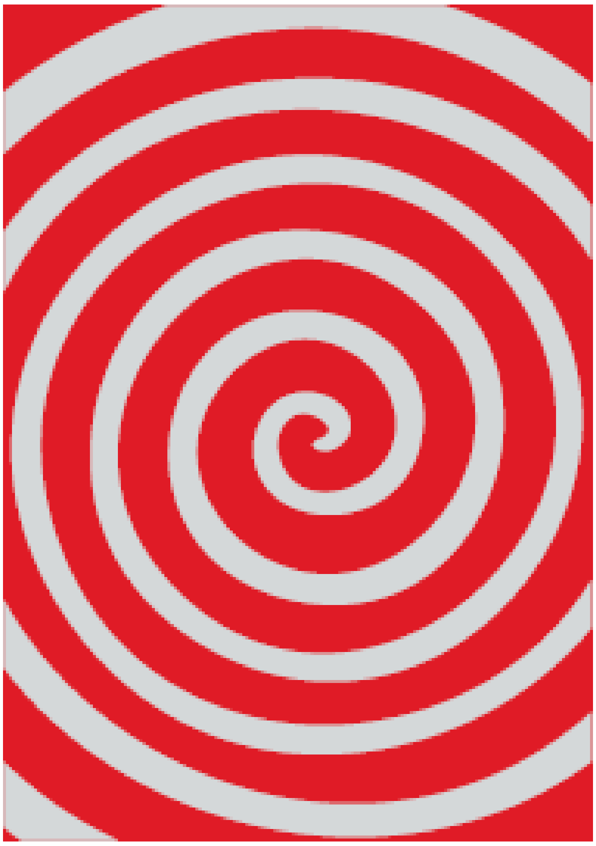
Manual for Facilitators

Programme: Action Learning and Exposure Programme



Strengthening of the Competencies of India Training Providers for Sustained Development of Management Training for International Cooperation (SCITP)

Competence in Motion, GIZ India

Idea and Creation: Ziaul Hoda
Author: Ram Bhat & Ziaul Hoda
For further information, please contact: ziaul.hoda@giz.de

Action Learning and Exposure Programme (ALEP)

Context:

International cooperation is a challenging and dynamic arena. The nature, roles and responsibilities of involved organisations are constantly changing. Professionals are continuously challenged to deliver sustainable results in an effective and efficient manner as well as to adapt to emerging principles and modes of international aid architecture. Considering this, the competency base of the involved staff is a decisive factor in managing development programmes effectively and in delivering high quality results.

On behalf of Germany's Federal Ministry for Economic Cooperation and Development (BMZ), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in cooperation with the Department of Economic Affairs (DEA), Ministry of Finance, Government of India offers the competency-based Action Learning and Exposure Programme. This innovative tailor-made programme intends to strengthen the capabilities of professionals working in Indo-German Development Cooperation. Designed in close cooperation with leading stakeholders like the GIZ Academy for International Cooperation (AIZ) and some of the leading Indian organisations and consultants, the programme provides you state of the art expertise on how to drive your own professional development so that intended outcomes and impacts can be reached more effectively.

Action Learning and Exposure Programme (ALEP):

Comprising three interrelated modules for 12 days spread over five months, the programme provides the opportunity to widen expertise and know-how, supporting to translate insights and methods gained into professional excellence and improved organisational practice. The core programme is based on a competency framework specifically designed for this programme consisting of 09 Competency Cluster with 18 sub-categories of competencies.

The programme uses a competency framework which has been designed in interaction with a number of stakeholders. This competency framework is systematically used as a navigational tool to map, nurture, and actualise the competencies required for effective management of international cooperation. During the course of the programme, resource persons, change agents, facilitators, and peer-coaches will support in gaining actionable knowledge and translating this into interventions enhancing effectiveness in international cooperation.

The manual aims at creating awareness among the potential facilitators from different ATIs and central training institute who would run the ALEP modules in their respective training institutes.

Competency Cluster for Action learning and Exposure Programme (ALEP):

COMPETENCY CLUSTERS AND COMPETENCY DESCRIPTORS	
1.	**Managing Self – Aware of physical, emotional and cognitive processes; displays a high level of self-awareness, control and drive (motivation and initiative) towards achieving personal and organisational goals**
A	**Self-Awareness**: Recognize, interprets, and responds constructively to physical, emotional and cognitive needs; gains a level of mastery in resolving physical and emotional energies
B	**Holistic Thinking:** Aware of different modes of thinking (analytical, systemic etc.) and displays the ability to use these different modes according to the demands in working context. This also involves being able to deal with diversity of people from different cultural contexts and their preferences for specific thinking modes and ability to leverage them for collaborative action.
2.	**Shaping Relations: Aware of key dimensions enabling strong relations and displays ability to shape positive, professional and trustworthy working relationships with a wide range of professionals within and outside the department**
A	**Leveraging Diversity**: Acknowledges and demonstrates respect for the beliefs, value constructs, socio cultural practices and patterns of dealing with problems and challenges of others and initiate processes enabling a productive use of such diversity
B	**Working Collaboratively:** Works collaboratively, shares information and builds supportive, responsive relationships with colleagues and stakeholders
3.	**Acting for Outcomes: Aware of how individual professional actions translate into results such as outputs, outcomes and impacts and displays ability to promote decisions and actions in coordination with others contributing to intended outcomes.**
A	**Solutions within constraints:** Drives, seeks, designs and implements contextualized solutions by considering system constraints
B	**Coordinating for Action**: Harmonises processes, resources and priorities in effective ways towards achieving desired outcomes
4.	**Mastering MfDR know-how: Aware of 'Managing for Development Results'(MfDR); displays ability to acquire further knowledge in MfDR and translate the expertise in shaping processes and actions**
A	**Deepening Knowledge**: Expands knowledge about International cooperation and Managing for development results (MfDR), useful for increasing effectiveness in international cooperation
B	**Mastering Methods**: Strengthens expertise in contextualized application of MfDR Methods with relevant actions in organizational practice.
5.	**Changing for impact: Aware of organisational limits and necessary changes for achieving intended results, displays ability and will to initiate and sustain changes for desired societal well being**
A	**Future oriented outcomes:** Aware of national and international goals and contributes to a clear organisational vision and motivates self and others to deliver results contributing to that desired future
B	**Initiating changes**: Aware of transitions in the national and international environment and drives changes within the sphere of influence enabling a move toward a desired future.
6.	**Communicating effectively: Aware of challenges and key success factors for result oriented communication and displays ability to communicate constructively in contexts of diversity.**
A	**Presenting influentially**: Presents facts and views, both to internal and external audiences, in a clear and succinct manner with conviction and authenticity.
B	**Managing conflicts:** Recognizes conflicts, understands the nature of conflict, tackles issues and challenges assumptions in an assertive yet constructive way to be able to bring

	productive resolution to conflicts
7.	**Thriving Excellence: Aware of needs and potential of improvements in the workplace and displays ability to initiate continuous improvement for increased workplace efficiency and excellence**
A	**Improving work practices:** Initiates and convinces others to take collaborative actions for incremental changes at workplace.
B	**Engaging for innovations:** Seeks out opportunities for innovation and takes risks to make changes in how things are done
8.	**Evidenced actions: Aware of local and global development nexus and displays ability to translate insights into evidence-based decisions and actions**
A	**Informed action:** Ensures that projects are aligned with National priorities and promotes action catalysing increased synchronisation between national and international cooperation agendas
B	**Evidence based decision:** Seeks evidence, by blending validated facts and data with own judgment, evaluates among various options, makes and facilitates evidence-based decisions
9.	**Nurturing Capabilities: Aware of importance of continuous learning and displays high level of interest and takes action for self and other's learning contributing to organisation capabilities**
A	**Learning agility:** Constantly seeks to learn through various forms such as reading, internet, observation, dialogue, reflection action etc to improve understanding
B	**Learning in community:** Demonstrates curiosity and eagerness to learn from and with peers; Uses processes for co creation of new knowledge for action and facilitates processes contributing to powerful learning communities beyond traditional organisations or cultural boundaries.

Manual for Module 1:

Foundation of Development/International Cooperation

Manual 1: ALEP Module 1: Foundation of Development Cooperation

We begin this journey, a yatra, today, going through the changing international cooperation landscape, personal competency areas and territory of societal wellbeing. We hope the journey remains interesting, exciting, revealing, exposing, satisfying and enjoyable.

This Module will deepen the understanding of changes in International Cooperation, strengthen the ability to identify key challenges in its management, and provide support in mapping competency base so that one knows which competencies one has to strengthen in order to increase their personal performance.

The programme focuses on strengthening the competencies. As such, the participants will take an active role from the outset, in reflecting and steering their own competency development process. Their expertise, experiences and learning ability is crucial for making this programme a success.

Module 1 introduces the competency development journey, and helps the participants to understand the competencies involved. It also explores the shifts in Development Cooperation approaches over the years, and specially the present focus on SDGs after 2015. Further, the module also brings in the issue of cross cultural sensitivity and the need to balance between differing priorities of the Development Partners on any project.

