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The Philippines - Australia
Human Resource Development Facility

TRAINING RESOURCE GUIDEBOOK

Philippines - Australia Human Resource Development Facility
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We would like to extend our heartfelt gratitude to the Consultants, Training Service Providers, PAHRDF Advisers, Staff and most specially to both Ms. Maribel F. Aglipay and Zayda M. Disini-Marquez whose generous inputs, time, extraordinary effort, and significant contributions made this PAHRDF Resource Guidebook a real legacy to the workplace learning practitioners.

We would also like to pronounce our deepest thanks to both the Philippine and Australian Governments for their joint partnership in providing for the opportunities and the finances for all the varied types of learning interventions through the existence of PAHRDF from 2003-2010.

The various and diverse knowledge, skills, abilities, experiences and values shared during the Knowledge Sharing Workshops held in Davao and Manila including that of some online contributions made by Consultants has made the PAHRDF Resource Guidebook very exemplary in both form and substance. (Please refer to the List of Contributors below)

Further, we would like to give credit to all the men and women who have deliberately or even unconsciously helped us with the research, analysis, compilation, layout, design, and eventful printing of this PAHRDF Training Resource Guidebook.

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ABOUT PAHRDF

The Governments of Philippines and Australia launched the Philippines - Australia Human Resource Development Facility (PAHRDF) in August 2004. It was originally set to operate for five years; however, its existence was extended to up to nearly six years due to its overreaching goal of poverty reduction, equitable and sustainable development in the Philippines.

The purpose of the Facility is to build and enhance the capacity of targeted institutions specifically in service delivery, application of high quality administrative governance and most significantly on people and organizational development including the field of Human Resource Management and Developemtn (HRMD).

PAHRDF has implemented about 600 capability building interventions across 54 different partner institutions. The Facility embraces two major delivery modes: the Long Term Training (LTT) and Short Term Training (STT). Through the cited offerings, individual functional competencies are enhanced and organizational capacity are strengthened or improvements are even stretched.

Moreover, PAHRDF adopts a six-pronged strategy that provides the backbone for the purposive alignment and sustainability of its interventions with partner organizations. To cite:

- Establishment of shared accountability and responsibility
- Develop and implement demand-driven and integrated interventions
- Use leadership development as a foundation
- Build critical mass
- Strenthen the HR Office
- Link and complement other development initiatives

A highly collaborative and participative Five-Step Quality Process is also embedded in PAHRDF's workplace training approach. These are: Organizational Profiling and HR Analysis, Formulation of Workplace Development Objectives, Focus on Key Functional Units and Individuals, Intensive Training with Coaching and Mentoring Support which includes STT or LTT programs, and Re-Entry Action Planning.

The PAHRDF Capacity Development Model is driven by a set of enabling mechanisms and processes that support the efficicent and effective execution of the Facility's successful performance andmost accomplished work.

PREFACE

Workplace learning and performance (WLP) improvement may just be an emerging practice in the Philippines and many local training practitioners are just learning about the concept these days. For the Philippines - Australia Human Resource Development Facility (PAHRDF), however, workplace learning has been the hallmark of its 574 human resource (HR) interventions with partner institutions throughout its facility life from 2004 to 2010. As part of its closing activities, PAHDRF provides a glimpse of its leading practices in WLP through the documentation of a few of its memorable learning interventions both inside and outside the classroom.

Through The Trading Post, a Knowledge Sharing Workshop, PAHRDF has captured invaluable experiences of its course designers, resource persons, facilitators and coaches for sharing with everyone who might have an interest in learning and development. The product of this workshop is this PAHRDF Training Resource Guidebook, a collection of usable structured learning experiences (SLEs), exercises, templates and activities in selected areas of learning that have been tried and tested during the various PAHRDF capacity building programs. By sharing the PAHRDF experiences with local practitioners, the appreciation for WLP will hopefully grow and perhaps help readers recognize that some of the things they have been doing themselves are actually WLP.

For the new entrants in this field, this guidebook provides excellent examples of how the adult learning cycle translates into actual classroom practice. Unlike many commercially available references on SLEs, this Guidebook provides not just the requirements and mechanics of the activity but also lists helpful questions that will enable the new facilitator to correctly and smoothly guide the group through the Four A (activity, analysis, abstraction and application) learning. This is an affirmation of PAHRDF's belief and faithful adherence to adult learning principles.

The Guidebook is divided into three sections namely Learning Methodologies, Workplace Coaching, and Document Templates.

Section 1 includes SLEs used for specific areas of learning in PAHRDF's short term training (STT) but which can be used for other topics depending on the objectives of the session. It also features techniques for teaching specific topics like competency-based interviewing, conflict management, gender sensitivity, etc. as well as techniques for management of learning such as reflections, recaps and reviews. Finally, activities for introductions, energizers, and ice-breakers are included as the last chapter of this section.

Section 2 highlights workplace coaching interventions which are essentially follow-through activities of classroom interventions. This part of the capacity building project ensures transfer of learning and the accomplishment of the workplace development objective of the target partner institution. This section of the Guidebook provides vignettes of post-training activities which reflect the uniquely PAHRDF way of conducting on-the-job coaching. It also includes some of the lessons learned from the coaches' experiences in this component of the program.

As a bonus to the readers, we have included templates that have proven helpful in systematizing the training and coaching activities. Also to help institutionalize change efforts, templates for re-entry action planning (a.k.a, REAPs), communication planning and risk management planning are presented. These comprise Section 3 of the Guidebook.

This book would not have been possible without the generous sharing of time and talent from the men and women who carried out the PARHDF capacity building programs in the last six years. Despite their tight schedules and unrelenting professional activities, they took time to sit down, reflect and document their experiences. By collaborating with PAHRDF in this effort towards knowledge diffusion, they are giving back to their profession at the same time are helping expand the body of knowledge of WLP in the Philippines. We are humbled by their open-hearted participation, some of whom have had to contribute online simply because they could not join the actual knowledge sharing workshop. This Guidebook is a salute to the infinite talent and unselfish sharing of these WLP professionals.

