for TOT graduates, as well as for graduates of re-echoing sessions. Selected TOT graduates could conduct these follow-up visits and sessions.

At least one of the two ISPAN trainers should make a return visit within the next 12 to 18 months to assess organizational progress related to training. The ISPAN trainer should conduct a 5-day reinforcement session for TOT graduates.

## **Chapter 1**

### **Introduction and Background**

#### **1.1 Background**

The irrigation component of the USAID-funded Accelerated Agricultural Production Project (AAP) in the Republic of the Philippines (Project No. 492-0385) contains a large training component. This includes many types of training for farmers and staff of the National Irrigation Administration (NIA). In 1989, NIA and AAP developed a two-stage training program review process. In stage one, ISPAN consultants worked with NIA staff to identify the strengths and weaknesses of NIA's training program. (See ISPAN Report No. 28, *Training Program Review*, National Irrigation Administration, June 1990.)

After assessing the stage one results, NIA requested the AAP to proceed with stage two of the training review process. Based on this request, USAID/Manila asked ISPAN to assist NIA in the implementation of the stage one recommendations.

#### **1.2 Terms of Reference**

USAID/Manila specifically requested ISPAN to provide a two-person team of training specialists to work with NIA personnel over a nine month period to design, implement, and assess a comprehensive training program. The ISPAN training specialists were requested to make three trips of approximately three weeks each to the Philippines in 1991. The specific objectives of the entire activity were:

1. To assist NIA in implementing and institutionalizing the latest training technologies, systems and procedures
2. To develop and leave in place a repository of skills at NIA
3. To assist NIA in becoming self-sufficient in training skills
4. To develop and implement with NIA appropriate training methods relevant for use in the Philippines.

The expected outcome after the three visits was the development of a core of NIA staff capable of designing, implementing, and assessing NIA's training programs using the

latest training technologies, systems, methods, and procedures. (See Appendix A for complete details of Scopes of Work from ISPAN and USAID/Manila per PIO/T No. 492-0385-3.)

### **1.3 ISPAN Consultant Team**

In accordance with the Training Resources Group (TRG) subcontract with the ISPAN Project's prime contractor, Camp Dresser & McKee (CDM) International Inc., the services of two of TRG's senior training specialists, H.L. "Lee" Jennings and Steven D. Joyce, were requested to provide the training technical assistance (TA) to NIA. The choice of Jennings and Joyce was based on their past successful TA missions to other host country agencies and USAID Missions. Jennings' nearly 30 years of overseas TA work had included helping to develop the training design, delivery, and evaluation skills of national and regional level trainers for the rural potable water sector in Zaire and the family planning/ population sectors in Kenya, Rwanda, and Uganda. Joyce also had considerable training-of-trainer (TOT) experience, as well as extensive management training and organizational development experience. This included management of TRG's contract with the Agency for International Development (A.I.D.) for its Management Skills Course for all A.I.D. mid-level managers.

### **1.4 Collaborative Approach**

The ISPAN consultant team was most concerned that its assistance be appropriate to the needs of NIA personnel. The consultants requested and received the assistance of the AAP Project Advisor to NIA, a NIA Assistant Administrator (AA), and a NIA/AAP Project Manager to select a group of NIA Central Office (CO) staff members to work with the ISPAN team. This six-member team, consisting of women and men, became known as the TOT Workshop Advisory Committee (WAC). Its primary role was to advise and assist the ISPAN team so that the TOTs would be as helpful as possible. (For a listing of TOT participants and WAC members, see Appendix B.)

During TOT II, a seventh member joined the WAC to serve as one of the five members focusing on the institutional and organizational development (OD) issues affecting NIA training. The other two members served as co-trainers with the ISPAN trainers during TOT II.

The WAC proved to be an excellent way to insure effective collaborative planning, implementation and follow-up for the three TOT workshops and the OD activities. The

role, responsibilities, and effectiveness of the WAC will be discussed in subsequent chapters.

## **1.5 Report Organization and Relevance**

### **1.5.1 Overall Organization**

This report is organized so that the reader can gain an understanding of:

- Content of the three TOTs (Section 2.2)
- Planning and design of the TOTs (Section 2.3)
- The immediate results of each TOT (Section 2.4)
- Institutional and OD issues affecting NIA training and how these were addressed (Chapter 3)
- Major remaining issues to be addressed by NIA from the perspective of the ISPAN team (Chapter 4)
- Recommendations of the ISPAN team concerning the remaining issues (Chapter 5)

### **1.5.2 Relevance to NIA**

The ISPAN team hopes that NIA managers and trainers will find this report to be a helpful reference document as they continue the agency's training improvement effort. The potential uses of the report might be:

- To remind TOT graduates of the key content areas that need to be covered as they share TOT learnings with other NIA trainers
- To reinforce the use of a collaborative approach between TOT graduates and NIA managers in determining the best ways to assist in expanding the TOT activity
- To suggest possible outcomes or products that can be expected during future TOT sessions

- To inform NIA managers and trainers who were not able to participate in the TOT or OD process about current progress and future challenges
- To guide senior NIA management, particularly the Executive Committee (EXECOM), composed of the Administrator and the four AAs, as they continue to push for the implementation of the recommendations from the OD workshop, the TOT participants, and this consultant report
- To encourage the EXECOM to address the remaining issues surrounding NIA's training capability as quickly as possible

### **1.5.3 Relevance to Other Organizations**

There are relatively few examples or models that document a simple and effective process for helping a national agency improve its ability to design, deliver and evaluate appropriate internal training programs. Therefore, this report should be of interest to other national agencies in the Philippines and other countries, as well as to A.I.D and other donor agencies. The most relevant aspect presented may be the documentation of a collaborative TA process, combining a progressive TOT workshop process with a parallel OD improvement process.

Managers, trainers, and development program designers from other organizations could use this report as a guide for:

- Designing skills, knowledge, and attitude (SKA) training improvement efforts
- Determining the key content areas for TOT workshops
- Proposing expected outcomes of TOT workshops
- Elaborating a process to identify and address institutional issues that affect training capability and effectiveness

This report provides information about the capability of NIACONSULT and ISPAN to provide TA to other organizations wishing to improve their in-house training SKAs. NIACONSULT Inc. is the semi-independent, profit-making subsidiary that has been

**created by NIA to offer TA services to other organizations in the Philippines and in other countries.**

## Chapter 2

### Training of Trainer Workshops

#### 2.1 Introduction

This chapter briefly describes the design flow, goals, and content of the three TOT workshops that were conducted on the following dates in the Central Office (CO) facilities of NIA in Quezon City:

- TOT I April 11 to 24, 1991
- TOT II July 11 to 24, 1991
- TOT III November 18 to 27, 1991.

#### 2.2 TOT Goals/Content

##### 2.2.1 TOT I

TOT I provided the foundation for the series of three TOT workshops. After TOT I, the 30 participants and 6 WAC members were able to:

- Explain the concepts and principles of adult learning and the Experiential Learning Cycle (ELC)
- Describe the relationship among learning styles and the ELC approach
- Identify reasons for doing a Training Needs Assessment (TNA), and explain how TNA relates to on-the-job performance
- Write measurable objectives aimed at improving on-the-job performance
- Demonstrate the effective use of key training tools/skills, such as facilitation skills, flipchart skills, interactive lecturettes, and task setting for small group work

- Use the seven-step ELC session design format
- Plan the conduct of a TNA and develop appropriate training objectives

At the end of TOT I, participants were given a homework assignment asking them to complete a TNA on a pressing performance problem in their own work setting. Based on the results of the TNA, they were to develop at least two goals and a list of training objectives to achieve those goals.

### **2.2.2 TOT II**

Building upon the SKAs acquired in TOT I, TOT II was designed so that the 24 participants would be able to:

- Utilize the results of their TOT I homework to conceive an overall training program
- Write, critique, and refine one case study and one role play per participant
- Design, co-train, and receive feedback on a training session using the seven-step ELC model and appropriate training techniques
- Review the six-step training evaluation model and plan how to use it between TOT II and TOT III

The TOT II homework assignment to be completed before TOT III required participants to evaluate an existing training session design frequently used with NIA or Irrigators Association (IA) participants. Based on their evaluations, the participants were expected to redesign the session and bring to TOT III the detailed seven-step ELC session design, including all necessary materials, such as lecturette notes, case studies, role plays, and flipchart notes.

### **2.2.3 TOT III**

At the conclusion of TOT III, the 22 participants who had completed the full three TOT cycle were able to:

- Share and critique their TOT II homework products

- Share the successes and obstacles encountered in carrying out their TOT II Action Plans
- Co-train and receive feedback on peer and real participant training programs
- Review and consolidate all TOT learnings
- Prepare individual Action Plans for the application of all TOT learnings
- Help WAC prepare the final recommendations from the OD Workshop for presentation to NIA's EXECOM.

#### **2.2.4 Summary of Design Flow**

In summary, the design flow of the series of three TOTs was as follows:

**TOT I *ELC Methodology*** with emphasis on:

- Adult learning theory
- Training needs assessment
- Communication and facilitation skills
- Flipchart skills
- Task setting for small group work
- Seven-step ELC session design model

**TOT II *Training Program and Session Design*** with an emphasis on:

- Conceptualizing an overall program
- SMART\* session objectives

---

\* SMART: Specific, Measurable, Active verb, Realistic, and Time bound.

- Case studies
- Role plays
- Seven-step ELC session observers' checklist
- Six-step training evaluation model

TOT III *Training Delivery Skills* with an emphasis on:

- Co-training
- Flipchart presentation
- Stand-up delivery skills
- Review and consolidation of all SKAs acquired

Appendix C contains a diagram of the experiential approach to training, and lists the design components of an experiential training session. Appendix D contains an observer's checklist for a seven-step experiential session. Other TOT designs, handouts and reference materials are on file at NIA and at TRG.