Competencies covered in this module:

- Managing Self - Self Awareness
- Communicating Effectively
- Mastering MfDR – deepening Knowledge
- Shaping Relations – leveraging Diversity
- Changing for Impact – future Oriented Outcomes
- Nurturing Capabilities –

Session 1: Welcome of Participants

Details: Welcome address to the participants- Formal opening of the session by a senior leadership officer for the institutions hosting the module.

Method: Address by Individual. Prepare a sequence for the speakers. Inform the speakers beforehand about the time availability.

Material required: None

Time: 15 Minutes

Key notes for the facilitator:

- Prepare beforehand about this sessions by finalising the key speaker. Plan and have a meeting with him/her at least a day before and orient the person about the programme details such as:
  - The programme is a competency based learning programme designed in a manner that it uses the head, heart and hands of the participants while engaging them in the sessions.
  - It is based on a competency framework (share some details about the framework such as: 09 clusters and 18 competencies required for international cooperation management).
  - There is an element of self-assessment of these competencies.
  - It is a learner centric programme where the methods are used in a way that the learners are on the driver's seat.
- Inform the participants beforehand (by sharing the agenda over email, which also shares the reporting time at the venue)
- Check the venue a day in advance based on the requirements for the module such as:
  - whiteboard,
  - markers,
  - chart papers,
  - permanent/bold markers,
  - flip chart,
  - standee,
  - cards of different size and shape,
  - moderation board,
  - LCD projector,
  - lighting,
  - Laptop connectivity with the LCD

Session 2: Introduction of the participants

Details: Informal setup and Introduction of the participants among the group.

Method: Micro Lab.
Steps:

- Ask the group to stand in a circle.
- Make them comfortable by asking them to relax and leave their belongings on the chair/table.
- Start informally about you, share something personal.
- Introduce the exercise as follows: the exercise is called Micro Lab. We have to walk around and during our walk we will meet people and interact with them. There will be three/four rounds of this walk.
- You have to follow my voice, when I say stop, make a group of three people and share among yourself the happiest moment in your lives.
- Once I clap, start walking around again in the room/hall.
- Upon hearing the word stop, this time forma a group of 4 people, make sure these are the people you have not met in the previous round. Share among yourself, "What I value most in my life and why".
- Go for the third, fourth round… questions could be: what I like about my current job, what are my aspirations in life, what kind of person I am in my personal life, who all are there in my family, my hobbies and what I do in my free time etc.

Material required: None

Time: 20 Minutes

Key notes for the facilitator:

As a facilitator, the most important thing is to remain involved and enjoy the process of discussion. Let there be a flow and not an instruction based exercise. Don't be strict, chill!

Session 3: Expectation Mapping, Objectives of ALEP Module 1 and Levelling

Details: Participants are asked to think about their expectation from ALEP and specifically the first module. Expectations are mapped and a realistic agenda is agreed upon.

Method: Table discussion and Visualisation.
Steps:

- Ask the group to think about the reason they have nominated themselves in the ALEP Programmes individually.
- Inform the group that after the first five minutes of individual thinking they have to start discussing their reasons with people on their table or in the their group (If there is no cluster seating, divide them in group of three to five as per the total number of participants)
- From each table or group ask them to write a maximum of three cards of expectations.
- Put the cards on the board and read out each card. This can also be done by inviting the participants to read their own cards.
- Talk about the expectations that will be covered in the module.
- Talk about the expectations that can be discussed over breaks and in break times (put it in the parking area…. Create a flipchart with Parking Area written on it and transfers the cards that you agree with the group to take up during, breaks or in session if time permits)
- Agree with the group to remove those cards which might not at all relevant or under the jurisdiction of this module. E.g.: *"The system in office is not supportive, it needs to improve".*
- Share the objective of ALEP Module 1 with the participants.

***Material required: Cards, Markers, Blue Tag or Board, flip chart, (*Prepare the objectives of ALEP module 1 on flip chart or PPT in advance**

Time: 45 Minutes

Key notes for the facilitator:

It is primarily a facilitative session, which means participants have to do a lot of things on their own. Ensure that your role is more of a guide and help them to reach to the final results in terms of mapping the expectations. Do not stop them while they are writing the expectations looking from your perspective. Let them write whatever they feel is right. Later while you are matching and levelling the expectation ensure that you have involved all the participants in the decision-making process for retaining, removing and parking the expectation cards.

Session 4: Introduction to Action Learning and Exposure Programme

Details: The facilitator share with the group the following:

Evolution of ALEP, An overview of the ALEP modules, inform them about this being a competency development process, Introduce the participants with all materials.

Method: Powerpoint Presentation and Plenary Discussion.
Steps:

- Use the presentation titled, ***"Session 4_GIZ powerpoint for BMZ_Cooperation Presentations".***
- You will find it as an attachment
- Make the presentation to the group.
- While talking about transition from CICM to SCITP, talk about the importance of sustainability and why it is important for Indian side to take this up further.
- Explain the process of interrelated modules.

Material required: LCD Projector, Laptop, Pendrive in case it a CPU run LCD, Pointer/slide changer, Screen.

Time: 30 Minutes

Key notes for the facilitator:

As this session is a powerpoint presentation, there are certain preparations to be made.

Do a mock run of the presentation before anybody is there in the morning or the previous day/evening to be sure about the presentation. Check the lighting, machine function of all the equipment a day prior to the session.

Different laptops have different connection ports with the LCD, check yours and ensure the functionality a day prior to the event.

Even though it is a session with presentation, it is important to ensure participation and attention of the participation. The idea is to focus on participants and not on presentation!

Session 5: Introduction to Development Cooperation, Trends

Details: The session deals with different stages of Development cooperation. It starts with a historical perspective about development cooperation to the currents scenario where we talk about South-South Cooperation, Triangular Cooperation/International Cooperation, SDGs and Agenda 2030.

It further talks about the impact of these shifts and trends on the day to day professional life of the participants.

Method: Powerpoint Presentation and Group Exercise.
Steps:

- Use the presentation titled, ***"Session 5_Evolution of Development Cooperation".***
- You will find it as an attachment
- Start by asking, how old the participants think is the development cooperation?

- Look for answers, guide them to discover that it is an age-old process and bring the first slide to the fore that talks about cooperation in different time zones and with different intentions.
- Ask the participants about bi-lateral cooperation and how it happens by using slide 3 and 4.
- Talk them through and start discussing different guidelines post World War 2 that came into picture to further strengthen the process of bi-lateral/International cooperation. Use slide 5, 6, 7 for the same.
- Start talking about the shifts in international cooperation, and bring concepts of south-south cooperation, triangular cooperation, SDGs. Use slide 8-12 for the same.
- Conclude the session with the slide 13 i.e. a movie giving a brief history of the international cooperation. It can also be used to summarise this session.
- After the presentation encourage participants to share their familiarity with these shifts and how it can demand some changes in the way we work.

Material required: LCD Projector, Laptop, Pendrive in case it a CPU run LCD, Pointer/slide changer, Screen for presentation

Time: 70 Minutes

Key notes for the facilitator:

As this session is a powerpoint presentation, there are certain preparations to be made. At the end of the slides there is a movie, so, check the slide run beforehand.

Do a mock run of the presentation before anybody is there in the morning or the previous day/evening to be sure about the presentation. Check the lighting, machine function of all the equipment a day prior to the session.

Different laptops have different connection ports with the LCD, check yours and ensure the functionality a day prior to the event.

Even though it is a session with presentation, it is important to ensure participation and attention of the participation. The idea is to focus on participants and not on presentation!

Keep the interaction lively by creating a lighter environment.

Session 5: Where am I in these Shifts

Details: The session further elaborates the shifts in Development cooperation. It creates an opportunity for participants to reflect upon these changes in terms of the impacts created at their workplaces. Participants are encouraged to talk about South-South Cooperation, Triangular Cooperation/International Cooperation, SDGs and Agenda 2030 and about the impact of these shifts and trends on the day to day professional life of the participants.

Method: Powerpoint Presentation and Group Exercise.
Steps:

- Divide the participants in 3-4 group depending on the total number if the number is 25 it can be a group of five people in five groups. Take a call on the group size and number of members in the group depending upon the size of the group.
- Ask them to reflect in their group about the following:

- *What are the shifts I have observed in my department as a results of changing scenario of international cooperation system?*
  - *How these shifts have impacted me as a professional, what are the challenges I have faced or am facing due to these shifts?*
  - *How did I overcome or trying to overcome these challenges?*
  - *What further need to be done?*
- Ask them to start thinking for themselves individually for the first ten minutes and them as a group. At the end of the exercise they have to prepare a presentation on charts or cards answering all the questions as a group and not as an individual.
- Group presentations and plenary discussion on the exercise results.

Material required: Chart papers and Markers for group exercise.

Time: 70 Minutes

Key notes for the facilitator:

Ensure that the division of group has diversity.

Explain the objective of the group exercise and reassure the task at hand.

Agree with the group about the end product for presentation and guide the group throughout the exercise, reach out to the group to further clarify the task.