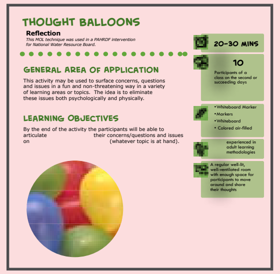
USING THE GUIDEBOOK

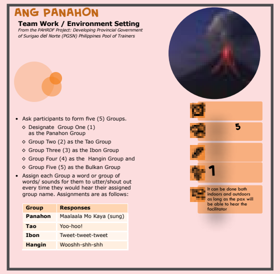
The activities, interventions and templates in the guidebook are borne our to years of hands-on, on-the-ground practice of the PAHRDF technical team and accredited training service providers. This guidebook collects a sample of these and makes them more accessible with you, the Workplace Learning and Performance practicioner, in mind.

Here are a couple of tips and reminders to help you get acquainted with the features maximize the use of the guidebook:

CUSTOMIZED SECTION FEATURES

Because the various activities have unique and particular features, each section (and subsection) do not follow a common structure. Do not be surprised if you find that this may be three (or more) books in one!





PAGE EDGES ARE COLOR-CODED

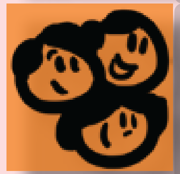
It's a thick book, and you want to get to that technique you've been wanting to check out. Color coding makes flipping through the pages in search of that book section a breeze.

ICONS MAKE INFORMATION AVAILABLE AT A GLANCE

What materials do I need to prepare for that activity again? Get to the activity page and you'll see all the basic info you need at first glance-- no need to thread through the full write-up!

ICON GUIDE

TIME / DURATION
This indicates how much time it will take to run the activity. For the workplace coachng section, this indicates the number of days.



PAX
Information on the number of participants & groupings, as well as the ideal profile of the people who should attend the activity.

MATERIALS / RESOURCES
The supplies and equipment that need to be prepared for the activity will be indicated beside this icon.

FACILITATOR
The number of facilitators required, as well as other necessary qualfications. The number of assistants may also be specified.

PHYSICAL ARRANGEMENT
The type of arrangement for the venue and the room requirements will be specified beside this icon.

ORIGINS
Details on where the methodology or intervention was originally implemented will be given here.

TWEAKS
Possible variations to the activity, as well as adjustments to some arising situations and contexts are given via this icon.

EXPECTED OUTPUTS
The concrete output/s that will be produced by the participants during workplace coaching is specified here.

INSTRUCTIONAL MATERIALS
This icon accompanies some theoretical input, or written materials necessary for conducting the activity.

AHA! LIGHTBULB!
These icons are all over to help with tips, examples, advice, highlights, key points, reminders, and guides for determining success.

SECTION 1

LEARNING METHODOLOGIES

A. STRUCTURED LEARNING EXPERIENCES

B. INTRODUCTIONS, ENERGIZERS & ICEBREAKERS

C. MANAGEMENT OF LEARNING: REFLECTIONS, RECAPS AND REVIEWS

D. TECHNIQUES

A FUN LOOK AT POWER

Managing Change/Collaboration and Synergy

This activity has been used in sessions on leadership and change management for the Department Heads (Directors) of Bohol Province. It is an adaptation from a classic activity that was first used in the 70's in the Philippines.

GENERAL AREA OF APPLICATION

This can be used as a preamble to sessions involving the following: self-awareness/understanding, perceptions and assumptions, managing change, collaboration and synergy, customer service, experiential learning, motivation, giving/receiving feedback.

LEARNING OBJECTIVES

By the completion of this activity, participants will be able to express their openness to the possibility that they (if they are power-users) may not be aware of how they are affecting others in the office, and how (if they are victims of power-users) they may be unproductively reacting to the power play of others.

30MINS - 1HR

18

To maximize interaction and processing, smaller group sizes are preferred. Since the topic can be sensitive for some, it may be risky to have bosses and subordinates together in a session.

- PowerPoint support.
- colored poker chips (red, yellow, blue, white and green) as indicated in the PowerPoint material
- enough diamond look-alikes to be used for bonus points

1

If the group is very large, an additional one or two more observer/ facilitators will be helpful

Three tables with enough seats for everyone, roughly equally distributed among the three tables. Many participants will move to other tables.

ACTIVITY PROPER

ORIENTATION

Draw out one or two anecdotes drawn from the participants illustrating how they understand power-politics in the office. One or two anecdotes may be helpful. Then segue into: Let's see how this sort of thing can happen to any one of us.

INSTRUCTIONS

Groups

- Three groups of roughly equal size
- Each individual will get 5 chips

Scoring System: Value of the Chips

- Yellow chip - worth 5 points each
- Green chip - worth 4 points each
- Red chip - worth 3 points each
- White chip - worth 2 points each
- Blue chip - worth 1 point each

The three persons with the highest scores after three rounds will be declared the winners

You can improve your score by trading and negotiating with others in your group or with the other groups – but this trading must be done under very strict rules

Scoring System: Bonus System

- Five chips of the same color are worth 5 extra points.
- Four chips of the same color are worth 4 extra points.
- Three chips of the same color are worth 3 extra points.
- No extra points for having 1 or 2 chips of the same color.

Illustrations

- If a player has 5 yellow chips, the score is 25 plus 5 for having 5 of the same color = 30.
- If a player has 4 blue chips and 1 red chip, the score is 4 x 1 for the blue chips, 3 for the red chip, plus 4 for having four of the same color (4 x 1 = 4 + 3 + 4 = 11).