## **2.3 TOT Approach and Design Considerations**

### **2.3.1 Response to ISPAN Report No. 28**

The June 1990 *Training Program Review* of NIA by ISPAN consultants provided the guidance to the ISPAN consultants who designed and implemented the three TOTs. In addition to the written report, the senior training consultant of the training program review team (Dan Edwards) assisted the ISPAN consultants in the initial conceptualization of the TOT approach. This was done in response to the recommendation to "undertake a renewed TOT program using state-of-the-art, practical and useful training methods based totally on adult learning training methods."

The senior training consultant provided the ISPAN team with a sense of the strengths and weaknesses of NIA training, including the issues of structure and organization, content, methodology, and effectiveness. This helped the team design an overall TA strategy that focused primarily on the issue of improving the training methodology used by NIA.

However there was also a possibility of continuing to seek ways to address some other issues. Chapters 3, 4 and 5 of this report will show how this was done in relation to the issues of structure and organization of training, training content, and training effectiveness.

The June 1990 *ISPAN Training Program Review* of NIA provided the training needs assessment for the TOTs and OD interventions which followed.

### **2.3.2 Collaborative Planning and Implementation**

The AAP Project Advisor and the Workshop Advisory Committee (WAC) played the key roles of advising, assisting, critiquing, and facilitating the work of the ISPAN team. This enabled the team to use a collaborative approach throughout the three TA visits. Collaboration was critical to the success of the TA missions, enabling the ISPAN team to:

- Check and refine their TOT goal and design assumptions to assure relevancy to the needs of NIA and the TOT participants
- Be free of administrative and logistical concerns (for example, classrooms, material production, meals, coffee breaks) since these aspects were all managed by members of the WAC
- Know that there would be follow-up monitoring of individual action plans and homework assignments between TOTs
- Create a core of relatively senior-level Central Office staff who became committed to and competent in the ELC approach by actively participating in TOT I, and thus were able, during the subsequent TOTs, to serve either as co-trainers with the ISPAN team or as internal OD consultants

### **2.3.3 Design Considerations**

The major design considerations of the ISPAN team follow.

- The scopes of work (SOW) for this series of three TOTs (see Appendix A) specifically directed the ISPAN consultants to focus on developing NIA's capability to use adult education methods and the latest training technologies, systems and procedures relevant

for the Philippines. Thus, the emphasis was to be on training methods and techniques, not on training content and organizational structure.

- The June 1990 ISPAN report *Training Program Review* of NIA provided the basic TNA data upon which the ISPAN team conceptualized the TA process.
- The analysis of the data in the *Training Program Review* helped the ISPAN team determine that major emphasis needed to be placed on the following aspects:
  - effective TNAs so that training programs genuinely address identified training needs
  - adult learning training methods
  - interactive techniques as opposed to lecture format
  - alternatives to the chalk board for visual aids
  - SMART objectives for each training session
- Timing of activities during the nine-month period was another important design consideration. ISPAN's team planned the three TOTs so that each built upon the previously acquired skills. The team proposed that the three TOTs be scheduled at three-month intervals, so that participants would have an opportunity to absorb and practice their new SKAs between each TOT. To help structure this process more systematically, the team gave individual homework assignments at the end of TOT I and TOT II, and asked each participant to complete the Action Plan specifying how, when, and where they would apply their newly acquired SKAs in their own work settings.
- The number of participants and the time available for each TOT was another major design consideration. It was most important to assure that adequate time was allocated for individual and co-trainer preparation, and practice and feedback on such specific training techniques as interactive lecturates, small group tasks, case studies, and role plays. Time was also needed for participants to become comfortable and proficient in doing all seven steps of an ELC training session design. Whenever possible, the ISPAN trainers videotaped participant practice. The trainers divided the

group into two tracks for their peer and real participant practice sessions. Concerns about adequate opportunity for individual attention prompted the ISPAN team to request that the total of 30 participants in TOT I be reduced to 24 for TOT II.

- A final and very important design consideration was the wishes of the TOT participants throughout the 3 workshops. In TOT I, participant expectations led the ISPAN team to expand the session on training evaluation to include the introduction of a six-stage training evaluation process. Participants were able to practice stages one through four. In TOT III, participants requested the development of specific tips on certain training activities. The participants also identified their need for additional practice in the skill of asking appropriate processing questions. In response, the trainers designed an experiential method to practice this skill.

## **2.4 TOT Outcomes and Products**

For each of the TOT workshops there were both tangible results, such as written products and evaluations, as well as intangibles, such as attitudinal and behavioral outcomes. The Final Workshop Reports of TOT I and TOT II, on file at NIA, USAID/Manila, ISPAN, and TRG, fully document these results. This section will highlight the major outcomes and products of each phase of the TOT process.

### **2.4.1 TOT I**

The major outcome of TOT I was that 18 regional level and 18 central level NIA trainers or training managers were sensitized to the importance of using appropriate adult learning methods and techniques for the design and delivery of NIA internal and external trainings. These 36 people acquired a common vocabulary for talking about experiential participant-oriented training, and gained a basic understanding of the key components of the ELC methodology.

Participants rated TOT I quite highly on the final evaluation form. Based on a 1 to 5 scale with 5 meaning "completely achieved," all workshop goals received an average participant rating of 4 or better. In addition, the average participant rating for other key aspects were:

- 4.8 for workshop presentations, handouts and exercises

- 4.8 for the relevancy of the workshop to their own work
- 4.8 for the effectiveness of the ISPAN trainers

Each participant completed an individual Action Plan that included answers to the following questions:

- How will you use feedback skills when you return to your regular job?
- How will you use TNA skills back on the job?
- What facilitation and communication skills do you need to further develop?
- What do you intend to do differently as you plan and deliver training sessions?
- How do you intend to ensure that your training sessions better respond to participant needs?
- How do you plan to use the six-stage evaluation model?

Specific recommendations were formulated in response to the question of what NIA should do to reinforce and support the application of the SKAs learned in TOT I. These recommendations included the following:

- That NIA formulate policies and budget funds to allow participants to implement and disseminate TOT learnings
- That NIA relieve TOT participants of other duties (e.g., collection of Irrigation Service Fees) so they can concentrate on training activities
- That the NIA Central Office training division (TMDD) be strengthened by introducing ELC techniques

### **2.4.2 TOT II**

The major outcome of TOT II was that the 24 participants and 2 NIA co-trainers improved their training program and session design skills. They learned how to conduct a systematic TNA and use the TNA results to design overall training programs and specific training sessions.

As with TOT I, participants rated TOT II quite highly. All workshop goals received an average participant rating of 4 or better. The average ratings for other key aspects were:

- 4.7 for workshop materials
- 4.6 for the relevancy of the workshop to their work
- 4.7 for the effectiveness of the ISPAN trainers

Participants prepared, tested, and revised a case study and a role play that they could use in one of their training sessions with Irrigators Association (IA) or NIA participants. Participants also developed, delivered, and refined detailed seven-step ELC training session designs. The final revised session designs were photocopied and distributed to all participants. A master set is on file at the Institutional Development Division (IDD) of NIA.

The detailed session designs were based on the results of the TOT I homework assignment asking participants to conduct a TNA and a task analysis for a performance problem in their own work settings. Participants brought these results, as well as specific training goal areas and session objectives derived from the TNA results, to TOT II.

### **2.4.3 TOT III**

The major outcome of TOT III was that the 22 participants significantly improved their training delivery skills. Participants also refined their ability to effectively plan and co-facilitate sessions with other trainers.

Again, TOT III was rated quite highly by the participants. All workshop goals were rated 4.3 or better and the average ratings for other key aspects were:

- 4.5 for the amount of material covered and the time allocated for the workshop

- 4.8 for the workshop being directly relevant to the work of participants
- 4.9 for the effectiveness of the ISPAN trainers

The following products resulted from TOT III:

- Complete seven-step ELC session designs refined according to feedback during the peer and real practice training sessions
- Action Plans indicating how participants intend to:
  - conduct periodic TNAs to assess the appropriateness of existing training sessions
  - involve other colleagues in the TNA process
  - assure that the trainers they work with understand the ELC approach
  - continue improving their own training design and delivery skills
  - strengthen the impact of training in their region
  - conduct stage V evaluations in their region
- Lists of specific tips on:
  - effective use of flipcharts
  - recovery skills
  - co-facilitation
  - trainer presence before participants
  - how to develop appropriate processing questions for such activities as trio practice, small group work, and case studies
- Specific recommendations that the WAC was requested to relay to the EXECOM on 28 November, 1991.

## **Chapter 3**

# **Organizational Development Consultations and Workshop**

### **3.1 Introduction**

This chapter provides an overview of the OD intervention. It included a series of consultation steps, a two-day residential workshop for senior NIA management, and a special session of the NIA Executive Committee.

### **3.2 Response to TOT I**

On the last day of the two-week TOT I program, the 36 participants were asked the question, "What is required of NIA to support the TOT I application?" The question generated considerable discussion, and resulted in the ISPAN team's recommendation that four of the six WAC members not be co-trainers in TOT II. These members would take instead primary responsibility for heading a training task force whose purpose would be to identify training support and management issues that could obstruct the successful application of the skills, knowledge, and attitudes learned in the TOTs.

Thus, at the start of TOT II, the OD Task Force was established, and the OD intervention in NIA began.