Keep the space ready for presentation with blue tags, wall/board for putting the chart papers.

Session 6: Introduction to competency framework

Details: This session explore the competency framework and talks about the GIZ model of competency based development. It elaborates on the need of demand driven learning approach and talks about different stages in competency development.

Method: Powerpoint Presentation
Steps:

- Use the powerpoint presentation titled, ***"Session 6_Human capacity development through competency development"***

Material required: Chart papers and Markers for group exercise.
Time: 70 Minutes

Key notes for the facilitator:

As this session is a powerpoint presentation, there are certain preparations to be made. At the end of the slides there is a movie, so, check the slide run beforehand.

Do a mock run of the presentation before anybody is there in the morning or the previous day/evening to be sure about the presentation. Check the lighting, machine function of all the equipment a day prior to the session.

Different laptops have different connection ports with the LCD, check yours and ensure the functionality a day prior to the event.

Even though it is a session with presentation, it is important to ensure participation and attention of the participation. The idea is to focus on participants and not on presentation!

Session 6: Competency Self-Assessment and Analysis

Details: This session creates an individual personal space for participants to reflect upon their competency level in the current situation.

Participants fill the self-assessment questionnaire to learn about the current level of their competency.

Method: Self-Assessment Questionnaire
Steps:

- Distribute the SAT booklet A4 to all the participants.
- Explain the concept used for the five options under each competency. Curious Novice to Engaged Co-creator.
- Aske the participants to read all the five options under each competency and tick the one which applies on them in the current situation and NOT what they would like to be.
- Help them by answering questions before they start the assessment.
- Once the assessment is done, bring them back to the group and start the discussion by asking the following questions:
    - How did you feel while doing this assessment for yourself?
    - How easy or difficult it was.?
    - Does it give some clarity to know your current level?
- Use the A5 Sat to explain help participants do the correct analysis by explaining that A4 had jumbled option, so, if they use A5 SAT they can actually make out about their current competency level in different competencies.
- Ask them to fill the next column in A5 which talks about where in the next 5-6 months they would like to reach in terms of their competency journey.
- Use the format for action planning on the last page of the A5 SAT.

Material required: A4 SAT

Time: 105 Minutes

Key notes for the facilitator:

While doing the analysis, it will be needed to have the board of levels of competency handy to use it for further explanations.

Get the participants speak more and follow the format for action planning.

Session 7: Journaling

Details: Journaling is one of the most important reflective spaces created under this programme.

The session gives the opportunity to participants realise the importance of reflection of our actions and try to learn from these reflections.

Method: guided questions for reflection

Ask the participants to depend more on their hand than mind, meaning that they do not have to think much but keep writing whatever comes as the very first impression related to the guided questions.
The most important aspect of this journaling exercise is to keep writing.

Material required: Participants handbook-Journaling space

Time: 15 Minutes

Key notes for the facilitator:

This session is a personal space for all the participants, offer them to sit wherever they would want to sit for writing in the journaling space.

Tell them that it is their personal property and they do not need to share it with anyone in this room or outside.

Session 8-10: Field Visit to experience the development cooperation

Details: The field visit is organised to give the participants a feel of the impact they create by writing on the files in their offices.

It is to sensitise them about whatever they write on their files have an impact back in the community.

Also, to create awareness, how important it is to remain focused on result oriented approaches. And to focus on Outcome, Outputs and Indicators.

Method: field visit preferably a community where it is operational.
Steps:

- Identify an Indo-German development cooperation project in the nearby area where participants can go for a day long visit.
- In cases where there is no Indo-German project, identify a good civil society organisations which works on relevant topics of Indo-German Cooperation and organise the visit there.
- While planning the visit, ensure the following:
- Contact person, Day-long agenda, Transportation, start and end time and other logistic requirements.
- Prepare with the participants about the types of questions they need to ask and get the information from the field.
- Remind them that it is not a monitoring visit but a learning visit.

Material required: vehicle, field to visit!

Time: Full Day

Key notes for the facilitator:

Advance preparation for programme and logistics is the key to a successful visit.

Session 11: Recap of Learning

Details: Recap of learning and key insights from Days 1 and 2.

Method: Participants choose the method they would like to use.
Steps:

- Ask the group to sit in a semicircle, and ask participants what one or two most important things they understood from Days 1 and 2. Explain that learning is not a summary of proceedings, but something that struck them as an "AHA" moment, something they felt was important for them to do in their own life and work.
- As each participant says something, acknowledge and repeat in your own words the meaning of what they said. If needed, draw out why they felt this element was important or relevant to them. Once there was agreement on what the facilitator summarized, write it on the chart sheet.
- Repeat the process with each participant till all have expressed their opinion or understanding. If needed, ask for any other learning elements that have not been written.
- Once all points have come on the sheet, repeat the points, and close by acknowledging that participants have felt the sessions useful.

Material required: Flip Chart Sheets, Marker pens for the facilitator.

Time: 15 Minutes

Key notes for the facilitator:

As a facilitator, focus on the persons and not if all the topics covered during Days 1 and 2 are reflected in learning. Learning is an individual process, and each participant takes home what he or she thinks is most important, and this will vary from person to person.

Session 12: Self-assessment – scoring

Details: Participants were given a self-assessment questionnaire and have it ready for scoring. In this session they would be given the key for scoring, and respond to the questionnaire over the evening of Day1 or Day 2.

Method: Plenary Dialogue
Steps:

- Introduce the self-assessment as the first step in the Competency Yatra. Explain that, as mentioned on Day 1, the incompetency-competency matrix starts moving with the first step of making conscious what is in the unconscious, for which each of us needs feedback – either from others, or from self-assessment, or both. Explain that this is purely a self-assessment, and participants are under no obligation to share their scores with anyone, but may do so if they wish.
- Explain that the scoring reveals what we perceive about ourselves, and it may differ from what others perceive of us. At the same time, such a reflective exercise is often the start of making some assessment about oneself, and then possibly asking others for their perceptions, to check what more could be revealed about our blind side. Using an onion as a model, show that each exercise of self-assessment is like peeling one layer from the onion – it is an on-going process.
- Ask the group if all participants have completed the responses to the questionnaire. Once the responses are complete, use the questionnaire with the scoring key to inform participants the scores for their responses (A, B, C, D, E) as per the key.
- Once all participants have completed the scoring, refer back to the competency curve (Curious Novice to Engaged Co-creator) and explain that scores of 1 to 5 represent the different levels of competence as per the curve.
- Ask participants to reflect and note for themselves the following aspects (Use Handbook Question no. 2):
    - My dreams/aspirations in professional and personal life
    - Competencies I need to strengthen, to fulfil my dreams
    - Who all can help me in shaping these competencies
- Ask for participants' opinions and feedback on the scoring, and if they realize anything about themselves that they had not noticed earlier. Explain that competency growth is a continuous process, and there is no final point at which we can say we have completed the competency curve, as in stage 5, we keep innovating and co-creating new approaches, behaviour patterns and that leads to new learning.
- Ask what is the benefit of such a self-assessment, and if it creates any further curiosity or desire to learn more, or to move further on the Competency Yatra.

Material required: Participants' self-assessment questionnaires; self-assessment questionnaire with scoring key

Time: 45 Minutes

Key notes for the facilitator:

It is possible that some participants might not have completed their response. In such a case, please give participants ten minutes to complete the responses before starting scoring.

Please remember the scoring is a self-assessment. The facilitator must not ask to see the scores of any participant. Participants are free to share only if they wish.

Session 13: Managing for Development Results

Details: An introduction to the Concepts of Development Cooperation over the years, with special attention to the Results hierarchy.

Method: Plenary Presentation
Steps:

- This session is primarily a presentation on the different aspects of the shifts in Development Cooperation, with reference to the Paris, Accra and Busan Accords, as a preamble so that participants understand the shift in ownership that needs to come in Development cooperation.
- At this point it is important to pause the presentation and open up the floor for discussion, on how this shift is seen in participants' own work. It may be necessary to highlight that even though the Paris Declaration talks of shift in ownership, in reality partners – both home country and donors – tend to work from previous attitudes. Bring out the point that it is important to use the Paris Declaration language, to shift donor representatives from earlier modes of thinking.
- Once the discussion on this is complete, the facilitator can move on to the Results hierarchy and Results chain, and explain why it is important to focus on Outcomes and Impact, even though they are never fully in control of any implementing agency.
- Ask participants to refer to projects they are working on, and to check if the objectives mentioned in the project document refer to Output, Outcome or Impact levels.
- Close the session with a quick round of feedback on why the Results hierarchy is relevant and important for participants' regular work, beyond just project proposals.

Material required: Flip Chart Sheets, Marker pens for the facilitator.

Time: 90 Minutes

Key notes for the facilitator:

The session is a long one, and care needs to be taken to keep participants engaged – it would be good to break up the session into parts, with presentation and discussion at each point.