Very Strict Rules

- There are 5 minute rounds.
- You can improve your score by trading with others within your group or other groups.
- Players must be holding hands to trade.
- Only one-for-one trades are legal.
- Once players are holding hands, chips must be traded. If a pair cannot agree on a trade, they must continue to hold hands until the end of the round.
- No talking to others unless you are holding hands.
- Persons with their arms folded do not have to trade.
- All chips should be hidden.
- Do not reveal the value of your chips to anyone.

First Round

- 5 minutes of trading/negotiating
- Scores on the Board
- Regrouping
- Top 1/3 of the group (Individuals with the Top scores) are now a new group - THE SQUARES
- Bottom 1/3 of the group (Individuals with the lowest scores) are now a new group – THE TRIANGLES
- Middle 1/3 of the group (Individuals with the middle scores) are now a new group – THE CIRCLES

Additional Bonus Points Session

- Diamonds are worth 10 points each
- Each group receives 3 diamonds.
- They can all be given to one, or distributed among two or three players.
- The groups have 5 minutes to decide how to distribute

Capture the new scores

- Who received the bonus points?
- What are their new scores?

Individuals Move based on the new scores

- Promotions to THE SQUARES
- Demotions to THE CIRCLES or THE TRIANGLES

Second Round

- Trading and negotiations
- Scores on the Board
- Regrouping
- Top 1/3 of the group (Individuals with the Top scores) constitute - THE NEW SQUARES
- Bottom 1/3 of the group (Individuals with the lowest scores) constitute– THE NEW TRIANGLES
- Middle 1/3 of the group (Individuals with the middle scores) constitute – THE NEW CIRCLES

Additional Bonus Points Session

- Diamonds are worth 10 points each
- Each group receives 3 diamonds.
- They can all be given to one, or distributed among two or three players.
- The groups have 5 minutes to decide how to distribute

Capture the new scores

- Who received the bonus points?
- What are their new scores?

Individuals Move based on the new scores

- Promotions to THE SQUARES
- Demotions to THE CIRCLES or THE TRIANGLES

New Rules for Round 3

- THE SQUARES can make one new rule – any thing they want. For example
- A new way to redistribute the chips.
- Require triangles and circles to trade with squares.
- Squares can dictate trades to circles and triangles.
- The CIRCLES and TRIANGLES have 5 minutes to make suggestions on what the new rule should be. They must write and read this suggestion to THE SQUARES
- THE SQUARES may or may not accept the suggestions. They have 5 minutes to agree on the new rule they want to add and ANNOUNCE it.

LEARNING METHODOLOGIES
A
STRUCTURED LEARNING EXPERIENCES

Third Round

- Trading and negotiations
- Scores on the Board
- Regrouping
- Top 1/3 of the group (Individuals with the Top scores) constitute - THE NEW SQUARES
- Bottom 1/3 of the group (Individuals with the lowest scores) constitute– THE NEW TRIANGLES
- Middle 1/3 of the group (Individuals with the middle scores) constitute – THE NEW CIRCLES

Additional Bonus Points Session

- Diamonds are worth 10 points each
- Each group receives 3 diamonds.
- They can all be given to one, or distributed among two or three players.
- The groups have 5 minutes to decide how to distribute

Capture the new scores

- Who received the bonus points?
- What are their new scores?

Individuals Move based on the new scores

- Promotions to THE SQUARES
- Demotions to THE CIRCLES or THE TRIANGLES

ANALYSIS

- Post the scores of participant per round.
- At the end of the last round ask:

◇ What happened?

◇ How did you feel being a circle? A triangle? A square after the first round?

◇ How did you feel about the promotion in Round 2? The demotion in Round 2?

◇ How did you feel about the promotion in Round 3? The demotion in Round 3?

◇ What do you think of the whole activity?

ABSTRACTION

- Are there any parallels between this game and real life?
- What does it illustrate about life in the office?
- How can we reach our goals or get what we need and respect others?
- When is it better to seek individual benefit or group benefit?
- What happened when people changed groups?
- Were the squares acting legitimately?
- Does this game reflect issues of economic, ethnic or political justice?
- Does the game reflect historical problems within our Government bureaucracy? What about among our constituents?
- What happens when entire groups act together against injustice? What insights here can help them become more effective?
- Would a game that illustrates cooperative behaviors make the same points and be fun to play?

IDEAS THAT MAY HAVE SURFACED:

- The nature of power and in particular the temptation for self-perpetuation of power by those who hold it
- The impact of system on human behavior and the need to change the system if meaningful change in human behavior is desired within that system
- Consequences of powerlessness and its impact on system effectiveness.
- Challenges in creating an empowered organization when power holders want to self-preserve.
- Differences in perception of those who hold the power and those who don't and the ability of the two groups to work together effectively.

APPLICATION

- How can we use the insights we gained from this exercise in real-life?

TIPS

It would be ideal to integrate this activity with the REAP and their plans to address issues in their Risk Analysis, and to immediately discuss how they might do this.

TWEAKS

Sometimes, it may not be necessary or useful to go into a third round. If the insights you wish to bring out are already evident from just the first two rounds, you may opt to jump to slide 21 where the squares now have the power to change the rules.

CLIENT NEED BEST ADDRESSED BY THIS LEARNING ACTIVITY

This activity may be more useful for power users because they usually are unaware of the negative effects they may be having on their staff. If there are indications of counterproductive power play, and you wish to have a venue where this can be discussed with those who can help make the change, this activity may be helpful.

SUCCESS!

Normally, people who are affectively impacted by this exercise will not hesitate to speak out their minds. Encourage them to do so. Identify those who "fell" from power and check if they are able to discern positive insights from the experience and encourage them to do so.

15-30MINS

15-50
The class will work as one big group. If there are more than 50 participants, divide the group.

- Deck of Cards
- Flip Charts
- Marker
- Timer

a single learning facilitator will suffice **1**

Participants may sit or stand in a circle without any tables or chairs that will obstruct their movements

ACES IN THE DECK

Creativity and Innovation/Strategic Thinking

This SLE was used in a PAHRDF intervention for the Provincial Government of Agusan de Sur, "Training and Development Management"

GENERAL AREA OF APPLICATION

This SLE is useful for developing creativity and innovation. It may be used to highlight strategic thinking and appreciate different strategies that can lead to attaining the goal of the group.