### **3.3 WAC Central Level Consultations**

#### **3.3.1 Planning the Consultative Process**

In its first meeting, the OD Task Force agreed upon the basic rationale for the OD intervention: If the TOT workshop results were to last, a supportive NIA institutional training environment would be essential.

The task force identified a number of agenda action items.

- Review key issues related to the institutional training environment raised by the June 1990 ISPAN report, the Asia Development Bank/PRAGMA Study on the Institutional Strengthening of NIA, and the TOT I participants

- **Formulate an interview instrument to help clarify the following questions:**
  - Are the issues related to NIA training systems and training management that were identified in the 1990 ISPAN study still of concern? If so, how are they currently perceived by NIA staff?
  - What additional training support issues do key NIA managers identify as obstacles to effective training?
  - What specific institutional supports do the TOT participants need to fully apply their TOT learning?
- **Interview key NIA-Central Office (CO) managers and TOT II participants**
- **Present interview results to NIA top management**
- **Hold consultation meetings and interviews with key regional and project management staff**
- **Design a two-day residential workshop for where senior NIA central and regional managers could develop specific action steps for improving NIA's institutional training environment**
- **Clarify workshop recommendations and get agreement from the NIA Executive Committee**
- **Implement and monitor decisions**

The above steps were completed between the start of TOT II and the end of TOT III.

An important secondary goal of the OD intervention was to use the opportunity to help WAC members build OD skills. These skills will not only prove valuable in future internal OD interventions, but will also strengthen NIA's capability to assist IAs in their organizational development, and to provide OD consulting services to other institutions and projects through NIACONSULT, Inc.

### **3.3.2 Central Office and TOT Consultation Interviews**

From July 11-24, 1991, the six members of the OD Task Force conducted over 30 interviews with central office managers, as well as individual and group interviews with TOT II participants.

These interviews identified several key issues.

- Nearly 90 percent of those interviewed believed that responsibility for training was so widely spread throughout NIA that management and quality control had become inconsistent and difficult.
- Nearly 85 percent of those interviewed reported that training coordination among NIA departments was inadequate, resulting in conflicting training messages, overlapping roles and responsibilities, and unnecessary red tape.
- Over 65 percent of those interviewed saw the lack of a career development program as the most important HRD issue in NIA.
- Many of those interviewed expressed concern for the sustainability of training due to limited corporate funds.
- The TOT II participants identified the following additional issues for management action:
  - The need to institutionalize experiential training throughout NIA programs.
  - The need to develop a formal evaluation approach for measuring the effectiveness of NIA training.
  - The need to institutionalize TNA to assure that training is linked to improved work performance.

### **3.3.3 Presentation of Issues to Senior NIA Management**

Following the central office and TOT II interviews and analysis of interview results, the OD Task Force presented a summary of the issues analysis to senior NIA management (including the Administrator) on July 25, 1991. The Task Force proposed the following next steps:

- That it conduct additional interviews with regional NIA staff
- That a two-day residential OD workshop be held in November (at the beginning of the ISPAN team's third TA visit) to address the identified training support issues

NIA senior management concurred with the identified issues, and accepted both recommendations.

### **3.4 WAC Regional Level Consultations**

In August, September, and October 1991, the OD Task Force members interviewed 106 NIA personnel in the 12 regions. The results of these interviews were as follows:

- Strong regional level validation of the issues identified in the CO interviews (see above)
- A widely-held perception that NIA does not have a clear vision for training
- An expressed need for a centralized advocacy for training, and for streamlining training functions.

The task force's consultative process at the regional level also generated considerable interest and support for the proposed OD workshop.

### **3.5 Tagaytay Organizational Development Workshop**

#### **3.5.1 Workshop Design Process**

The design process for the November 15-16 OD Workshop held in Tagaytay was a learning experience in itself. The design was developed over a three-day period, November 12-14, and included the WAC, the USAID AAP Project Advisor, and the ISPAN consultants.

**The purpose of this collaborative design process was twofold:**

- **To develop a two-day workshop design that would appropriately address the priority issues identified in the central and regional consultations**
- **To build WAC members' individual design skills for OD workshops**

**The agenda for the 3-day design process called for participants to:**

- **Determine expected outcomes for the OD Workshop**
- **Develop specific small group task questions for each priority issue**
- **Clarify the workshop roles for WAC members, the two ISPAN facilitators, and USAID participants**

**The majority of time during this design phase was used to identify the most appropriate small group task questions that would lead to solutions which could be implemented.**

### **3.5.2 Workshop Delivery**

**The expected outcomes for the two-day workshop, as presented to workshop participants, were as follows:**

- **A common understanding of the results of the WAC consultations regarding training issues**
- **A common NIA vision on training**
- **Recommendations on the organizational structure of training within NIA**
- **Recommendations on improving NIA's training funding processes**
- **Recommendations on policies and procedures for career development and staff training**

- **Proposed next steps for implementation of workshop agreements and recommendations**
- **A shared experience on how to affect organizational change through an ongoing collaborative process**

The morning of Day 1 of the workshop was devoted to generating a common understanding of the results of the WAC consultations. The WAC members presented this session, and the ISPAN team facilitated the remainder of the workshop—to enable the WAC to participate in the issues working groups.

In the afternoon of Day 1, participants worked in four small groups to develop an NIA training vision for 1997. The year 1997 was chosen so that the participants would be challenged to think creatively about the future, but within a realistic time frame. Small group products were presented and discussed in the full group. Participants were given the opportunity to cite vision elements that they especially liked and disliked. During the next activity, one WAC member took the lead in integrating the four group products into one vision statement that was presented in the opening session on Day 2. (See Appendix E.)

In the last session of Day 1, participants were assigned to five small groups to address specific training issues. These were:

- **Group 1—1992 Training Goals**
- **Group 2—Organizational Structure for NIA Training**

Emphasis on:

- **Training coordination**
- **Training quality control**

- **Group 3—Organizational Structure for NIA Training**

Emphasis on:

- **Minimizing duplication**
- **Institutionalizing ELC, TNA, evaluation**

- **Group 4—Training Funding Processes**

- **Group 5—Career Development and Staff Training**

Most of Day 2 was devoted to group discussions and recommendations on these issues. (See Appendix F.) The workshop concluded with a summary of agreements and next steps.

### **3.5.3 Workshop Results**

The most significant result of the OD Workshop was that institutional training support issues became a priority at NIA. Twenty-four of NIA's top managers, including the NIA Administrator, developed a 5-year vision for training, and strategized on ways to better support training efforts. This group left Tagaytay with a shared understanding of what will be necessary to institutionalize the new ideas generated by the TOT workshops.

The most significant product of the workshop was the NIA Vision for 1997. Not only did this activity generate a list of characteristics for NIA and IAs in 1997—that is, what they will have accomplished, and how they will be operating—but it also resulted in specific recommendations for how this vision should be communicated throughout NIA. Workshop participants stressed that NIA staff should be asked two questions when presented with the vision:

- Where do *you* fit in this vision?
- What are your responsibilities *to make it happen*?

The exercise of communicating the vision, helping NIA staff (and IA members) internalize the specific vision elements and make them their own, will be a major step toward the actualization of the vision. Communicating the vision will assist the development and implementation of a detailed 5-year strategic plan for training, which will provide guidance in making difficult choices. Finally, communicating the vision will inspire and motivate people to do their part in achieving the vision.

The other important products of the workshop are the specific recommendations which address the training issues identified by the WAC. These recommendations are included in Appendix F.

Participants in the OD workshop rated it quite highly on the final workshop evaluation form. Based on a 1 to 5 scale, with 5 meaning "completely achieved," all workshop goals received an average participant rating of 4 or better. The specific ratings were as follows:

- 4.6 Overall usefulness of this workshop for NIA
- 4.5 Preparation of workshop by WAC
- 4.6 Facilitation of the workshop by the ISPAN consultants

### **3.6 Immediate Workshop Follow-Up**

#### **3.6.1 TOT III Review of OD Workshop Results**

As the opening activity of the TOT III workshop (immediately following the OD Workshop), the participants were presented with the NIA 1997 Training Vision: "Strong and viable NIA and IAs, working in partnership." TOT participants then were asked to identify characteristics of NIA and of IAs associated with the words: "strong," "viable" and "partnership." These characteristics were then compared with the full vision developed in the OD Workshop. One member of the WAC integrated some of these words and characteristics into the final vision draft that was presented to the EXECOM on November 28, 1991.

On Day 2 of the TOT, the WAC presented the specific recommendations resulting from the OD Workshop. Participants were asked to consider these recommendations over the remainder of the TOT in preparation for an OD session on the final day. Participants worked in four small groups to develop additional recommendations and action steps including suggested roles and responsibilities for the National and Regional Training Core Groups for inclusion in the upcoming WAC presentation to the EXECOM.

#### **3.6.2 NIA Executive Committee Follow-Up Meeting**

The purpose of the November 28 EXECOM meeting was to convey the results and follow-up of the OD Workshop, so that EXECOM members would:

- Have a common understanding of the NIA training issues and the recommendations proposed to address them
- Provide direction to the working groups for their ongoing analysis and refinement of the proposed recommendations and actions

**Agreements reached in the meeting were as follows:**

- **A National Training Core Group (NTCG) would be created at the central office level to assist the Training and Manpower Development Division (TMDD) with the consolidation, coordination, and provision of quality assistance in NIA's training activities.**
- **A Regional Training Core Group (RTCG) would be established in each region to coordinate with the NTCG and TMDD in the implementation of NIA training.**
- **The OD Workshop results—including the NIA Vision for 1997 and the specific issue recommendations—would be presented to NIA managers at the December 12 meeting of the regional irrigation managers, project managers, and operation managers.**

**Lastly, the EXECOM requested that a member of the WAC continue to coordinate and document the implementation of workshop outcomes. That individual had organized the workshop recommendations and action steps into a milestones timetable that proved particularly effective in the EXECOM meeting. He also was asked to coordinate the December 12 presentation of workshop results to NIA managers.**

## **Chapter 4**

### **Remaining Issues to be Addressed**

#### **4.1 Introduction**

As mentioned earlier, the training and organizational development activities documented in this report were based on the training program review and needs assessment carried out in June 1990 by ISPAN consultants. (See ISPAN Report No. 28.)