Session 14: Inter-personal cooperation

Details: Activity on inter-personal cooperation, followed by sharing and reflection

Method: Exercise, followed by plenary reflection
Steps:

- Ask the group to form pairs, and stand or sit together at a table where they can write. Give each pair chart paper and a pen each.
- Explain to the pairs that they need to draw a picture, of a house, a tree and a tiger, together. The rules of the exercise are:
    - Both members of the pair had to together hold only one pen to draw the picture.
    - No verbal communication was allowed.
- Ask the pairs to draw the picture. Once all pairs completed the drawing, post the pictures on a pinboard for sharing and reflection.
- Ask participants what they felt during the exercise, in general – how easy, how difficult etc. Also ask participants what was the feeling about who was controlling the pen – did it stay with one person only, did it shift from one to another, and how it felt to stay in control and to give up control.
- Post the reflections on the board, summarise. Usually there would be elements of ownership, partnership, readiness to give up, accepting each other.
- From the analysis draw parallels to the process of Development Cooperation.

Material required: Flip Chart Sheets, Marker pens for the facilitator.

Time: 30 Minutes

Key notes for the facilitator:

The exercise is powerful in itself, and most of the time, the facilitator need only to ask participants their reflections, to initiate an in-depth dialogue. The point here is not to decide which opinion is right or wrong, but facilitate the participants' own thinking and conclusions – they may be different for each, but the fact that they are thinking and moving towards what this means in their work is a good expectation.

Session 15: Exercise on Results Outcomes and Outputs

Details: Follow up of the session on MfDR, as a group exercise.

Method: Small Group Work - as a pre-requisite ask participants to identify one project for which they know the project objectives as stated. If three separate projects are not available, all groups can work on the same project, and then compare their conclusions.
Steps:

- Ask participants to form three groups (depending on the number of participants – the ideal group size is between 3 and 5. However, if we have more than four groups, the group presentations take longer and can become repetitive.)
- Explain that each group needs to choose one project with which they are familiar, and list the objectives of the project as written in the project document. This calls for participants to get prepared with at least one project document. If this is not possible, it would be good to sue one sample project as a case study.
- The group task is to list the objectives stated in the project, and identify which of the three levels it refers to: Outputs, Outcomes, Impact. Give them 15 minutes for the task and 2 minutes each for presentation.
- After the groups have completed the task, ask each group to present their conclusions, and discuss these in the plenary. Highlight the point that Outcomes refer to the condition, status or the behaviour of the people/target groups, while Outputs refer to deliverables of the implementing agency. Bring out the point that Impact statements are long term, which might not be achieved by end of the project, and indeed might only be achieved if other conditions are met.

Material required: Flip Chart Sheets, Marker pens for the facilitator.

Time: 60 Minutes

Key notes for the facilitator:

It is possible that groups may not yet have identified the levels correctly. The facilitator needs to clarify which levels the objectives refer to.

Session 16: Journaling

Details: Quick Journal.

Method: Self work

Steps:

- Ask participants to carry out a journaling exercise as on Day 1. The questions for reflection at this point are:
    - My feelings about the day

Material required: Flip Chart Sheets, Marker pens for the facilitator.

Time: 10 Minutes

Key notes for the facilitator:

As before this journaling exercise is about immediate thoughts, reactions, rather than an in-depth reflection. Participants would take some time to think and write. The choice of whether it should be a general journaling exercise or response to specific questions depends on the facilitator and the way the sessions went in the day.

Session 17: Back to Work – My role in Development Cooperation

Details: Reflections by participants on how they see their role in Development cooperation, given the inputs of the Day.

Method: Self Work

Steps:

- Explain to the participants that they now need to reflect on their regular work, and how it is linked to the different aspects of Development cooperation – it could be preparing or vetting proposals, implementing, monitoring, preparing or vetting reports, or other.
- Given their understanding of Development cooperation at this point, ask each participant to list what three things they would do differently in their work, with this enhanced understanding or realisation.
- Ask the participants to choose a comfortable place to sit, reflect and write.
- Once the exercise is complete, open up the session for any voluntary sharing of their reflections.

Material required: Flip Chart Sheets, Marker pens for the facilitator.

Time: 45 Minutes

Key notes for the facilitator: Encourage sharing as much as possible, as this is akin to a (more or less) public commitment of what they would do.

Session 18: SDG Intro: The move from MDGs to SDGs

Details: Presentation on the Sustainable Development Goals and its relevance for India. It also talks about where we (India) are in terms of the progress. It gives an information about relevant institutions working on this concepts and the current status of the same.

Method: Plenary Presentation and review of document mapping SDGs in India
Steps:

- Discuss in the plenary about the brief history of SDGs, talk about the move from MDGs to SDG.
- Use the presentation titled, ***"Session 18_SDG"***

Material required: LCD Projector, Laptop, Pendrive in case it a CPU run LCD, Pointer/slide changer, Screen for presentation

Time: 90 Minutes

Key notes for the facilitator:

As this session is a powerpoint presentation, there are certain preparations to be made. At the end of the slides there is a movie, so, check the slide run beforehand.

Do a mock run of the presentation before anybody is there in the morning or the previous day/evening to be sure about the presentation. Check the lighting, machine function of all the equipment a day prior to the session.

Different laptops have different connection ports with the LCD, check yours and ensure the functionality a day prior to the event.

Even though it is a session with presentation, it is important to ensure participation and attention of the participation. The idea is to focus on participants and not on presentation!

Session 19: Mapping SDGs in work

Details: Group work on understanding how SDGs impact on regular work of participants

Method: Small Group Work

Steps:

- Form participants into three groups, and give each group one set of SDGs (grouped according to relationship, overlap), and ask them to get up to date information on the SDGs.
- Give the Niti Aayog paper of mapping SDGs to all partiicpants.
- Ask participants to work together, and understand (a) which SDGs are relevant to the work they are doing, and to their project/department; and (b) what competencies they would need to work effectively on the respective projects/departments. Get them to spend up to 10 minutes collecting information, another 30 minutes to discuss and write on charts, with names and departments.
- Once individual notes have been written, ask group members to post the charts on a board, and make plenary presentations. Allow for 10 minutes presentation and 5 minutes for questions and clarifications for each presentation.
- Sum up with a question for further reflection – what competencies they individually would need to work effectively in their project/department on meeting the SDGs.

Material required: Flip Chart Sheets, Marker pens for the facilitator. Print out of the mapping paper from Niti Aayog

Time: 90 Minutes

Key notes for the facilitator:

As a facilitator, what matters is the effort participants put in seeking information and understanding the SDGs rather than waiting for information to be fed to them. The key element is to understand the relevance of the SDGs to the work all the Ministries are doing, and the role that they would need to play.

Session 20: Managing Expectations and Managing Partnership

Details: Understanding the expectations from partners (donors, other Ministries/ departments/ projects).

Method: Role Play in SGW or Plenary

Steps:

- Start the process by first asking participants what challenges they face in dealing with partners, whether donors or partner Ministries/projects/departments. Challenges faced by external donors can be represented by ideas from the GIZ representative (in ALEP 2 at least) – 10 minutes.
- Based on the information that is generated, ask participants to form groups of 4, and assign roles – one representing the Central Government Ministry, one representing a partner (preferably an international one), one representing the superior of the Ministry official, and one observer. Ask each group to discuss the challenges mentioned and to decide how they can resolve them. – 45 minutes.
- Once groups have completed their discussions, ask them to present their conclusions in the plenary – give each team 5 minutes for presentation, and 5 minutes for clarifications.
- Once the three presentations are done, summarise and close the session stating that these are only some of the actions that can be taken, and that the action will vary from context to context.

Material required: Flip Chart Sheets, Marker pens for the facilitator.

Time: 90 Minutes

Key notes for the facilitator:

The method depends on the number of participants and their actual experience in dealing with partners. Ideally this would be done in SGW, with three groups, and each group assigning different partner roles to its members. If the number of participants is low, or their experience of dealing with partners is low, the facilitator can choose the more experienced ones and ask them to enact a role play of a typical meeting with partners..

Session 21: Inter-modular action plan

Details: Participants to be informed of inter-modular action plan and choose their own.

Method: Plenary dialogue

Steps:

- Ask the group to sit in a semicircle, and explain that we have now come to the end of Module 1. Add that a key aspect of these modules is the inter-modular actions that participants need to take, and bring evidence of the completion or progress towards these actions, in the next module.
- Each participant needs to choose any one action that he/she will commit to complete before Module 2 and state it to the plenary. Explain that the actions should be achievable in the time available, and that it may be small. Suggest that if it could link to the competencies they wish to improve, it would be best, but that the choice is theirs.
- Give participants cards, on which they need to write the action they would undertake, with their name on the card. Collect cards, read and post on board.
- Explain that the GIZ team will follow up with them on the action plan, and that when they come to Module 2, they need to present a report on the action they have taken, with evidence.
- Where possible agree on what the evidence would be, and write that also on the action card.

Material required: Flip Chart Sheets, Marker pens for the facilitator.

Time: 30 Minutes

Key notes for the facilitator:

It is important that, in the spirit of MfDR, the action should mention what result is expected from their action, and what proof or evidence is needed to check if the result is being achieved.