LEARNING OBJECTIVES

By the end of the SLE participants will be able to:

- strategize effective approaches in attaining the goal and thinking out of the box without violating guidelines and given parameters
- coordinate with one another and bring out leadership skills to facilitate execution of agreed upon strategies

ACTIVITY PROPER

ORIENTATION

The next activity will challenge us to come up with effective strategies to achieve the goal without violating guidelines and parameters.

INSTRUCTIONS

- Present the deck of cards and ask if everyone is familiar with it.
- Ask how many colors and suits are found in a deck and how many pieces of cards there are in one deck to ensure that all are familiar with it.
- Explain that the goal of the team is to identify the card that the facilitator is holding as fast as they can. They will work as one team and will try to beat the clock, the faster the better.
- All cards will be distributed to the participants. Participants may not look at the card/s they receive until they are told to do so.
- Participants cannot exchange cards given to them, let go of the card, nor put them on the floor. They should hold the cards at all time until they reach their goal.
- If there are no more questions, the facilitator picks up a card to be kept on top of his table or may ask one participant to pick a card and place it on the table without looking at it.
- Then randomly distribute the rest of the cards. Participants maybe receive two or more cards so long as each participant has at least one card. Cards should not be evenly distributed.
- Explain that the team must beat the clock, the faster the better.
- They will have to beat the time of the previous round.
- There will be 3 to 4 rounds depending on their level of participation.

REMINDER
- Normally the group completes the task in 2 minutes for the first round. They become better in the next rounds.
- Give teams 3 minutes in between rounds to strategize.

ANALYSIS

- What part of the activity did you enjoy most?
- How would you rate the team as far as goal attainment?
- What did you do to beat the time of the previous rounds?
- Who emerged as leader of the group?
- What was your strategy in the first round?
- Did you do better in the next rounds?
- How did you improve your strategy on the next rounds?
- How did you agree on your strategies?
- How were ideas and suggestions managed during the discussion?

ABSTRACTION

- In hindsight, what would have been better ways/strategies to accomplish the goal?
- What have we learned in this activity?
- What factors help in getting the team to work effectively towards a desired goal?
- What is the role of leadership in goal accomplishment?
- What are the challenges of

HIGHLIGHT

- Strategies can help attain the goal of the team.
- Planning and strategizing goes a long way in helping attain the goal.
- "If you don't plan, then you plan to fail"
- A leader helps ensure the proper execution of the agreed plans/strategies.

APPLICATION

working in a team when developing strategies?

- How can we overcome these challenges?
- Looking at the work we have at hand right now, how can we use our learnings from this activity to facilitate the accomplishment of our project (e.g., developing T&D management system)?
- What strategies may be helpful in the proper implementation of the project to ensure its success?
- What milestones and timelines

HIGHLIGHT

Strategies can help attain the goal of the teThe strategic approach to training can help the organization to maximize resources and development of the manpower resources.

TWEAKS

- If your focus is on appreciating strategy formulation, explain that the goal is to do better in every round and improve on the process and allow more time for discussion and strategizing.
- If the goal is out of the box thinking, try to challenge participants to do better or improve on the process in each round, it maybe the same strategy with improved processes.

OTHER SLE APPLICATIONS

- Energizer in a planning session
- Change management program

AMAZING RACE

Teambuilding/Integrating Activity

Amazing Race was the culmination of the Component 1 of a Leadership and Management Training conducted for Mindanao Economic Development Council (now called Mindanao Development Authority or MinDA)

GENERAL AREA OF APPLICATION

- Teambuilding
- Integration and application of the theory inputs given on the preceding days
- Getting to know self and others in a time-pressured and physically-challenging activity

LEARNING OBJECTIVES

- To apply the concepts provided/reviewed in the past few days (since this was part of the Leadership and Management Training, Amazing Race allowed the cohorts to apply their updated knowledge and built on their skills on planning, communicating effectively, managing resources, motivating people and conflict resolution).
- To get to know other participants in a different setting (they partnered with others not within their department)

1/2-1 DAY

- Preparation Time: at least three days before the activity, to get permission or cooperation from the people in the "pit stops"
- Props should be installed/arranged at least an hour before the official start of the activity
- Start as early as reasonable.

16-30

- Coming from different departments within the same organization
- Better if management and staff positions are represented per group
- Those with health conditions should be warned or be exempted from the activity
- group members are determined by drawing lots and other random schemes.

- Outdoors,
- Preferable that the pit stops are not too close to each other (participants have to take public vehicles to reach their destinations. The farther the pit stops from each other, the better, as more "elements" of surprise and challenge to the race).

- Race Plan – the design of the race, which indicates where the pit stops are and what specific tasks to accomplish/questions to answer. Course Team will seek permission to do the "Amazing Race" from concerned organizations/ offices, and coordinate with people who might be involved in the activity. Tasks are linked to the concepts/themes of the training.
- Race Kit (to be given per group) – team's paraphernalia such as cap, banner, race budget, water, pentel pen, manila paper, masking tape)
- Pit Stops – stop-overs where certain tasks will be performed/accomplished by the teams
- Task Card – paper with instructions leading to clues, tasks and destinations
- Race Budget – an amount given per team which will be utilized for mobility and other expenses the team will incur during the race
- Cellphone/camera – to document evidences for tasks accomplished
- Markers – these can be flaglets placed at designated pit-stops

3++

- Course Leader to man the finishing line and declare the winning team.
- Gatekeeper – A member of the Course Team or other individual (in the area) assigned to give task cards to the teams per pit stop
- A documentor per group who will videotape the movements of the group. The documentor must have his/her own video camera. (One of the highlights of this activity is the viewing of the each team's dynamics as they accomplish and move to each task.
- Course Team must be familiar with the Amazing Race (the TV Show)

ACTIVITY PROPER

ORIENTATION

- A day prior to the race, the participants are to determine their group mates via draw lots. They choose the color of their team, which is also the basis for the color of their shirts. They are advised to wear comfortable clothes for physical activity and to bring extra T-shirts and towels.
- Those who are not feeling well nor have "fragile" health condition are advised to skip the activity.