In their review, the ISPAN consultants identified issues in the following areas:

- Training management and quality control
- Leadership and management training
- Needs assessment processes
- Training methodology
- Evaluation of training effectiveness

This chapter examines remaining issues in these areas.

#### **4.2 Training Management and Quality Control**

##### **4.2.1 Current Status**

The June 1990 ISPAN report noted that responsibility for training, including design, implementation, supervision, and monitoring, appears to be so widely spread throughout NIA that management and quality control have become difficult (see ISPAN Report No. 28, Section 2.5.3). The WAC central- and regional-level interviews conducted in July and September 1991 confirmed that NIA staff continue to perceive this as a serious issue.

A key recommendation of the Tagaytay OD Workshop was that NIA's Training and Manpower Development Division should provide leadership in training management and quality control, but not necessarily conduct the trainings. NIA's Executive Committee accepted this recommendation, and further agreed that a National Training Core Group

(NTCG) would be established at the central office to assist TMDD with the "consolidation, coordination, and provision of quality training." The NTCG would be chaired by the Assistant Administrator (AA) for Administrative Services, and the TMDD manager would serve as Secretary. Furthermore, it was agreed that a Regional Training Core Group would be established at each regional office.

#### **4.2.2 Role and Membership of the National Training Core Group**

As envisioned by the NIA EXECOM, the role of the newly-established NTCG will be threefold:

- To develop NIA's overall 5-year Strategic Plan for Training, which will be based on the NIA Vision for 1997
- To formulate NIA's overall personnel development policies
- To assist TMDD in the collation, prioritization, funding, and evaluation of NIA-initiated annual training programs

In addition to the AA for Administrative Services and the TMDD manager, the NTCG will include three division managers as members. Ad hoc members from the divisions will provide internal consultant assistance to TMDD on specific training issues, such as TNA, ELC, and Stage V evaluation.

#### **4.2.3 Role and Membership of the Regional Training Core Group**

The primary role of the RTCG, as envisioned by the EXECOM, will be as follows:

- To coordinate the development of annual regional training plans and proposed budgets for submission to TMDD
- To assist the regional office in the implementation of TMDD policies and procedures for TNA, ELC and training evaluation

RTCG membership will include the Administrative Officer (as chairperson), the managers of the divisions concerned, the regional training officer, the former training officer, and ad hoc members from divisions, as needed, to address specific training issues.

#### **4.2.4 TMDD's Current Capability**

Informal discussions with TOT participants revealed that NIA staff perceive TMDD as doing a good job in providing administrative and logistical support to NIA training programs. However, TOT participants believed that TMDD's capability to implement activities in TNA, ELC training design, and training evaluation needs to be strengthened. Present TMDD staff lack sufficient skills in these areas, and the division has limited staff. Although the ISPAN consultant team was aware of how the TOT participants perceived TMDD, the team did not formally assess the capability of TMDD to carry out TNA, experiential training activities, and training evaluation.

Three TMDD staff members participated in TOT I, one of whom was a WAC member. The TMDD WAC member was the only TMDD staff member to participate in TOT II (plenary sessions only because she took an active role in the internal OD consultation activity). No TMDD staff member participated in all three TOTs. In general, TMDD staff did not participate in the TOT because they were perceived as being administrators of training rather than trainers.

#### **4.2.5 Issues**

The consultant team identified two major issues related to training management and quality control:

**Issue #1:** Institutionalizing TNA, ELC, and evaluation within NIA will require vision, strong leadership, and plenty of toil and persistence on the part of TMDD. The regional and national groups (RTCG & NTCGs) have the potential to greatly assist TMDD in these efforts, but TMDD must make it happen.

The fact that TMDD staff members did not participate in all three TOTs could impair the division's capability to provide NIA with the needed vision and leadership to aggressively institutionalize the TOT learnings.

**Issue #2:** In principle, the NTCG and RTCGs could greatly facilitate training management and quality control. Unfortunately, these types of coordinating and consultative bodies often start off with the best of intentions, but slowly fizzle out.

Why? Because the success of such groups depends on the interest, energy and dedication of group members, and their sense of mission and

accomplishment. It is unclear whether the NTCG and RTCGs will develop the zeal needed to institutionalize TNA, ELC, and training evaluation.

### **4.3 Leadership and Management Training**

The June 1990 ISPAN report noted concerns about the training content of NIA's Basic Leadership Development course for IAs. Staff reported that it had been put together "from the top" over the years, taking materials from different sources. The report also noted that much of the leadership material was rather general in nature (see ISPAN Report No. 28, Sections 3.3.3 and 5.2).

Although the scope of work for the two TOT trainers focused on training methodology, questions related to content did arise during the TOT II and III design review and delivery practice sessions. In TOT II, participants were asked to develop training session designs based on TNAs conducted as the homework assignment given in TOT I. In TOT III, participants were asked to deliver revised session designs of existing NIA training courses.

The questions relating to content dealt with appropriateness and thoroughness.

#### *Appropriateness*

During TOT II design sessions and TOT III delivery sessions, ISPAN trainers observed that the training content related to decision-making, problem-solving, conducting meetings, and group formation was either too general, outdated, or based on incorrect management assumptions.

#### *Thoroughness*

In addition, the training content in leadership and management areas was insufficient for participants to achieve their training objectives. However, these gaps in training were not addressed in the TOTs because of time constraints.

Without an infusion of leadership and technical competence in management training, it is unlikely that NIA training will have the intended effect on IAs.

#### **4.4 Needs Assessment Processes**

The 1990 ISPAN report described the NIA training needs assessment process as informal and unmanaged (see ISPAN Report No. 28, Section 3.8.1). Because of this conclusion, TOTs I and II focused on training needs assessment skill development.

Most of the TOT participants understood the important benefits that can be derived from a well executed TNA. Over 20 percent of the participants demonstrated excellent TNA skills in the TOT I homework assignment, and more than 50 percent demonstrated adequate skills.

Participants had two major difficulties in conducting their TNAs: developing the appropriate interview questions to identify specific performance gaps that could be addressed by training; and developing clearly articulated performance standards of NIA staff and IA leaders. Both problems can be resolved by developing standardized sample TNA questionnaires in key performance areas, and by establishing clear performance standards (see Section 5.4.1). Without clear performance standards, effective TNA will not be possible.

While the majority of TOT participants attained adequate skills in translating identified needs into training objectives, these remain only individual skills acquired by the TOT participants. NIA must develop formal, well-managed TNA procedures in order to institutionalize this important step in the training design process.

#### **4.5 Training Methodology: The ELC Approach**

The 1990 ISPAN report stated that "the NIA training observed used assumptions of child learning (pedagogy)...[which] communicate a view...of the trainer as a teacher and authority figure, rather than a view of the participants as mature, capable learners. [The lecture method is the most common example of the pedagogy approach.] This approach works in opposition to NIA's goals of creating strong and self-sufficient farmer organizations and self-reliant and responsible staff." (See ISPAN Report No. 28, Section 4.12.1.)

This conclusion provided the stimulus for the three TOTs conducted by the ISPAN trainers in 1991. As of November 1991, 22 NIA trainers had developed very good individual skills in the design and delivery of experiential training. Now NIA must develop institutional policies and procedures for use of the experiential learning cycle.

#### **4.6 Evaluation of Training Effectiveness**

The 1990 ISPAN report concluded that "training effectiveness varies considerably from program to program and region to region. Little formal attention is being paid to evaluating training effectiveness within NIA as a regular part of training management." (See ISPAN Report No. 28, Executive Summary: Training Effectiveness.)

The training evaluation approach introduced in the TOTs was based on the evaluation guidelines for training that the ISPAN trainers had developed for the A.I.D-funded Water and Sanitation for Health Project.\* Six stages of training evaluation were defined. As part of the homework assignment following TOT II, participants completed the first four stages:

- Stage I—Training Needs and Goals
- Stage II—Training Design
- Stage III—Training Delivery
- Stage IV—Immediate Training Results

Participant implementation of these four stages will contribute to the institutionalization of training evaluation.

However, the most crucial stage in evaluating the effectiveness of training is Stage V—Training Application. In this stage training course graduates are observed in the workplace. The evaluator determines whether the graduates are applying the skills and knowledge gained in the training course, and whether the skills and knowledge gained are having the intended result.

Although Stage V was defined and discussed, the skills needed to carry out Stage V evaluations were not developed in the TOTs because of time limitations. There also was not time to address Stage VI—Ultimate Impact of Training on the organization.

---

\* Jennings, H.L., Steven Joyce, and Richard Middleton. *Evaluation Guidelines for Training in Water and Sanitation*. WASH Technical Report No. 70. U.S. Agency for International Development. April 1991. (TOT participants received copies of this document.)

## Chapter 5

# Recommendations

### 5.1 Introduction

The following recommendations are made in response to the issues presented in the preceding chapter. The recommendations provide NIA with possible next steps to consider in attaining the NIA Vision for 1997.