Session 22: Evaluation and Closing

Details: Closing

Method: Plenary dialogue, with BS=CC or other method for evaluation.
Steps:

- While evaluation traditionally tends to be individual in writing, participants rarely, if ever, get a chance to get a picture of the overall evaluation. Such evaluations are seen as the property of the faclitators, for feedback learning and statistical purposes. In an interactive facilitation system, the evaluation, or at least a good part of it, needs to be in public, and immediate, so that participants are also aware of the overall responses. It must be stressed that public evaluation can be conducted confidentially, so that no one participant can be singled out with regard to any response. The facilitation team needs to agree on the specific method that would be used.
- Conduct the evaluation as agreed by the facilitation team. This could be a multi-voting process with 5-6 questions, some on the content, some on self or inward looking responses and some regarding the facilitation, the logistics etc.
- An added sheet for recommendations or comments could be added if felt necessary.
- After the evaluation and making the result known to participants, explain the next steps – the dates for the next Module, a reminder on the inter-modular action plan, and what backstopping support will be available from the facilitation team.
- Close the workshop with sincere thanks for the participation and contribution of the participants.

Material required: Flip Chart Sheets, Marker pens for the facilitator.

Time: 30-45 Minutes

Key notes for the facilitator:

As a facilitator, focus on the persons and not if all the topics covered during Days 1 and 2 are reflected in learning. Learning is an individual process, and each participant takes home what he or she thinks is most important, and this will vary from person to person.

Manual for Module 2

Managing for Development Results (MfDR)

Manual 2: ALEP Module 2: Managing for Development Results (MfDR)

Welcome to Module 2! In module 1 we have seen an introduction to the challenges of Development Cooperation, understanding of the movement from MDGs to SDGs, and of the competency yatra as a whole.

The programme focuses on strengthening the competencies. As such, the participants will take an active role from the outset, in reflecting and steering their own competency development process. Their expertise, experiences and learning ability is crucial for making this programme a success.

Module 2 will deepen the understanding of one major element, Managing for Development Results (MfDR), in the Competency Yatra. The focus is on understanding Result Orientation, develop an appropriate Result Chain, develop indicators, and identify important Assumptions necessary for managing a Development Project effectively.

Competencies covered in this module:

- Mastering MfDR – deepening Knowledge & applying learning
- Changing for Impact – future oriented Outcomes
- Nurturing Abilities – Learning Agility
- Communicating Effectively
- Managing Self – Self Awareness
- Evidence based actions – informed actions

Session 1: Welcome of Participants

Details: Welcome address to the participants- Formal opening of the session by a senior leadership officer for the institutions hosting the module.

Method: Address by Individual. Prepare a sequence for the speakers. Inform the speakers beforehand about the time availability.

Material required: None

Time: 15 Minutes

Key notes for the facilitator:

- Prepare beforehand about this session by finalising the key speaker. Plan and have a meeting with him/her at least a day before and orient the person about the programme details such as:
    - The programme is a competency based learning programme designed in a manner that it uses the head, heart and hands of the participants while engaging them in the sessions.
    - It is based on a competency framework (share some details about the framework such as: 09 clusters and 18 competencies required for international cooperation management).
    - There is an element of self-assessment of these competencies.
    - It is a learner centric programme where the methods are used in a way that the learners are on the driver's seat.
- Inform the participants beforehand (by sharing the agenda over email, which also shares the reporting time at the venue)
- Check the venue a day in advance based on the requirements for the module such as:
    - whiteboard,
    - markers,
    - chart papers,
    - permanent/bold markers,
    - flip chart,
    - standee,
    - cards of different size and shape,
    - moderation board,
    - LCD projector,
    - lighting,
    - Laptop connectivity with the LCD

Session 1a: Introduction of the participants (optional)

Details: Informal setup and Introduction of the participants among the group.

Method: Sit down intro.
Steps:

- Ask the new participants to introduce themselves, not just in terms of their name, Department and Designation, but also as a person outside work as well. It is useful to give a demonstration with the facilitator giving her/his own introduction to the new participants, covering personal background, family and friends, likes and hobbies and something special about oneself.
- Participants may sit or stand as per their convenience. The important element is to bring in an element of humour and smiles in this part.
- Ask the new participants as well as the older ones to share their introductions with all the others.

Material required: None

Time: 30 Minutes

Key notes for the facilitator:

Introductions are an optional step, and used only if there are new participants in this Module. As a facilitator, the most important thing is to remain involved and enjoy the process of discussion. Let there be a flow and not an instruction based exercise. Don't be strict, chill!

Session 2: Report on commitment/ assignment

Details: Participants in Module 1 were asked to work on inter-modular assignments, and report on what they had done in this regard, on Day 1 of Module 2.

Method: Presentations
Participants may present using charts or computer as they prefer.

- Ask participants orally how their experience has been, in general, in carrying out their assignment. After a brief round of oral discussions, ask participants to prepare their presentation on the experience, with the following headings:

Task	Challenges faced	How overcome	Learning

- It is likely that many would not have prepared their presentation, so if needed please give them 20 minutes to prepare using charts.
- Ask participants to make their presentations, taking 5 minutes for presentation and 3 minutes for any clarifications or questions.
- After the presentations are complete, sum up in terms of learning and better understanding of the competencies in oneself.

Materials: Chart Sheets and marker pens (all colours) for participants. Optionally, a laptop, projector and screen may be used **– these would need to be in place and ready earlier.**

Time: 90 Minutes

Session 3: Deepening of understanding of MfDR

Details: Presentation on MfDR – reinforcement of the Result Chain.

Method: Plenary Presentation
Steps:

- The Results Hierarchy was briefly covered in Module 1. Explain further the terms Impact, Outcome and Outputs in the Context of a Project. Clarify that the terms have specific meaning, and not all meanings in English language apply here.
- Elaborate that the Outputs are within Project control, and need to occur during the Project duration, while the Outcome is the main expected Result at the end of the project, and that the Impact is the longer term Result to which the Outcome will only contribute partially.
- Highlight the point that Result statements describe the status, behaviour or Attitudes of the target Group, community or society, and no the actions that are carried out by the Project.
- Close the session with a quick round of feedback on why the Results hierarchy is relevant and important for participants' regular work, beyond just project proposals.

Material required: Computer, Projector Screen. Optionally, Flip Chart Sheets, Marker pens for the facilitator.

Time: 90 Minutes

Key notes for the facilitator:

As a facilitator, focus on the persons and assess if there are any doubts or questions at any point. It will be useful to bring in examples of statements for Impact, Outcome and Outputs..

Session 4: Exercise on Identifying Result hierarchy

Details: Participants are given a set of cards with various Result statements written and jumbled up. They are asked to relate them to one another and arrange in the Impact-Outcome-Output hierarchy.

Method: Group Work
Steps:

- Divide participants into groups of 5-6 each. Give each group a separate set of cards, pre-written, stating a number of connected Result statements. Spread the cards on large brown sheets on the floor, a separate set for each group.
- Once the arrangement is complete, ask each group to present their hierarchy to the other groups, giving their reasons for the arrangement.
- If the groups do not agree with the arrangement, as a facilitator step in and explain the logic, re-arranging the cards if needed – this is a last resort!
- Explain that all Result statements must be written in the SMART form:
    - Specific
    - Measurable
    - Achievable
    - Realistic/ Relevant
    - Time bound
- Stress that without these components the Result statement would sound only like a wish list.
- Close the session with a reinforcement of the terms Impact, Outcome and Outputs.

Material required: Large brown sheets (ideally two sheets pasted together), 1 set for each group. One set of 18-20 pre-written Result statements (one statement on each card) for each group. Thus if you have four groups, you need four sets of Result statements and four large brown sheets and adequate floor space. Ask for an additional room if needed.

Time: 150 Minutes

Key notes for the facilitator:

It is possible that some participants might not understand the hierarchy. As far as possible let the participants explain to one another, and intervene only if the group as a whole is not clear. It is very important to appreciate the positives that the participants have achieved in this exercise.

Day 2

Session 5: Recap of learning

Details: Recap of learning and key insights from Day 1.

Method: GD+FC
Steps:

- Ask the group to sit in a semicircle, and ask participants what one or two most important things they understood from Day 1. Re-emphasise that learning is not a summary of proceedings, but something that struck them as an "AHA" moment, something they felt was important for them to do in their own life and work.
- As each participant says something, acknowledge and repeat in your own words the meaning of what they said. If needed, draw out why they felt this element was important or relevant to them. Once there was agreement on what the facilitator summarized, write it on the chart sheet.
- Repeat the process with each participant till all have expressed their opinion or understanding. If needed, ask for any other learning elements that have not been written.
- Once all points have come on the sheet, repeat the points, and close by acknowledging that participants have felt the sessions useful.

Material required: Flip chart, marker pens for facilitator.

Time: 15 Minutes

Key notes for the facilitator:

As a facilitator, focus on the persons and not if all the topics covered during Days 1 and 2 are reflected in learning. Learning is an individual process, and each participant takes home what he or she thinks is most important, and this will vary from person to person.