INSTRUCTIONS

- Participants are to converge at the designated place, preferably at their office so that their other colleagues can cheer them on as they start the race.
- Participants are to leave their things behind – except for mobile phones, which should be used only for emergency reason. They may bring their wallet, but they are not to use their personal money during the race.
- Each team will be provided with their own race kit and a race map to highlight pit stops.
- Each team will also be given Race Budget.
- Each team must accomplish certain task or provide accurate answers at each pit stop before the next clue is given to them.
- During the race, teams:
  - ◇ Receive task card
  - ◇ Accomplish the requirements/ instruction contained in the card
  - ◇ Show/inform the gatekeeper once task is completed
  - ◇ Get the clue card to proceed to the next destination
  - ◇ At the next destination, look for the marker and get the task card from the gatekeeper
  - ◇ Accomplish the task required… (and this goes on until the last pit stop)
  - ◇ The first team to arrive at the finish line is declared as the winner.
  - ◇ The winning team gets a team prize (in this case, they were given Gift Certificate to a spa).

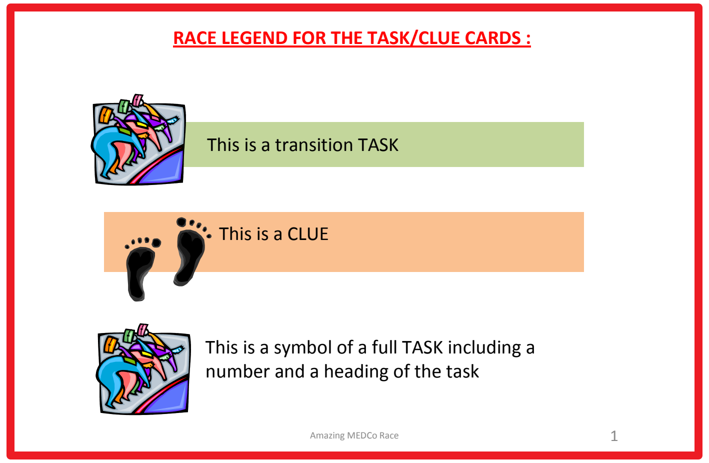
RACE ELEMENTS	
Race kit	your team's entire paraphernalia (cap, banner, race budget, water, pentel pen, manila paper, masking tape)
Pit stops	stopovers where tasks are accomplished by the teams
Task card	paper with instructions leading to clues, tasks, and destinations
Race budget	an amount given per team which will be utilized for mobility and other expenses the team will incur during the race
Cell phone	only 1 official cell phone gadget is allowed per team to document evidences for tasks accomplished
Gate-keeper	member of the Course Team or individual assigned to give task cards to the teams per pit stop
Battle cry	team are required to have a cheer/battle cry that they will have to shout when required

RACE GROUND RULES

- Deposit all wallets and cell phones to the official custodian (probably MEDCo admin)
- Only 1 mobile phone is assigned per team with camera, fully charged
- Follow the instructions given by the gatekeepers and the clue/task cards which will be given to you
- A race map will be provided to the teams to highlight pit stops
- You are only provided one 500ml of bottled water per person
- You will also be given your Race Budget
- This is almost a 4-hr race involving 5 major pit stops around the city
- The earlier you arrive at the destination with accurate answers and validated evidences, the better chances of winning the race
- Leave the rest to your wit, grit, & your "it"

TASK CARDS

- (attached is the copy of the Race Plan and Task Cards – as customized by the Race Master)



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Let us get you ready for the race!

You are given your AMAZING RACE KIT that has ALL the gear that you will need for the race. Be sure that you are wearing your team color. Write all the names of members on the sticker name tags. Stick this on the right side of your shirt.

Once all geared up, prepare the banner and think of a NAME that will best identify your team. Write your team's name on your banner. This will be your TEAM FLAG and always bring it anywhere you go.

Rehearse your TEAM CHEER before you go to the lobby. When you hear the Race Whistle, shout your TEAM NAME twice and go to the lobby at once.
Wait for your next task.

GOOD LUCK!

2

Warm-up-for-the-kill!

In 5 minutes, the Flagdown Ceremony will start at the lobby. Usec Leyretana delivers his piece. When he calls on your team, perform your TEAM CHEER at once.

Then wait for your RACE BUDGET which will be distributed after all teams have cheered. Usec Leyretana will strike the Race Gong to commence the competition. And everybody shouts : *AMAZING MEDCO RACE!!!*

The Race Master will give the next task card.

3

Puzzled by this puzzle?

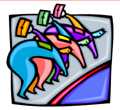
Work on a puzzle piece which is basically a diagram with four quadrants. You are tasked to construct this for you to get the RACE MAP and the 1st CLUE that will lead to your 1st pit stop.

Once you're done with the puzzle, show your work to the Race Master and ask for your clue before you can proceed to the next destination.

I am old but I am new. When you're with me you begin to look into your past with great admiration; your identity is strengthened. I am knowledgeable than your great grandfathers/mothers. I am a keeper of facts and stories. I promote your heritage as a people with the past as the benevolent teacher. I stand at the heart of the city. My present court is previously a court.
I stand in front of your hero.

You know me already? Go, take a ride!

Upon arriving at the 1st PIT STOP, look for the "gate-keeper" bearing this task sign and say this tongue twister 3x: *"Si Delia Dabawenya dili dukaon kay diay siya si Darna ug dili hadlok sa DDS"*. The person will give you your next task.