### 5.2 NIA Vision for 1997

#### 5.2.1 Help Everyone Own the NIA Vision for 1997

The first step in attaining the NIA Vision for 1997 is to communicate its content and promote its ownership throughout NIA and the IAs. Everyone should understand the development and management values that are implicit in the vision elements.

The participants in the OD Workshop recommended several ways to communicate the NIA Vision for 1997. Foremost among them was a formal presentation process from senior NIA managers, to middle managers, to all NIA employees. Time in staff meetings and conferences would be set aside to discuss the vision and its implications. For example, as mentioned in Section 3.5.3, participants thought that NIA staff should be asked two key questions when presented with the vision:

- Where do *you* fit in this vision?
- What are your responsibilities *to make it happen*?

Promoting these kinds of discussions within NIA will inspire and motivate people to do their part in achieving the vision.

#### 5.2.2 Keep the Vision Prominent—Refer to It Often

All too often, visions are formulated, discussed, and then set aside and forgotten. Keep the NIA Vision for 1997 prominent; refer to it often; change it if necessary, but always keep it in the forefront.

A strong vision provides a strong guiding light that everyone can see and follow. It facilitates decentralization, helping middle managers understand and support the organization's goals. The goals provide guidance for managers when they must make difficult choices. With a strong vision, problem-solving and decision-making become easier.

### **5.3 Training Management and Quality Control**

#### **5.3.1 Enhance the In-House Capability of TMDD**

The Training and Manpower Development Division faces a considerable challenge as a result of the TOTs and the OÖ Workshop. TMDD can greatly enhance its capability to institutionalize the TOT learnings by adding one or more graduates of the TOTs to its staff.

The addition of TOT graduates would not only enable TMDD to consolidate its leadership role, but also would enable it to seek the assistance of the National and Regional Training Core Groups. Although the NTCG and the RTCGs have potential for assisting the TMDD in the achievement of its new mandate, without enhancement of its in-house capability TMDD may have difficulty being a prepared partner, let alone an energetic leader.

#### **5.3.2 Fortify the NTCG and RTCGs**

The active leadership and participation of the Assistant Administrator for Administrative Services is a strong endorsement of the NTCG and RTCG roles by NIA management. It is recommended that the EXECOM further fortify the NTCG and RTCGs by doing the following:

- Take every opportunity at NIA meetings and conferences to give special recognition to the national and regional training core groups (NTCG and RTCGs) as well as the Training and Manpower Development Division (TMDD). Demonstrate publicly that these bodies are highly valued within the organization, and that they have a special role to play in helping to attain NIA's Vision for 1997.
- Review NTCG's mission and current agenda on a quarterly basis. Commend its accomplishments. Bolster its momentum by

challenging it to do more. See that ad hoc members receive special recognition for their time and efforts. Make it a privilege to serve on these bodies.

- Publicly recognize RTCGs that provide high quality annual training plans and proposed budgets. Periodically attend re-echoing TOT sessions and other RTCG activities to demonstrate that they are important and valued.

### **5.3.3 Elevate the Association of NIA Trainers (ANT)**

At the conclusion of TOT III, the participants were attempting to form ANT, the Association of NIA Trainers. Strongly encourage the formation of this group. Elevate the ANT as an esteemed and valued group of experiential trainers within NIA. Solicit its advice, and give it high-level recognition and attention.

## **5.4 Leadership and Management Training**

As noted in Section 4.3, without an infusion of leadership and management training enabling NIA trainers to become *technically competent* in participative management concepts and skills, it is unlikely that their training will be effective with IAs.

Moreover, unless NIA managers are practitioners of participative management, it will be difficult for them to be *good role models* for IAs.

### **5.4.1 Provide Management Skills Training**

NIA should provide a series of management skills training courses for its senior and middle managers, as well as for NIA management trainers. An NIA-tailored management skills course would:

- Help establish clear performance standards for good management within NIA. These would eventually be transferred to IAs. (Clear management performance standards provide the basis for TNA.)
- Provide the organization with a core group of managers with a common management language and shared management values. These two elements, language and shared values, are prerequisites to the establishment of clear management performance standards.

- Develop the management skills, knowledge, and attitudes of individual NIA managers, clarifying their roles *as managers*, rather than technical specialists. This would strengthen their teamwork and participatory management skills, including two-way communication, collaboration in strategic planning, attainment of agreement and commitment, presentation of performance-based feedback, facilitation of meetings, and management of conflict.
- Strengthen NIA's management team. Expectations for good management would be established. Collaboration will result in higher quality NIA products and services, and more shared commitment to achieving results.
- Assure that NIA managers are *practitioners* of collaborative, participatory management, a key element of the NIA Vision for 1997. (The managers should be good role models to IAs.)
- Provide NIA trainers with the *technical competence* in management concepts and skills needed to effectively design and deliver appropriate and thorough leadership and management training sessions for IA and NIA participants.
- Provide management theories, approaches, and materials for NIA's own leadership and management training courses for IAs.

#### **5.4.2 Update Leadership and Management Training Content**

With or without NIA-wide management skills courses, NIA should update the leadership and management training content in its IA training courses. The management guidelines and concepts should focus on *specific* individual behaviors and skills for effective leadership and management: the training sessions should provide opportunities to practice these behaviors and skills. (The feedback guidelines and the facilitation guidelines introduced in TOT I provide good examples of what is meant by specific behaviors and skills.)

## **5.5 Training Needs Assessment and the ELC Approach**

### **5.5.1 Develop Formal and Well-Managed TNA Processes**

As recommended in the OD Workshop and accepted by the EXECOM, TMDD will need to initiate formal and well-managed training needs assessment procedures.

TMDD must clarify standards for good performance in essential IA and NIA staff areas (see Section 5.3.1), so that performance can be measured.

Other important steps include:

- *Actualize the two TNA policies recommended at the OD Workshop: that a TNA be conducted for every proposed training program; and that TNAs be conducted each September in support of training programs of work (POWs). Analysis of the data acquired through TNA should answer the following questions:*
  - Is training the best way to address an identified need?
  - What organizational benefits could training produce?
  - Who should receive training?
  - What skills, knowledge, and attitudes are needed?
- *To assure consistent and high quality TNAs, develop appropriate TNA interview questionnaires in key work performance areas.*

These interviews should include ten or eleven lead questions, and should not require more than one hour to conduct. (Interviews and observation are the preferred modes of TNA information gathering.)

Variations of each interview questionnaire should be developed for the target participants, their supervisors, their subordinates, and any other categories. These interviews should be designed to identify performance gaps and training needs. (Examples: "What would you describe as good performance in carrying out *x* task?" "How would you describe *(the target participant's)* actual performance?" "What is preventing the person from carrying out the task well?")

- ***Establish routine procedures for conducting TNAs.*** These procedures should establish expectations for all aspects of the TNA. For example, how many interviews are conducted, who conducts interviews, who assists in the analysis of TNA data, in what format is the data summarized and presented, who receives copies of the analysis, who develops training objectives to address the training needs, who develops management and/or technical recommendations for needs not addressable by training, and so on.
- ***Conduct mini-training sessions in regional offices once these TNA policies, procedures, and questionnaires are in place.*** These sessions should clarify roles and responsibilities surrounding TNA. The mini-training sessions can provide NIA staff with role play practice in conducting the interviews, and in asking appropriate follow-up questions to lead questions.

Finally, TMDD must ensure that needs assessment information is used to periodically revise training to meet current needs. Also, new sessions must be developed, and needs requiring management solutions (rather than training solutions) should be communicated to NIA management.

### **5.5.2 Formulate ELC Policies and Review Strategies**

The recommendation by the OD Workshop group that TOT participants review TOT learnings in 1992 is important. To support this effort, TMDD, the NTCG, and RTCGs should develop strategies for its implementation.

In addition:

- NIA leadership should communicate the importance of the re-echoing effort to central office and regional staff. Selected TOT graduates should be given appropriate levels of support.
- The NTCG should formulate NIA policies that will help incorporate ELC as part of the standard training design and delivery operating procedures. For example, the seven-step ELC session design format should be a requirement for all NIA training programs; trainer ELC delivery skills should be evaluated periodically (Stage III evaluation); annual performance appraisals

for NIA trainers should include ELC knowledge and skills; and so on.

### **5.5.3 Utilize Resource Persons More Effectively**

The NTCG should establish performance expectations for resource persons who present technical content in training sessions, as well as for the trainers who work with them.

Resource persons should be expected to:

- Provide an outline of key lecturette points prior to the session
- Prepare visual aids (flipcharts, overheads, handouts) to accompany their lecturettes
- Encourage interaction and participation by asking participants leading questions related to the topic or to participants' experience and situation.

TMDD may want to consider holding mini-training sessions for resource persons on the development of interactive lecturettes, and the use of flipcharts as a reusable, low technology training aid.

Trainers working with resource persons should be expected to:

- Review in advance the resource person's proposed outline and key points
- Determine the adequacy of the proposed outline in achieving specific training objectives
- Meet with the resource person prior to the session, if necessary, to
  - give feedback on the outline
  - propose changes
  - help identify lead questions
  - suggest pair or group tasks to facilitate interaction
  - assist with the development of appropriate flipcharts or other visual aids

- **Meet with the resource person after the session to provide specific positive and negative feedback**

Such guidelines will help assure that resource persons make a positive contribution to the training.

## **5.6 Evaluation of Training Effectiveness**

The NTCG and TMDD should develop guidelines, procedures and questionnaires for routinely conducting Stage V evaluations. The publication noted in Section 4.6, *Evaluation Guidelines for Training in Water and Sanitation*, is a helpful resource.