Session 6: Case study for Project Planning

Details: Activity on Project case study – the first step is to identify the sectors in which each group would work.

Method: Exercise, followed by plenary reflection
Steps:

- Ask participants to form groups (not more than 8 per group) and ask the groups to sit separately, so that they have enough space to work together. Ideally a large round table for each group. Ask each group to decide on a group name to identify themselves.
- Distribute the case study to the groups, one copy per participant. Ask participants to read the case study and make notes.
- Explain that the groups would work on the same case study for the remaining three days.

- Explain that the task of the group is to assess the situation described in the case study, and identify one specific sector for which the group would design a project.
- Observe the group as they work and discuss. Provide clarifications if asked for.
- At the end of the discussion, ask each group to announce the sector which they have chosen and their logic in such decision. Questions from other groups are allowed for clarifications, not as disagreements or comments.

Material required: Case Study copies, tables, pads and pens for participants.

Time: 60 Minutes

Key notes for the facilitator:

The exercise requires considerable reading and taking notes, as there is a great deal of information provided, which they need to keep in mind. It will be good to give ample time for the group to read and discuss to identify the appropriate sector about which they feel comfortable.

Session 7: Exercise on Identifying Impact, Outcome and Outputs for selected project

Details: Introducing the Logframe, and identifying the Results at three levels.

Method: Brief plenary presentation on logframe and then SGW

Steps:

- In the plenary, introduce the logframe – present a chart with the 4 x 4 matrix, and explain that for the current exercise we would focus only on column 1, and that the other columns would be explained later.
- Explain that the logframe is a birds-eye view of the project, used in both planning and monitoring. Elaborate that the logframe is simply a 4 x 4 table describing the project in short, with the main elements written.
- The first column, called the Narrative Summary (of Results) or the Result Chain shows the Results of the Project, at different levels.
- The top row of column 1 displays the Impact statement, i.e., the longer term Result, to which the Project Outcome would contribute, usually only in part. It also answers the question of "why" this Project – how the project contributes to overall socio-economic and/or environmental development of the community or society.
- The second row of column shows the Project Outcome, the key Result that is expected to be achieved at the end of the Project. For the project team, this is the most important result, as this is what they would be accountable for finally. Usually a Project has only one Outcome, or, if very complex, two Outcomes – but that is rare. The Outcome explains "what" the Project is about, and what is expected to be achieved in the Project.
- The third row of Column 1 shows the Project Outputs – the Results necessary during the Project time frame, to be able to achieve the Outcome. The Outputs provide the "how" of the Project, i.e., how to achieve the Outcome.
- Ask for questions or clarifications, and then ask the participants to work in their groups formed earlier, to identify the Impact, Outcome and Outputs for their Project, and enter these in a logframe, on brown sheets.
- Once groups complete the task,. Ask them to present to other groups and answer any questions that may arise.

Material required: Case study material already given, Brown sheets (double) for each group, markers for groups.

Time: 120 Minutes

Key notes for the facilitator:

It is possible that groups may not yet have identified the levels correctly. The facilitator needs to clarify which levels the objectives refer to.

Session 8: Exercise on Identifying Indicators for Outcome and Outputs for selected project

Details: Introducing the Indicator and Means of Verification Columns in the Logframe, and identifying the Indicators at the two levels.

Method: Brief plenary presentation on logframe and then SGW

Steps:

- Show the sample logframe matrix drawn earlier. Explain that the first column shows Results, but may not have all the specific SMART aspects written there itself, especially if there are multiple statements describing the Result. Therefore, for easy reading, the SMART aspects are written in the second column, called Objectively Verifiable Indicators (OVIs). The indicator at any level describes the Result statement to its left, in greater and more specific detail.
- Give examples of Indicators for both quantitative and Qualitative aspects of Results.
- Highlight the point that an Indicator is useful only if we have some way to measure or assess it. Otherwise, it may sound appropriate theoretically but we would have no way of checking it. If there is no clear way to assess the Indicator, then it must be discarded and another measurable Indicator identified.
- Explain that for clarity, the source of Information (based on which the Indicator could be verified) is called the Means of Verification (MOV) and entered in the third column.
- The simple aspect to remember is that if an Indicator does not have the MOV written, that it might not be verifiable, and needs to be changed.
- Ask for questions or clarifications, and then ask the participants to work in their groups formed earlier, to identify the Indicators and MOVs for the Outcome and Output levels in their project – for the purpose of the exercise, one Indicator would be adequate.
- Once groups complete the task,. Ask them to present to other groups and answer any questions that may arise.

Material required: Case study material already given, Brown sheets (double) for each group, markers for groups.

Time: 120 Minutes

Key notes for the facilitator:

It is possible that groups may not yet have identified the indicators correctly. The facilitator needs to clarify how indicators can be developed, giving examples.

Day 3

Session 9: Field Visit

Details: Exposure Visit to nearby Project or organisation

Method: Visit, Q&A, Reflection
Steps:

- The field visit typically starts early morning, depending on the time of travel required.
- Participants are taken to one or more project sites, where the project team first explains the project and its Results, and then respond to questions from participants.
- The visit could include visits to other stakeholders, who could also respond to further questions.
- At the end of the field visit, the facilitators discuss with the participants about their learning from the project, and their feelings on seeing actual achievements on the ground, as compared to only reading about it in reports.
- Participants further reflect on how project documents can be written to specify the Results and Indicators, based on their experiences in the visit.

Material required: Transport for visit, writing material for participants.

Time: 6-8 hours

Key notes for the facilitator:

Most participants would not have had the experience of the field earlier. It is important to actually see the benefits of the project on the ground, and especially interact with the target group where possible. For this it is important that the Project site be chosen with care, and the stakeholders informed early enough, so that they are available for interaction.

Day 4

Session 10: Exercise on Identifying Assumptions for Outcome and Outputs for selected project

Details: Introducing the Assumptions Column in the Logframe, and identifying the Assumptions at the two levels.

Method: Brief plenary presentation on logframe and then SGW
Steps:

- Show the sample logframe matrix drawn earlier. Explain that the first three columns have been developed, and we now look at the fourth column.
- Explain that in any Project, there are additional desirable conditions, beyond control of the project, needed to achieve the Results shown in the logframe. In such a case we “assume” that these conditions will be favourable or positive. Such statements are called Assumptions in the Project. Typically they are desirable conditions, and hence are written just like Results, but in the fourth column.
- Any assumption required for the Outcome level Result would be written one level below in the logframe, i.e., at the Output level. Assumptions required for achievement of Outputs would be written at the Activity level.
- Show from the logframe visually that the vertical logic of the logframe is that all elements at one level are required to achieve the next level. Thus all statements at the Activity level are required for achieving the Outputs, and all statements at the Output level are required for achieving the Outcome.
- Highlight the point that an Assumption is written only if it is important, and if there is some uncertainty about it.
- If the Assumption is important but not likely to occur, the Project may fail unless redesigned.

- Ask for questions or clarifications, and then ask the participants to work in their groups formed earlier, to identify possible Assumptions, and test the degree of risk attached, and decide if it needs to be entered in the logframe. For the purpose of the exercise, one Assumption would be adequate.
- Once groups complete the task, ask them to present to other groups and answer any questions that may arise.

Material required: Case study material already given, Brown sheets (double) for each group, markers for groups.

Time: 120 Minutes

Key notes for the facilitator:

It is possible that groups may not yet have identified the assumptions correctly. The facilitator needs to clarify how indicators can be developed, giving examples.

Session 11: Closing Session – Key Learning, Commitment and Feedback

Details: Overall learning from the module and the assignment the participants take on, and finally their feedback.

Method: Plenary discussion, GD+CC.
Steps:

- Explain to the participants that we have now come to the end of the module, and it is time to reflect on the four days, and highlight key learning for themselves.
- Draw a table on a large brown sheet, showing three columns – Key Takeaways, My commitment, and Overall Feedback, on three different colour cards.
- Ask participants to reflect and write their takeaways, commitments and feedback on cards of the respective colour, and post them on board. Ensure that they have a copy of the commitments on their pads so that they are aware of them later.
- Ask participants to post the cards, read them out and clarify if needed.
- For closing, the facilitator can use any method that evokes emotions and reflection. This could be a picture selection, a lamp or light for commitment, as is appropriate for the group
- Closet he workshop with thanks and a group photograph.

Material required: Pictures, lamps etc., as needed, plus camera.

Time: 30 Minutes

Key notes for the facilitator: Encourage sharing as much as possible, as this is akin to a (more or less) public commitment of what they would do.

Manual for Module 3

Excellence in Professional Performance

Manual 3: ALEP Module 3: Excellence in Professional Performance

Welcome back for the third and last module! This module will provide an opportunity to understand constraints that at as a barrier to change both within yourself and in the organisation. In the context of development cooperation, you would be coping with work and time pressure, and the new demands created by the shifts in International Cooperation. Performance is also influenced by differing abilities of varied abilities of professionals in terms of prioritisation, timely interaction with peers and superiors, effective communication, and optimal utilisation of available resources. This, in turn, further builds up work pressure leading to stressful situations.