4

Your Anatomy

Congratulations! Welcome to Museo Dabawenyo!

Your task is to complete the labels of a visual aid. Get the FLIP CHART and labels from the gatekeeper.

Stick the labels indicating the Qualities of a Leader and Manager to the corresponding body parts. But the labels are incomplete.

Get the next task card from the gatekeeper so that you will know how to get the missing labels of the flip chart.

5

Know thy history

Respond to the following questions by writing your answer at the back.
Go around the museum, observe and read exhibit details. And you will find the answers there.

Who is the 1st Davao City Mayor?
What is the meaning of Davao?
Where is the first seat of government of Davao?

Show your answers to the gatekeeper who will give you the rest of the labels upon reviewing your correct answers. Finish the entire visual aid with complete labels and show this to the gatekeeper. He/She will then give the next clue and task to the next pit stop.

6

PR works!

Awesome job! Now breathe in, breathe out…
you need to WALK FAST towards Centennial Monument! Quickly!

Upon arriving at the Centennial Monument, your team is required to mobilize ten (10) people for a photo-op beside the historical marker. You need to photograph yourselves with the exact number of people.

Then buy lots of flowers nearby. Once you're done, look for the gatekeeper near the monument and show your flowers and the group pose in your cell.

She will give you the clue for the next destination .

I am the newest place in town. Everyone is agog over me because I am novelty. My the structures, and installations are real head-turners… and huge flowers around adorn me. I am in the middle of "busyness"– of people, of buildings. But people of all ages embrace me with laughter, songs, dances. I am an open space. And I provide solace to those who seek.

You know me already? Go, take a ride!

Hold on to your flowers. Upon arriving at the next PIT STOP, present your RACE MAP to the gate keeper bearing this task sign. The person will give you your next task.

7

Park Harvest

Great job! So you are now prepared for a complex task.

Your task is to form a puzzle composed of only 5 letters. You are only able "harvest" the puzzle by searching for only four (4) cards near the sculptures around the park as your landmarks.

Chose the cards that correspond to your team color. Once you gather all the 4 cards, answer to the questions at the back . Read further clues and other instructions as well. Use the felt-tipped pen in your Race Kit.

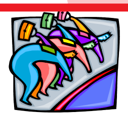
Once you're done, make the wackiest pose and photograph yourselves showing all the cards (now constructed as an acronym) using your team's cell phone as evidence.

Then go back to the "gatekeeper" and show him/her the photo and the cards completely filled up. You will be given the next clue.

RIDDLE :

My name is similar to the highest peak in the country but you can find me at the heart of the Davao City. My master is the 5th highest official in the entire Philippines. Talk to the 1st person that opens the door for everyone, and he will give you the next task.

Go to me, go!



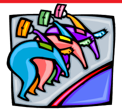
11

Apo of my life…

You are almost near the finish line! Proceed to the Garden while singing *"Tayoy Dabawenyo"* as a group. Then go to the corner with your assigned color-coded flag and do a **floral arrangement** with the materials provided.

Next make a COAT-OF-ARMS of your team and come up with an **informational poster** depicting this insignia. This will encapsulate your team's vision of a Mindanaoan leader. Be clear with the symbols
and colors that you assign. Use art materials provided in your designated corners.

Afterwards, present your coat-of-arms poster
to the gatekeeper who will give you your final task.



12

Taste the sweet smell of success!

Proceed to the function room with your set flowers and poster.
Upon opening the door of the function room, present your TEAM CHEER and hang your coat-of-arms POSTER on the wall.

Explain the meaning of your poster in front of the Course Team.
You will be photographed together with your poster
and floral arrangement.

Wait for the other teams to arrive before we will all have a good lunch!

Congratulations, winner!