In Stage V, training course graduates are evaluated in the workplace to determine whether they are applying the skills and knowledge gained in training, and whether the skills and knowledge are improving work performance. TNA and Stage V evaluation are the key mechanisms for the continuous improvement of NIA training programs, for the realization of strong and self-sufficient farmer organizations, and for the development of self-reliant and responsible NIA and IA staff.

## **5.7 In-Field TOT Follow-Up and Reinforcement**

It is recommended that in-field follow-up visits and reinforcement sessions be held periodically for graduates of the TOTs and graduates of re-echoing sessions. These visits should serve to further develop individual training skills, share information and materials developed by other TOT graduates, and provide feedback on training design and delivery. Selected TOT graduates could conduct these follow-up visits and sessions.

It is also recommended that at least one of the two ISPAN trainers make a return visit within the next 12-18 months to assess organizational progress related to training, and to conduct a 5-day reinforcement session for TOT graduates.

## **5.8 Future Role of the TOT Graduates**

The 22 participants who completed the three TOTs have much to offer NIA. As outlined in this chapter, there are several roles that they can play in the immediate future.

For one, TOT graduates should help their training colleagues in NIA become experiential trainers. To do so, they should conduct TOT re-echoing sessions, and establish a comfortable climate for giving and receiving feedback. The TOT graduates need to be able to give their training colleagues—and one another—honest feedback, as a way to improve their skills.

Another important future role for TOT graduates is to help TMDD develop appropriate policies and procedures for training needs assessment, design, and evaluation. The TOT graduates now have the skills to help initiate and facilitate this process.

Finally, the TOT graduates can play a significant role in helping to communicate the NIA Vision for 1997 and in helping IAs formulate their own visions for self-reliance and success.

## APPENDIX A

### SCOPES OF WORK FROM USAID/MANILA AND ISPAN

This scope of work covers the first of three workshops requested by USAID/Philippines in the PIO/P. (Dates for the first TDY are April 7-27, 1991)

#### BACKGROUND

In March, 1990, ISPAN consultants Dan Edwards and Tom Wickham conducted a Training Program Review of the National Irrigation Administration (ISpan Activity 682C). One of the recommendations from that report suggested that a Training of Trainers program be renewed, using state of the art, practical and useful training methods based totally on adult learning training methods.

Based on this recommendation, USAID/Manila requested ISPAN to provide a two-person team of expatriate training specialists to work with NIA personnel over the course of nine months to actually design, implement and assess a comprehensive training program. The ISPAN training specialists are requested to make three trips to the Philippines in 1991. Each trip will last approximately three weeks and may involve trips to the field.

The specific objectives of the entire activity are:

1. to assist NIA in implementing and institutionalizing the latest training technologies, systems and procedures;
2. to develop and leave in place a "repository of skills" at NIA;
3. to assist NIA in becoming self-sufficient in training skills; and
4. to develop and implement with NIA appropriate adult education methods relevant for the Philippines.

The overall expected output of this activity after the three workshops is a core of NIA staff who can design, implement, and assess NIA's training programs using the latest training technologies, systems, methods and procedures. Additionally, while in the Philippines, the training specialists will be expected to

1. produce a short report for USAID/Manila and NIA after each of the three visits, briefly outlining the activities and recommendations for subsequent visits;

2. at the end of each visit, make a presentation and hold discussions with NIA and USAID/Manila officials on the team's activities, findings and recommendations;
3. after the final visit, produce a final report, outlining accomplishments and potential future training directions for NIA.

#### SCOPE OF WORK FOR TRIP #1 (April 7-27, 1991)

A team planning meeting will be held in Virginia prior to departure for the Philippines. The TPM will be facilitated by Dan Edwards, team leader of the NIA Assessment activity. The purpose of the TPM is to review the results of the NIA Assessment, develop a comprehensive workplan for the first activity, discuss possible design alternatives, and clarify ISPAN logistical procedures.

The ISPAN work will be done in conjunction with NIA's on-going Training Design and Management course. It will build on and complement the work already accomplished by TDM. It is anticipated the NIA staff directly involved in TDM would work very closely with the ISPAN team and four of the NIA staff will act as co-trainers with the ISPAN training specialists in the first workshop.

#### Schedule

|             |   |
|-------------|---|
| March 27-28 | Team Planning Meeting (2 days)  |
| April 5/6   | Travel to Philippines (2 days)  |
| April 8     | Initial meetings with NIA and USAID officials (1 day)                                 |
| April 9-10  | Team Planning Meetings with NIA co-trainers and finalization of TOT 1 design (2 days) |
| April 11-24 | Preparation, design and delivery of TOT 1, including some field visits (12 days)      |
| April 25-27 | De-briefings, wrap-up and trip report preparation (3 days)                            |
| April 28    | Travel to U.S. (1 day)  |

Total of 23 days each for Lee Jennings and Steve Joyce and 2 days for Dan Edwards.

NIA/AAP TRAINING PROGRAM REVIEW (Stage Two)  
Statement of Work for Training Specialist(s)

I. BACKGROUND

The irrigation component of the USAID-funded AAP Project contains a large training component, including many different types of training for farmers and NIA staff. Effective implementation of these trainings will help achieve the project's goal of building a core of sustainable and stable irrigation systems in the Philippines.

In 1989, NIA/AAP developed a two-stage training program review. In Stage One, short-term ISPAN (Irrigation Support Project for Asia and the Near East) training specialists worked with the NIA staff to identify the strengths and weaknesses of NIA's training program and suggested ways to strengthen training procedures, methods, and materials.

After assessing the Stage One results, NIA decided to proceed with Stage Two wherein ISPAN would assist NIA in the implementation of the recommendations made under Stage One.

II. OBJECTIVES

The objectives of the Stage Two training program review are:

1. To assist NIA in implementing and institutionalizing the latest training technologies, systems, and procedures;
2. To develop and leave in place a "repository of skills" at NIA;
3. To assist NIA in becoming self-sufficient in training skills; and
4. To develop and implement with NIA appropriate adult education methods relevant for the Philippines.

### III. STATEMENT OF WORK

NIA is familiar with many training models, but needs to strengthen the actual implementation and institutionalization of the latest training systems and procedures. In other words, NIA's primary need is to translate theory and models into action and transform training plans into actual on-going training programs. In essence, NIA should emphasize how to actually "do" training.

A two-person ISPAN team, consisting of expatriate Training Specialists, will work with NIA in a very practical, applied, "hands-on" training assistance program. The ISPAN Training Specialists will work with selected NIA personnel over the course of nine (9) months to actually design, implement, and assess a comprehensive training program.

The ISPAN Training Specialists will make three trips to the Philippines in 1991 (March, May, and September). Each trip will last approximately three weeks and may involve trips to the field.

During each three-week trip, ISPAN will work with selected NIA personnel on specific training activities. Such activities will include, but are not limited to, such subjects as training needs assessment, developing training plans and curriculum, and proper adult education methods. After each three week ISPAN visit, the NIA personnel will actually implement the subject matter just covered at selected NIA offices.

During the next visit, NIA and the ISPAN team will review the effectiveness of the previous implementation, cover new material, and plan additional training activities. The NIA staff will then implement these new training activities. This process will be followed for the duration of the technical assistance.

The ISPAN work will also be done in conjunction with NIA's on-going Training Design and Management (TDM) course. It should build on and complement the work already accomplished by TDM. It is anticipated that the NIA staff directly involved in TDM would work very closely with the ISPAN team. Ideally, the NIA/TDM staff would act as co-trainers with the ISPAN team.

IV. OUTPUT

The overall expected output of this activity is a core of NIA staff who can design, implement, and assess NIA's training programs using the latest training technologies, systems, methods, and procedures. Additionally, while in the Philippines, the training specialists will be expected to:

1. Produce a short report for USAID/Manila and NIA after each of their three visits, briefly outlining their activities and recommendations for subsequent visits;
2. Produce a final report, outlining accomplishments and potential future training directions for NIA; and
3. Make a presentation and hold discussions with NIA and USAID/Manila officials on the team's activities, findings and recommendations.

V. PERIOD OF PERFORMANCE

This activity is expected to require three separate trips to the Philippines between March and October, 1991 of three weeks each, for a total of 4.5 person-months.

VI. WORKING ARRANGEMENT AND TEAM COMPOSITION

Two (2) expatriate Training Specialists will be required for this particular technical assistance. They will work with selected NIA staff for the duration of the consultancy.

The team will be composed of two (2) Training Specialists who have broad experience in the design and implementation of training programs and other related activities, e.g., training needs assessment, developing training plans and curricula, and proper adult education methods for the benefits of NIA's clientele, the Irrigators' Associations (IAs).

Overall supervision of the team's work will be by Ms. Reine Villarosa, USAID Project Manager for the AAP Irrigation Component.