Competencies covered in this module:

- Thriving Excellence – improving workplace practices
- Changing for Impact – future oriented outcomes
- Shaping relations – working collaboratively
- Nurturing capabilities – learning in community
- Managing Self – Self awareness

The journey during these four days will focus on you, the team and the workplace. Using appropriate self-management instruments, you will be able to analyse yourself and your work. You will also get an opportunity to understand the roots of conflict, how to work within the constraints that you have identified, and how to develop a value chain analysis of your work, to help realise which areas you need to focus on as priority for bringing change in practices.

Session 1: Welcome of Participants and Introduction to Module 3

Details: Welcome address to the participants - Formal opening of the session by the course holder, usually a senior officer in the institution hosting the module.

After the welcome, the facilitator presents the broad themes/ topis being covered in Module 3, and the key competencies being targeted.

Method: Address by Individual for welcome. Presentation on Module 3 topics

Material required: None

Time: 30 Minutes

Key notes for the facilitator:

- Prepare beforehand about this session by finalising the key speaker. Plan and have a meeting with him/her at least a day before and orient the person about the programme details such as:
  - The programme is a competency based learning programme designed in a manner that it uses the head, heart and hands of the participants while engaging them in the sessions.
  - It is based on a competency framework (share some details about the framework such as: 09 clusters and 18 competencies required for international cooperation management).
  - There is an element of self-assessment of these competencies.
  - It is a learner centric programme where the methods are used in a way that the learners are on the driver's seat.

Session 2: Recap of Module 2 and commitments

Details: Usually a separate introduction is not necessary at this ;point as it is expected that participants have attended Module 1 and 2.

Details: Participants in Module 2 were asked to work on inter-modular assignments, and report on what they had done in this regard, on Day 1 of Module 3.

Method: Presentations

Participants may present using charts or computer as they prefer.

- Ask participants orally how their experience has been, in general, in carrying out their assignment. After a brief round of oral discussions, ask participants to prepare their presentation on the experience, with the following headings:

Task	Challenges faced	How overcome	Learning

- It is likely that many would not have prepared their presentation, so if needed please give them 20 minutes to prepare using charts.
- Ask participants to make their presentations, taking 5 minutes for presentation and 3 minutes for any clarifications or questions.
- After the presentations are complete, sum up in terms of learning and better understanding of the competencies in oneself.

Materials: Chart Sheets and marker pens (all colours) for participants. Optionally, a laptop, projector and screen may be used **– these would need to be in place and ready earlier.**

Time: 60 Minutes

Session 3: Visualising the Effective Workplace

Details: Participants draw a joint piture of an effective workplace using the Vision mandala tool.

Method: Group work - depending on the number of participants, the facilitator may need to form more than one group - ideally one group should not be more than 6. If needed the group size can be raised up to 8 if the number of participants is low.

Steps:

- Give each group a large sheet of paper - (either a chart sheet or a large brown paper sheet), and a set of crayons/marker pens Elaborate that the Outputs are within Project control, and need to occur during the Project duration, while thewith different colours.
- Ask participants in each group to start drawing in their portion of th sheet, to show what they feel is an effective workplace. They are not allowed to use any wors or letters, and should draw only pictures, figures of people, etc. They are also not to talk to one another or communicate with one another in any way during the drawing phase. As they draw, encourage participants to add to the drawings other participants have made, till the whole sheet is covered and the different aspects become one large whole drawing.
- Once the sheet is covered, ask participants to interpret the whole drawing - going into details of what each aspect represents, according to them, and note it in their pads.
- After the participants complete their individual interpretation, ask them to combine their interpretations and arrive at a joint description of an effective workplace as per the drawing they have made, and write down the elements on a chart sheet, as bullet points.
- Ask participants to present their ideal workplace description in the plenary. After the presentations are done, draw out the key common elements that are seen to contribute to an effective workplace. Ask and elicit additional elements with regard to free communication, good camaraderie and understanding of one another's roles as well.
- Close the session with a quick round of feedback on what key elements are important for an effective workplace.

Material required: Brown or white sheets, crayons and marker pens of different colours, table or workplace for drawing. Additionally Flip Chart Sheets, Marker pens for preparing the presentations.

Time: 90 Minutes

Key notes for the facilitator:

As a facilitator, focus on the persons and ensure that all participants are engaged in the drawing phase and check that it is not dominated by any one person or sub-group.

After the presentations by the groups, draw out the key elements in an effective workplace, highlighting aspects relating to communication, working together (both within the department and across different departments/ agencies), and being pro-active in anticipating requirements of others.

Session 4: Value Chain Analysis of Development Projects

Details: Participants are asked to sit in groups, with each department/ category sitting together.

Method: Group Work

Steps:

- Divide participants into groups based on their department - e.g, DEA participants in one group, line ministries in second, state Government in third, and PSUs in 4th etc.
- Ask participants in each group map out their role in development projects, and list out other stakeholders with whom they need to interact.
- For each stakeholder, ask them to describe what the group's expectations are from that stakeholder, and the stakeholder's expectation from the concerned department/agency.
- Along with this, also list out what problems are faced in the engagement.
- Ask each group to present their conclusions in the plenary. In the discussions that follow, highlight mutual expectations that might not have been covered.
- Ask each group to reflect what changes they need to make in their own actions and behaviour to improve their effectiveness in respect of all stakeholders, and assess what value they add to the Project.

Material required: Chart sheets and marker pens for each group, separate space for sitting and holding detailed discussions.

Time: 150 Minutes

Key notes for the facilitator:

Ensure that participants details out their expectations in depth, especially from other stakeholders which are present in the room itself. Ensure that participants in plenary take notes of expectations of others from them, and if these are listed in their won presentations.

Session 5: Recap of learning

Details: Recap of learning and key insights from Day 1.

Method: GD+FC

Steps:

- Ask the group to sit in a semicircle, and ask participants what one or two most important things they understood from Day 1. Re-emphasise that learning is not a summary of proceedings, but something that struck them as an "AHA" moment, something they felt was important for them to do in their own life and work.
- As each participant says something, acknowledge and repeat in your own words the meaning of what they said. If needed, draw out why they felt this element was important or relevant to them. Once there was agreement on what the facilitator summarized, write it on the chart sheet.
- Repeat the process with each participant till all have expressed their opinion or understanding. If needed, ask for any other learning elements that have not been written.
- Once all points have come on the sheet, repeat the points, and close by acknowledging that participants have felt the sessions useful.

Material required: Flip chart, marker pens for facilitator.

Time: 15 Minutes

Key notes for the facilitator:

As a facilitator, focus on the persons and not if all the topics covered during Days 1 and 2 are reflected in learning. Learning is an individual process, and each participant takes home what he or she thinks is most important, and this will vary from person to person.

Session 6: Effective Workplace Communication - ColourBlind exercise

Details: Activity on Comunication - the Colour Blind exerciase – Wearing blindfolds to ensure total dependence upon the quality of their verbal communication, and holding a collection of small, irregular, coloured plastic shapes, a group works together to gather information that will allow them to solve a puzzle.

Method: Exercise, followed by plenary reflection
Steps:

- Ask participants to form groups (not more than 8 per group) and ask the groups to sit separately, so that they have enough space to work together. Ideally a large round table for each group.
- Distribute blindfolds to the participants, and ensure that each participant is blindfolded satisfactorily. Distribute the ColourBlind shapes to participants leavong out two pieces of different shapes and colours.
- Explain that the members in each group need to communicate with one another and identify the two pieces which are missing - identify which colour and shape the two are.
- Observe the group as they communicate. Provide clarifications if asked for.
- At the end of the exercise, get the groups back into plenary, and ask them to describe what challenges they faced in communicating with one another, and how they overcame it. Add from own observation of the groups, any challenges they might have missed.
- From the analysis, draw out the key aspects in effective communication - listening, clarifying and summarising.

Material required: ColourBlind™ shapes (as many sets as groups), seating space for groups. For plenary discussions, chart sheet and marker pens for the facilitator.

Time: 90 Minutes

Key notes for the facilitator:

The exercise requires close observation of the groups during the exercise, and a short video might be useful at times to highlight the challenges faced.

Session 7: Effective Workplace Communication - presenting influentially and giving feedback.

Details: Role plays on conversations and/or presentations - between the presenter and the audience, which may be just one person or a group.

Method: Brief plenary explanation on the exercise and input on how to give feedback
Steps:

- Ask participants to form pairs preferably with someone who is familiar with each other's work.
- Ask each participant to prepare a case or topic on which to present to their partner, preferably an issue that is pending.
- Once all participants have prepared, ask each pair to conduct a role play in the plenary of one team member presenting to the other the issue prepared, including the recommendations they have. The listener is to listen, ask questions and agree/disagree with reasons. Other participants are to observe the role play and at the end of ot provide feedback to two role players on their performance.