Activity	Pit Stop	Tasks and Directions	Task Details	Resources Needed
Pre-Race	1 MEDCo conference room	**GEAR UP FOR THE RACE** Teams are given basic orientation on the race rules and mechanics. They are given respective race gear (i.e. color-coded caps, mini-banners, team stickers, etc.) that they SHOULD wear all through-out the race. Once all team members are all geared up, they are given their 1st task. **TASK 1** Prepare for team cheer which will be presented during the Flag down ceremony in few minutes	Team Confidence Motivation	• Race Kit • (cap, mini-banners, team stickers, bottled water, pentel pens, mini-pad paper) • Race map
	MEDCo lobby	**WARM-UP FOR-THE-KILL** All teams (including several MEDCo staff) will gather at the lobby of MEDCo office for the opening ceremonies. Course Team will distribute the materials for the 2nd task to the teams. Then Usec Leyretana will deliver a brief opening statement to open the race. After Usec Leyretana delivers his piece, all teams will proceed to present their respective cheers with matching actions and end up shouting their "team battle cries". Once all 4 teams are done with their 2nd task, he will cue the course team to distribute to the racers their "Race Budget" and read the 1st CLUE CARD with the next task. He then strikes the Race Gong to commence the competition. **TASK 2** Teams read their 1st clue card and work on a puzzle piece which is basically a diagram, with four quadrants. The team is tasked to construct the Situational Leadership diagram. Once they have completed it, course team will give them a map with a riddle that will indicate their 1st pit stop. Teams will immediately proceed to the 1st pit stop, the Museo Dabawenyo Riddle Map	Situational Leadership	• A gong • SL diagrams (4 sets) • Race Budget
Race	2 Museo Dabawenyo	Once the team is at the museum, they will show their race map to the curator who will then give their next task. **TASK 3 (20 MNS.)** Teams will be given with a flip chart with a visual and few labels. They have to stick the labels indicating the qualities of a leader. Curator will instruct them that he will provide the missing labels once the team will be able to give correct answers to the 3 questions he will be asking. He then gives a clue that the answers will be provided by the info given by the exhibit. Teams need to go around the museum, observe and read exhibit details Questions on historicity (leaders) (1) Who is the 1st Davao City Mayor? (2) What is the meaning of Davao? (3) Where is the first seat of gov't? of Davao? Then teams finish the entire visual aid with complete labels and show this to the curator who then gives then the next clue card to the next destination. • Riddle • Team may refer to the map	Anatomy of a Leader (Qualities of a Leader and Manager) Historicity	• Task insignia • Flip chart (visual aid of a person's body) • Stick on labels with words (Qualities of a Leader) • Question slips
Race	Race 3 Centennial Monument PR works!	**TASK 4 (5 MINS.)** Teams are required to mobilize ten (10) people for a photo-op beside the Centennial Monument. They need to photograph themselves with the exact number of people and show the picture to the "gatekeeper" who then will give them the next clue	Influence, Charisma, Power	
Race	4 Peoples Park	Upon arrival at the PP, teams will present their map to the "gatekeeper" who then will give them the clue card. **TASK 5 (20 MIN)** Teams need to "harvest" 5 letters (color-coded) from 5 different areas in the vicinity. Then they have to construct the word and hang the complete number of letters in the location indicated. Then they will photograph themselves with the puzzle piece using 1 cell phone designated per team as evidence. Then they will go back to the "gate-keeper" and show him/her the photo so that they will be given the 3rd clue card and a key • Riddle • Team refer to their mini-map	Basic concepts in Component 1	• 16 Flash cards (with questions written at the back) • 4 keys (card board) • Task insignia
Race	5 Apo View Hotel	**TASK 6** Proceed to the Garden and once you are there, sing few lines of "Tayoy Dabawenyo" as a group. Then go to the corner with your assigned color flaglet and do a floral arrangement with the materials provided. Next is to come up with an informational poster that depicts your team's "coat-of-arms". This will encapsulate what is your team's vision of a Mindanaoan leader and be clear with the symbols and colors that you assign. Art materials will be provided to your designated corners. Afterwards, present this to the gatekeeper who will give you your final task.	Creativity	• Task insignia • Half size illustration boards (4 pcs.) • art materials
Finish Line	6 Function Room	**TASK 7** Proceed to the function room with your set flowers and poster. Upon opening the door of the function room, shout your team's "battle cry" and post your coat-of-arms on the wall. You will be photographed together with your posters and floral arrangement. Wait for the other teams to arrive before we will all have a good lunch! Congratulations!		• Red plastic strip with label "finish line"

A LEARNING METHODOLOGIES
STRUCTURED LEARNING EXPERIENCES

ANALYSIS

- What did the team do after receiving each clue/task card?
- What happened as you move from one pit stop to the other?
- How did you feel as you complete each task?
- What were the difficulties/ challenges? What factors helped?
- Which of the tasks did you:
  - ◇ Make use of your communications skills
  - ◇ Maximize resources (time, money, talents, linkage, etc.)
  - ◇ Motivate your team
  - ◇ Plan your strategies
  - ◇ Delegate tasks/responsibilities
  - ◇ Resolve conflict/differences in opinion/perspective
  - ◇ Customize your (leadership) style

ABSTRACTION

- What similarities does this Amazing Race activity have with your organization and your workload?
- What insights did you gain as you went through this activity?
- What lessons can we draw from your experiences here?

APPLICATION

- What lessons can be bring home and apply to our current work situation?
- How can we use the insights you gained from this experience?
- Can you anticipate any challenge in applying your learnings back home? What would this be?
- What can we do to ensure that these lessons we learned are applied and sustained in the workplace?

CIRCLES AND SQUARES

Collaboration and Competition

This SLE was used in a PAHRDF intervention for the Provincial Government of Bohol specifically its Management Development Program.

1.5 HRS

10-20

ideally a group of decision makers who can and usually influence organizational directions

- Meta Planning Cards
- Chisel Tipped Permanent Markers
- Easel Sheets – 5 leaves
- Circle and Squares Template on easel sheet
- Circle cut – outs
- Square cut - outs
- LCD Projector
- Laptop Computer

1 familiar with processing experiential learning activities

- A room where two groups can have space to plan separately
- A processing easel sheet is on the board ready to capture the process outputs

GENERAL AREA OF APPLICATION

The SLE may be used to illustrate the effect of a competitive spirit on internal organizations. It focuses on assumptions and tendencies towards exclusion and a win-lose attitude. It may be useful in highlighting the need for "conscious" effort towards building consensus within organizations to combat the emergence of "turfing" whenever organizations are divided into sub-groups/departments.

LEARNING OBJECTIVES

At the end of the activity the participants will be able to:

- Surface and discuss "natural" competitive, win-lose behavior and its accompanying symptoms as reflected in antics when playing a familiar game
- Surface and discuss the importance of making a "conscious" effort towards consensus building at all times
- Surface and discuss manifestations of the win-lose behavior in the current milieu of the participants organization
- Brainstorm, select and agree on internal "rules of engagement" that can guide consensus building

ACTIVITY PROPER

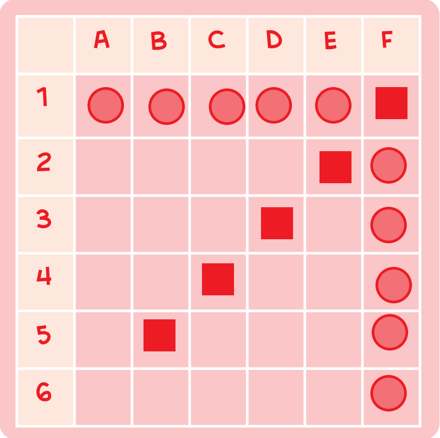
ORIENTATION

- The facilitator divides the class into two groups with the same number of members in each group. (It is best if grouping is done at random.)
- The facilitator explains that the class is going to play a game with just two basic instructions:
  - ◇ Win as many points as you can and
  - ◇ Plan your moves
- The facilitator then proceeds to discuss specific instructions for the game