## APPENDIX B

### LISTS OF PARTICIPANTS FOR TOT I, II, AND III

#### TOT I PARTICIPANTS

| Name of TOT Participants           | Region/Office |
|------------------------------------|---------------|
| 1. Pilipina P. Bermudez            | I             |
| 2. Nieves M. de Guzman             | I             |
| 3. Fermin F. Flores                | II            |
| 4. Emma P. Santiago                | III           |
| 5. Lorna A. Bitangcol              | III           |
| 6. Sofia Carmelita G. Resurreccion | III           |
| 7. Cesar T. Lagmay                 | IV            |
| 8. Salvacion A. Requejo            | V             |
| 9. Rey S. delos Reyes              | VI            |
| 10. Melinda T. Espina              | VII/VII       |
| 11. Nicolas R. Antiquina           | IX            |
| 12. Mamerto S. Apanada             | X             |
| 13. Florante B. del Rosario        | XI            |
| 14. Ramon A. Bugacia               | XII           |
| 15. Victorino T. Aron              | MRIIS         |
| 16. Danilo B. Rillon               | MRIIS         |
| 17. Felimon S. Rodriguez           | UPRIIS        |
| 18. Alfredo C. dela Cruz           | UPRIIS        |
| 19. Ma. Lavern O. Aguila           | SMD           |
| 20. Florencia B. Saplan            | SMD           |
| 21. Forentino R. David             | SMD           |
| 22. Aurora L. Sison                | PRMD          |
| 23. Alfredo C. Bautista            | PRMD          |
| 24. Ricardo V. Joson               | DCIEC         |
| 25. Heartie E. Navarro             | IDD           |
| 26. Eden Victoria C. Selva         | IDD           |
| 27. Eileen I. Cubillo              | IDD           |
| 28. Ma. Chuchi B. Potente          | IDD           |
| 29. Rubenito M. Corpuz             | IDD           |
| 30. Bayani P. Ofrecio              | IDD           |

#### Name of Active WAC Member

|                         |                   |
|-------------------------|-------------------|
| 1. Ma. Ines P. Bagadion | Office of AA SOEM |
| 2. Alicia A. Denaya     | PRMD              |
| 3. Renato A. de Lara    | SMD               |
| 4. Carlos C. Lintag     | IDD               |
| 5. Carmelo M. Cablayan  | IDD               |
| 6. Felimon C. Montano   | IDD               |

## TOT II PARTICIPANTS

| Name of TOT Participants           | Region/Office |
|------------------------------------|---------------|
| 1. Pilipina P. Bermudez            | I             |
| 2. Nieves M. de Guzman             | I             |
| 3. Fermin F. Flores                | II            |
| 4. Emma P. Santiago                | III           |
| 5. Lorna A. Bitangcol              | III           |
| 6. Sofia Carmelita G. Resurreccion | III           |
| 7. Cesar T. Lagmay                 | IV            |
| 8. Salvacion A. Requejo            | V             |
| 9. Rey S. delos Reyes              | VI            |
| 10. Melinda T. Espina              | VII/VII       |
| 11. Nicolas R. Antiquina           | IX            |
| 12. Mamerto S. Apanada             | X             |
| 13. Floreante B. del Rosario       | XI            |
| 14. Ramon A. Bugacia               | XII           |
| 15. Victorino T. Aron              | MRIIS         |
| 16. Danilo B. Rillon               | MRIIS         |
| 17. Felimon S. Rodriguez           | UPRIIS        |
| 18. Alfredo C. dela Cruz           | UPRIIS        |
| 19. Heartie E. Navarro             | IDD           |
| 20. Eden Victoria C. Selva         | IDD           |
| 21. Eileen I. Cubillo              | IDD           |
| 22. Ma. Chuchi B. Potente          | IDD           |
| 23. Rubenito M. Corpuz             | IDD           |
| 24. Bayani P. Ofrecio              | IDD           |

### Name of TOT Co-Trainers

1. Ma. Ines P. Bagadion
2. Carmelo M. Cablayan

**Name of Active WAC Member**

- |    |                    |      |
|----|--------------------|------|
| 1. | Alice A. Denaya    | PRMD |
| 2. | Renato A. de Lara  | SMD  |
| 3. | Carlos C. Lintag   | IDD  |
| 4. | Felimon C. Montano | IDD  |
| 5. | Felix C. Pena      | IDD  |

**TOT III PARTICIPANTS**

| Name of TOT Participants           | Region/Office |
|------------------------------------|---------------|
| 1. Pilipina P. Bermudez            | I             |
| 2. Nieves M. de Guzman             | I             |
| 3. Fermin F. Flores                | II            |
| 4. Emma P. Santiago                | III           |
| 5. Lorna A. Bitangcol              | III           |
| 6. Sofia Carmelita G. Resurreccion | III           |
| 7. Cesar T. Lagmay                 | IV            |
| 8. Salvacion A. Requejo            | V             |
| 9. Rey S. delos Reyes              | VI            |
| 10. Nicolas R. Antiquina           | IX            |
| 11. Mamerto S. Apanada             | X             |
| 12. Floreante B. del Rosario       | XI            |
| 13. Ramon A. Bugacia               | XII           |
| 14. Victorino T. Aron              | MRIIS         |
| 15. Danilo B. Rillon               | MRIIS         |
| 16. Felimon S. Rodriguez           | UPRIIS        |
| 17. Alfredo C. dela Cruz           | UPRIIS        |
| 18. Heartie E. Navarro             | IDD           |
| 19. Eden Victoria C. Selva         | IDD           |
| 20. Eileen I. Cubillo              | IDD           |
| 21. Bayani P. Ofrecio              | IDD           |
| 22. Carmelo M. Cablayan            | IDD           |

**Name of Active WAC Member**

|    |                      |                   |
|----|----------------------|-------------------|
| 1. | Ma. Ines P. Bagadion | Office of AA SOEM |
| 2. | Felimon C. Montano   | IDD               |
| 3. | Carmelo M. Cablayan  | IDD               |
| 4. | Carlo C. Lintag      | IDD               |
| 5. | Alicia A. Denaya     | PRMD              |

## APPENDIX C

# THE EXPERIENTIAL MODEL AND DESIGN COMPONENTS OF AN EXPERIENTIAL SESSION

### Introduction

Experiential learning is exactly what the name implies -- learning from experience. The experiential approach is learner-centered and allows the individual trainees to manage and share responsibility for their own learning with their teachers. Effective training strategies which incorporate experiential learning approaches provide opportunities for a person to engage in an activity, review this activity critically, abstract some useful insight from the analysis, and apply the result in a practical situation. (Gudykunst and Hammer, 1983, provide a brief historical review of the experiential approach.)

A graphic representation of the model is presented below:

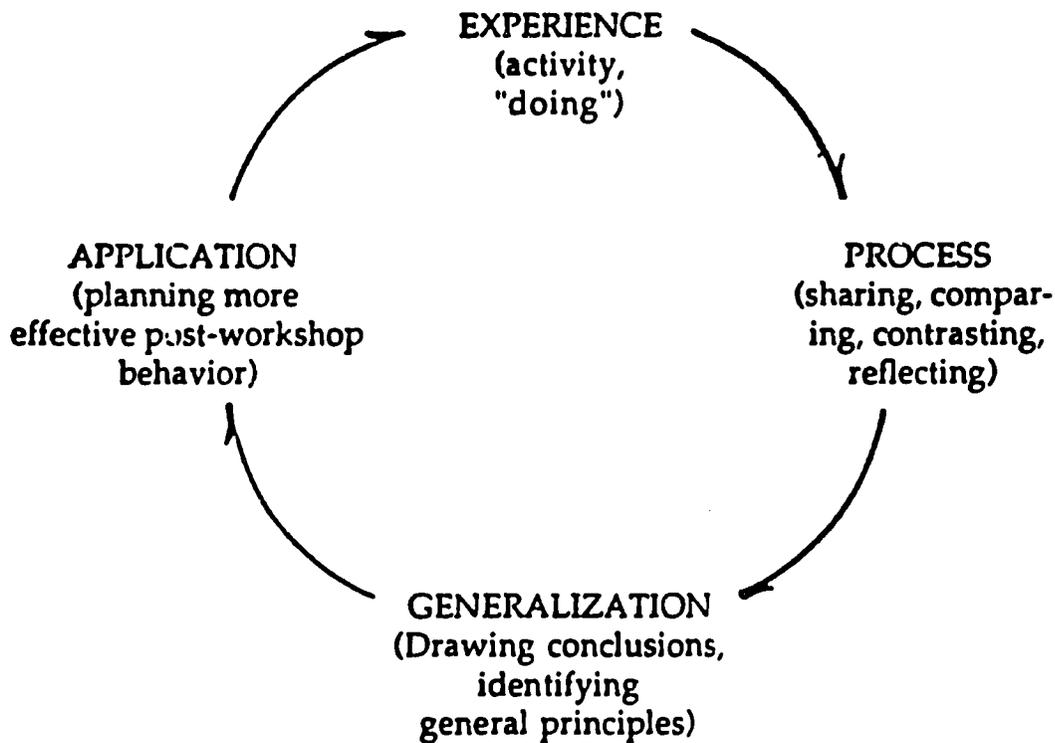


Figure 1  
The Experiential Model

## **Design Components Of An Experiential Session**

### **1. Climate Setting**

- Stimulates interest, curiosity, induces participants to begin thinking about the subject at hand.
- Provides rationale for why subject is important to participants and how it will be useful to them.
- Links this training session to previous ones and places it into the overall framework of the workshop.

### **2. Goal Clarification**

- Presents to the participant statements which describe the intent, aim or purpose of the training activity.
- Provides opportunity for participants to seek clarity on goals, add additional issues or raise concerns.

### **3. Experience**

- An activity which group engages in that will provide opportunity for them to "experience" a situation relevant to the goals of the training sessions.
- This "experience" becomes the data producing event from which participants can extract and analyze as they complete learning cycle.
- Common "experiences" are role plays, case studies, paper and pencil instruments, etc.

### **4. Processing**

- Participants share individual experiences and reactions to the experience.
- The experience is analyzed and reflected on thoughtfully by the group.
- Trainer guides and manages this process.

## 5. Generalizing

- Participants determine how the patterns that evolved during the "experience" relate to the experiences of everyday life.
- Participants seek to identify key generalizations that could be inferred from the experience.

## 6. Applying

- Using the insights and conclusions gained from the previous steps, the participants identify and share how they plan to incorporate these new insights into their everyday life.
- Answers the question, "Now what?" and "How can I use what I learned?"