- Remind participants that in feedback, they need to observe the "SBI" system - Situation, Behaviour, Impact (of the Behaviour). Also ensure that fedback is in the form of perception - to start with "I think", "I felt", rather than "You were..".
- Ask the pair to switch roles, and conduct the role play again, with the earlier listener being the presenter, and ask participants to provide feedback as before.
- Repeat the process with ll pairs till everyone has completed their role play and received feedback.
- Ask participants to reflect on their performance and identify areas for their self-improvement in communicating effectively.
- Conclude in terms of highlighting the importance of listening, watching for cues in body language, and preparing the presentation keping in view the listener's own world-view.
- At the end, bring in the concept of I-We-It-They as elements that need to be kept in balance.

Material required: Case study material already given, Brown sheets (double) for each group, markers for groups.

Time: 120 Minutes

Key notes for the facilitator:

It is possible that groups may not yet have identified the levels correctly. The facilitator needs to clarify which levels the objectives refer to.

Session 8: Conflict Management and Negotiation Skills

Details: Role play on conflict, analysis and input on conflict resolution approaches.

Method: Role play on conflict, analysis and input on conflict resolution approaches.
Steps:

- The facilitator team acts out a role play on conflict, showing the different steps in escalation of conflict.
- Ask participants to identify how the discussion escalated into conflict, and identify the elements of conflict, bringing out the point that while discussions can be intense, they are focused on the topic, conflict may start with the topic but quickly shifts to accusations and attacks on the person, and the involvement of the egos of the people involved.
- At times the talk may be about the topic but is perceived by one or the other participant as a reflection on his/her behaviour/personality, and this in turn leads to bruised egos, anger and hardening of positions.
- Ask participants to recall instances of different levels of conflict they might have experienced, and recollect what their feelings were in such a situation.
- Provide input on different ways we deal with conflicts, starting with "I win-You lose", "I lose-You win", "Both lose" and then "Both win something, both agree to lose something (compromise)". Highlight that most often conflicts tend to end in the first two, with one winning and the other losing. Ad that this situation soon degrades into "Both lose", as the person losing keeps trying to take revenge, and the situation degenerates into often all-out "war".
- Compromising often needs someone to mediate at first, a cooling of tempers, and then convincing/ cajoling the two combatants, and that compromising requires a

distancing from emotion and shifting to logical thinking especially of longer term effects of the final choice. This stage requires considerable negotiation and mediation skills - provide onceptual inputs on different aspects of these skills.

- Show the final option of "Win-Win" as the best choice of how to manage a conflict.

Material required: Chart sheets and marker pens for plenary discussions.

Time: 150 minutes.

Key notes for the facilitator:

The role play is the key in the process, and must be convincing. Alternately, the facilitator can develop short caselets and ask participants to play out pre-defined roles, showing different levels of conflicts, and ways of managing/ resolving them.

Session 9: Recap of learning

Details: Recap of learning and key insights from Day 1.

Method: GD+FC
Steps:

- Ask the group to sit in a semicircle, and ask participants what one or two most important things they understood from Day 1. Re-emphasise that learning is not a summary of proceedings, but something that struck them as an "AHA" moment, something they felt was important for them to do in their own life and work.
- As each participant says something, acknowledge and repeat in your own words the meaning of what they said. If needed, draw out why they felt this element was important or relevant to them. Once there was agreement on what the facilitator summarized, write it on the chart sheet.
- Repeat the process with each participant till all have expressed their opinion or understanding. If needed, ask for any other learning elements that have not been written.
- Once all points have come on the sheet, repeat the points, and close by acknowledging that participants have felt the sessions useful.

Material required: Flip chart, marker pens for facilitator.

Time: 15 Minutes

Key notes for the facilitator:

As a facilitator, focus on the persons and not if all the topics covered during Days 1 and 2 are reflected in learning. Learning is an individual process, and each participant takes home what he or she thinks is most important, and this will vary from person to person.

Session 10: Managing Change

Details: Immunity Map and resistance to Change

Method: Individual reflection, filling up the Immunity Map Template and Commitment for Action.
Steps:

- Ask participants to reflect on their performance in communication baed on the role plays and the feedback they received, and identify specific aspects on which they desire to change their behaviour and consequently performance.
- Ask participants to fill up the Immunity Map template, identifying the areas of change and the possible resistance they may face especially internally, to such change.
    - In the first column, ask participants to write down their areas of improvement desired, as improvement goals.
    - In the second column, ask them to write what present behaviour/s tend to prevent or resist reaching the improvement goal. (What am I currently doing, or not doing, instead of taking desired action?)
    - In the top box in the third column, fill up what fears or worries they have, in not being able to reach the desired improvement goal/s. Once the "worry box is filled, ask yourself what other, often hidden, commitments or compulsions (to behave differently, stop developing new behaviour) you have that drive such fears.
    - In the fourth column, reflect on the hidden commitments, and ask yourself what beliefs or perspectives are there that push you towards these hidden or under the surface commitments or actions, behaviour.
    - Once you identify key assumptions, plan one or two small steps or actions, more as a test, to check or challenge the key assumption.
    - If that test works, take another small step and so on til chamge actually starts.

Material required: Immunity Map template copies for each participant, copies of Guide to Immunity Map.

Time: 150 minutes

Key notes for the facilitator:

Managing Change and the Immunity Map are personal exercises, and need not be shared unless the participant volunteers. Even then, it is suggested that it is shared only with someone close, who will not exploit the fears.

Participants will have questions with regard to hidden commitments and assumptions. It is best to use examples from the participant's own past experience to clarify what is the meaning of the hidden commitments and the Assumptions underlying these commitments.

Session 11: Field Visit

Details: Exposure Visit to nearby Project or organisation

Method: Visit, Q&A, Reflection
Steps:

- The field visit typically starts early morning, depending on the time of travel required.
- Participants are taken to one or more project sites, where the project team first explains the project and its Results, and then respond to questions from participants.
- The visit could include visits to other stakeholders, who could also respond to further questions.

- At the end of the field visit, the facilitators discuss with the participants about their learning from the project, and their feelings on seeing actual achievements on the ground, as compared to only reading about it in reports.
- Participants further reflect on how project documents can be written to specify the Results and Indicators, based on their experiences in the visit.

Material required: Transport for visit, writing material for participants.

Time: 6-8 hours

Key notes for the facilitator:

Most participants would not have had the experience of the field earlier. It is important to actually see the benefits of the project on the ground, and especially interact with the target group where possible. For this it is important that the Project site be chosen with care, and the stakeholders informed early enough, so that they are available for interaction.

Day 4

Session 12: Recap of learning

Details: Recap of learning and key insights from Day 1.

Method: GD+FC

Steps:

- Ask the group to sit in a semicircle, and ask participants what one or two most important things they understood from Day 1. Re-emphasise that learning is not a summary of proceedings, but something that struck them as an “AHA” moment, something they felt was important for them to do in their own life and work.
- As each participant says something, acknowledge and repeat in your own words the meaning of what they said. If needed, draw out why they felt this element was important or relevant to them. Once there was agreement on what the facilitator summarized, write it on the chart sheet.
- Repeat the process with each participant till all have expressed their opinion or understanding. If needed, ask for any other learning elements that have not been written.
- Once all points have come on the sheet, repeat the points, and close by acknowledging that participants have felt the sessions useful.

Material required: Flip chart, marker pens for facilitator.

Time: 15 Minutes

Key notes for the facilitator:

As a facilitator, focus on the persons and not if all the topics covered during Days 1 and 2 are reflected in learning. Learning is an individual process, and each participant takes home what he or she thinks is most important, and this will vary from person to person.

Session 13: Key Learning, Commitment and Feedback

Details: Overall learning from the module and the assignment the participants take on, and finally their feedback.

Method: Plenary discussion, GD+CC.
Steps:

- Explain to the participants that we have now come to the end of the module, and it is time to reflect on the four days, and highlight key learning for themselves.
- Draw a table on a large brown sheet, showing three columns – Key Takeaways, My commitment, and Overall Feedback, on three different colour cards.
- Ask participants to reflect and write their takeaways, commitments and feedback on cards of the respective colour, and post them on board. Ensure that they have a copy of the commitments on their pads so that they are aware of them later.
- Ask participants to post the cards, read them out and clarify if needed.
- Ask participants to prepare their action plans for the next three months, based on their commitments, and their Immunity Map actions.
- Ask participants to display their action charts in a gallery, and walk through the gallery.

Material required: Cards, sheets and marker pens for participants, boards for display.

Time: 90 Minutes

Key notes for the facilitator: Encourage sharing as much as possible, as this is akin to a (more or less) public commitment of what they would do.

Session 14: Closing

Details: Appreciate Feedback, valedictory and closing.

Method: Plenary discussion, GD+CC.
Steps:

- The facilitator sums up the process of the four days, and highlights the interaction and contribution of participants.
- Ask participants to provide appreciative feedback - what they liked about the respective persons - to all other participants - this can be done orally, or on cards pinned or stuck on the back of each participant - in the latter case, participants read the feedback after all comments have been written.
- Distribute participation certificates to participants.
- Close the workshop with thanks, and a joint photograph.

Material required: Certificates

Time: 30-60 Minutes