## 7. Closure

- Briefly summarizes the events of the training session.
- Links back to goals and seeks to determine if goals have been met.
- Wraps up training session and gives a sense of completion.
- Links session to rest of program especially upcoming sessions.

Copyright 1982. Wilma J. Gormley and James A. McCaffery, Ph.D. All Rights Reserved. Reproduction by any means is prohibited without written permission.

**APPENDIX D**

**OBSERVER'S CHECKLIST  
FOR A  
SEVEN-STEP EXPERIENTIAL SESSION**

Name of Participant: \_\_\_\_\_  
Today's Date: \_\_\_\_\_

**4      3      2      1**  
**Effective Do Less Do More Not Done**

**1. CLIMATE SETTER**

- a. Greets, puts people at ease \_\_\_\_\_
- b. Asks questions related to subject \_\_\_\_\_
- c. Asks particular question(s) that draws on their experience related to subject \_\_\_\_\_

Comments:

**4      3      2      1**  
**Effective Do Less Do More Not Done**

**2. OBJECTIVES**

- a. Written and legible \_\_\_\_\_
- b. Clearly explained \_\_\_\_\_
- c. Action verbs \_\_\_\_\_
- d. Measurable, observable \_\_\_\_\_

Comments:

|           |          |          |          |
|-----------|----------|----------|----------|
| <b>4</b>  | <b>3</b> | <b>2</b> | <b>1</b> |
| Effective | Do Less  | Do More  | Not Done |

**3. EXPERIENCE**

(Circle: case study, role play, lecturette, demonstration, small group task, other....)

a. Technique(s) selected appropriate

\_\_\_\_\_

b. Content presented clearly

\_\_\_\_\_

c. Follows appropriate delivery sequence

\_\_\_\_\_

d. Paraphrases/summarizes participants responses

\_\_\_\_\_

Comments:

|           |          |          |          |
|-----------|----------|----------|----------|
| <b>4</b>  | <b>3</b> | <b>2</b> | <b>1</b> |
| Effective | Do Less  | Do More  | Not Done |

**4. PROCESSING**

a. Questions elicit participants reactions (thoughts & feelings) about experience.

\_\_\_\_\_

b. Asks open-ended questions

\_\_\_\_\_

c. Follows appropriate processing sequence

\_\_\_\_\_

d. Paraphrases/summarizes participants responses

\_\_\_\_\_

Comments:

4            3            2            1  
 Effective   Do Less   Do More   Not Done

**5. GENERALIZING**

- a. Asks questions linked to session objectives
- b. Asks open ended questions
- c. Writes the participants' answers
- d. Paraphrases/summarizes participants' learnings

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Comments:

4            3            2            1  
 Effective   Do Less   Do More   Not Done

**6. APPLYING**

- a. Asks questions that encourage participants to apply learnings in back home situation
- b. Asks open ended questions
- c. Solicits examples & encourages back home use

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Comments:

|           |          |          |          |
|-----------|----------|----------|----------|
| <b>4</b>  | <b>3</b> | <b>2</b> | <b>1</b> |
| Effective | Do Less  | Do More  | Not Do   |

**7. CLOSING**

a. Summarizes main points/learnings

\_\_\_\_\_

b. Reviews objectives

\_\_\_\_\_

c. Concludes, bridges to next session

\_\_\_\_\_

Comments:

\_\_\_\_\_

Total Time

Comments on Overall Session:

Name of Observer: \_\_\_\_\_ Signature: \_\_\_\_\_

## **APPENDIX E**

### **NIA VISION FOR 1997**

#### **STRONG AND VIABLE NIA AND IRRIGATION ASSOCIATIONS PARTNERSHIP TO ACCELERATE IRRIGATION DEVELOPMENT AND PROVIDE EFFICIENT LEVELS OF IRRIGATION SERVICES**

##### **For NIA**

1. Employees' awareness of NIA mission.
2. Interdepartmental collaboration is present for unity and complementation of efforts.
3. Opportunities for training, education, and development are available to all employees for their continued professional growth and the overall performance improvement of NIA.
4. Presence of an efficient, consolidated Central Office training unit with regional counterparts responsible for quality training.
5. Periodic assessment of training programs for NIA and its clientele is institutionalized.
6. Self-supporting in O & M.
7. Roles and responsibilities of employees are clearly defined.
8. O & M roles and responsibilities vis-a-vis IA are clearly delineated.

##### **For IAs**

1. Leaders and members have a strong sense of awareness about the IA mission.

2. Collaborative, participative management styles applied in managing IA affairs.
3. Strong sense of ownership by all farmers for their irrigation systems, manifested by their full financial support for its O & M.
4. Responsible for their own institutional growth, identifying their IA's needs, mobilizing and/or obtaining resources to acquire these identified needs.
5. Capable of managing other agri-business enterprises (in addition to current farming activities) including ownership of credit institutions.
6. Capable of resolving organizational conflicts.
7. Full acceptance of IA responsibilities either for full or partial assumption of O & M responsibilities.

#### **SUGGESTIONS TO COMMUNICATE VISIONS**

1. WAC will refine the vision statements.
2. The visions will be presented to NIA managers meeting in December 1991, then to Board, then to all.
3. The vision statements will be distributed and actively discussed with all employees. Employees must identify their role/contribution to the attainment of this vision.

## APPENDIX F

### OVERALL OUTPUTS OF THE ORGANIZATIONAL DEVELOPMENT WORKSHOP

1. Developed NIA Vision  
Strong and viable NIA and Irrigation Associations Partnership to accelerate Irrigation Development and Provide efficient Levels of Irrigation Services. (See attached together with desirable attributes for NIA and for IAs)
2. Proposed organizational structure adjustments for training to support the vision. (See attached proposed organizational structure)
3. Recommended Sourcing of Funds and Improvement of Funding Processes for the attainment of the vision.
4. Recommended procedures for developing career development to motivate staff and increase their effectiveness and the organization.
5. Concurred on the next steps for implementing Agreements and Recommendations.
  - a. WAC to refine Vision statements
  - b. AA for Adm. Services to form working Group from SMD, IDD, MSD, PDI & PRMD to finalize proposed organizational structure for training and implementing guidelines for operationalization.
  - c. Corplan with SMD, IDD, MSD and field representatives to review roles and responsibilities of NIA and IA in the construction and development and O & M irrigation system (NIS-CIP/CIS) to :
    - develop improved job descriptions for NIA & IA as basis for conducting TNA
    - improve existing contract schemes
  - d. Seek approval of the Agreements by:
    - Presenting the refined outputs to Execom on Nov. 28, 1991
    - Present final outputs to RIMs/PMs/OM meeting on Dec. 12-13, 1991
    - If necessary approval of the NIA Board
  - e. Issue Memorandum Circular to communicate the final outputs of the workshop.

## GENERAL RECOMMENDATIONS TO ACHIEVE THE NIA VISION

1. Design organizational structure for training to:
  - . Specify roles, responsibilities and power of each organization level/units
  - . Provide mechanism to ensure and improve complementation of training efforts thru integrated planning, implementation, monitoring and evaluation of agency training programs.
  - . Centralize training planning & decentralize implementation
  - . Minimize "red tape"
  - . Review pertinent MCs and develop new ones to support structure
2. Formulate overall Training Goals
  - . Develop a detailed plan (1992-1997) for training, evaluation and development of NIA staff and IA within budgetary limitations
  - . Develop guidelines and Training Programs for the conduct of TNA among management and personnel concerned at various organizational units
  - . Plan action steps for the next 3-6 months
3. Funding for Training

Review existing guidelines to facilitate requirements and process to facilitate fund release on training at:

  - Central Office to Regional Offices
  - Regional Offices to ISOs and PIOs
  - . Provision of fund for training in the NIA budget
  - . Increase sustenance IA share in training to 50%
  - . Centralize all Training funds
  - . Increase training funds for NIA staff by 100%

#### 4. Career Development for NIA Staff

- . Provide equal opportunity for professional growth
- . Improve selection criteria for local and foreign scholarship/travel grants
- . Formulate procedures for NIA and employee to benefit from technology learned from training.

#### Specific Recommendations

1. AA for Adm. Services to form working group for MSD, IDD, SMD, PDI, PRMD and CIDP to finalize proposed structure, its roles and responsibilities.
  - a. Initial meeting - Nov. 21, 1991 10:00A.M.
  - b. Presentation of structure to Execom - Nov. 28, 1991
  - c. Presentation to RIMs/PMs/OMs meeting - Dec. 12-13, 1991
2. Corplan with representatives from
  - SMD
  - IDD
  - MSD
  - CID and
  - Field representative to
    - . Review roles of NIA-IA in the construction and development of irrigation
    - . Formulate new roles & responsibilities as basis for TNA - completed Dec. 10, 1991
3. WAC
  - . Liaison implementation of next steps
  - . Refine vision statement and summarize agreements
  - . Present workshop outputs
    - Execom - Nov. 28, 1991
    - RIMs/PMs/OMs - Dec. 12-13, 1991

- \* Training and Manpower Development Division to take the lead in mobilizing and organizing selected TOT participants to:
  1. Prepare guidelines for TNA conduct.
  2. Design and implement the training program for different units on conducting the TNA not later than 1st quarter of 1992 for #1 and not later than 2nd quarter of 1992 for #2.
- \* Training policy to be issued not later than 1st quarter 1992 requiring TNA conduct for every proposed training program.
- \* TNA be conducted by all organizational units of managers taking the lead every September of each year in support of training POW.
- \* Consolidate all approved training POW
- \* Develop/improve selection criteria for selecting trainee for local and foreign training/travel.