INSTRUCTIONS

(To participants)

- You have just been divided into two groups
- Your objectives, as was told you earlier, are to
  - ◇ Win as many points as you can and
  - ◇ Plan your moves
- (Show the Template) This is our game board. It is a matrix consisting of 6 rows and six columns of squares. Columns are marked with letters. Rows are marked with numbers.
- (Show the circle and square cut-outs.) These are your playing pieces. One group will play with the circle cut-outs and the other group with the square cut-outs. (Assign which group will play circle and which group will play squares.)
- The game is played by taking turns affixing one circle or square cut-out at a time one group after another to a vacant space of your own choosing in the matrix.
- You win one point when you are able to have 5 consecutive rows/vertical columns or diagonal columns of circles or squares on the matrix (Illustrate)in any direction.
- The game will proceed as follows:



  - ◇ There will be three rounds. For each round, each group will be allowed five turns.
  - ◇ Before each round, you (emphasis on the specific word) are going to be given 3 minutes to plan your moves
  - ◇ Before each round, each group will have to assign one Shot caller who will call out the coordinates for each turn
  - ◇ A preliminary game of Rock/Paper/ Scissors (best of three) will decide which group will take the first turn for the round. This will happen for every round
  - ◇ For each turn, the shot caller will call out the coordinates of the matrix spot where s/he wants the cut-out (circle or square) to be affixed. The facilitator will affix the group's shape on the matrix
  - ◇ After each round, you will be given 3 minutes to plan you moves
  - ◇ We will count the points for each group
- The facilitator calls for clarificatory questions
- The facilitator then conducts the game. Being careful not to make suggestive remarks of any kind.
- After the third round or at a point where it is clear that no points or no further points can be made by either group, the facilitator calls a stop to the game and gathers the participants around the matrix for processing.
- After processing, run slides on win-win / win/lose behavior

ANALYSIS

- What did you do?
- What were you thinking or feeling at any stage of the game?
- How did you plan your moves?
- What strategies did you use?
- (when this is established) Why did you plan to block?
- (when this is established) Why do you have to win over the other group? Did we ask you to win this way?
- How many points did each group get? Is there another way of playing the game where both groups can get more points?
- (When this is established) Why did you not plan together?
- (when this is established) Yes this is a game. Should one always win over another in a game?

ABSTRACTION

- Seeing how you reacted during the game itself, what does say about you? About your group?
- Can we list down insights/ learning on the game?

TIPS

- Recognize that the spirit to compete is natural. Like in the game, whenever a group of people is divided into separate groups, they may be a tendency to compete against the other group.
- Competition is okay if it causes each group to improve its performance. It is not okay if one or both groups tend to block/discredit or otherwise hinder the other group's performance. The same effect may be had where two groups refuse to cooperate with each other because of this. This is the phenomenon called "turfing".
- Remember that, like in the game, we can always "plan together" rather than plan separately, and in the process, "win as many points as we can" as a group.

APPLICATION

- Is something similar happening between and among the departments in your province?
- What are the manifestations of these win-lose situations that you can find in the workplace? Are the effects good or bad?
- If there are bad effects, what should we be thinking or doing to avoid these effects in the workplace?
- What should individuals be thinking or doing in order to avoid the negative effects?
- What agreements can we have now, in this plenary session that we can carry to the workplace in order to prevent the negative effects of this.

TIPS

- If surfaced, the facilitator can highlight turfing in the respective departments. Be careful not to label these bad. Rather, point out that these turfs are an effect of natural competition within the organization. Explain that only with conscious effort can the organization avoid this "turfing trap".
- Connect the discussion to the importance of integrated planning. Point out that each department is somehow dependent on another for better performance. If these dependency points can be identified, the organization can better plan with departments fully utilizing help that other departments can give them.
- Emphasize that the concept of a Team of Teams is a distinct possibility.

TWEAKS

Instead of placing the matrix on easel board, the matrix can be turned into a gigantic matrix with masking tape on the venue floor and gigantic cut-outs to boot. This will actually heighten the excitement of the activity. The gigantic matrix is also a good venue for an informal processing of insights and learnings.

THE EXEMPLARY LEARNING FACILITATOR AWARD

Action Planning

This SLE was used in the module Training Methodologies during the Training and Development Management System Project with the Bureau of Local Government Finance

GENERAL AREA OF APPLICATION

This activity may be used to integrate and facilitate the preparation of re-entry action plan for a module on Facilitating Learning. This is a variation of an exercise used to facilitate the Dream Stage of Appreciative Inquiry.

LEARNING OBJECTIVES

- Integrate learning from the module on Facilitating Learning by allowing them to review and specify the desirable practices that they learned and that would like to apply.
- Prepare a re-entry action plan by committing to a list of activities that will enable them to enhance their respective facilitating skills.

1HR & 15MINS

15
allow more time for bigger groups or skip the Small Group Sharing

- Individual pictures
- Facsimile of a Training & Development (T&D) Magazine

1 facilitator with basic facilitating skills needed

Clustered sitting arrangement with tables to facilitate individual write-ups and small group sharing

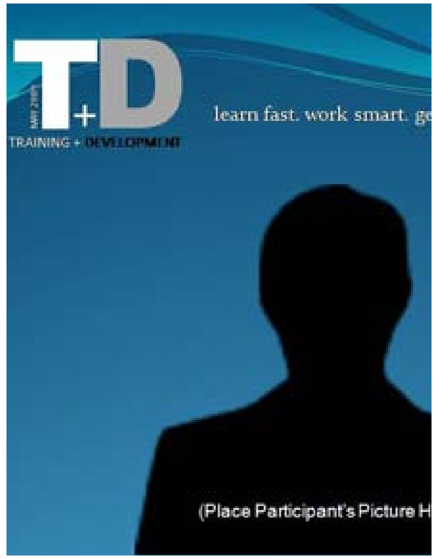
ACTIVITY PROPER

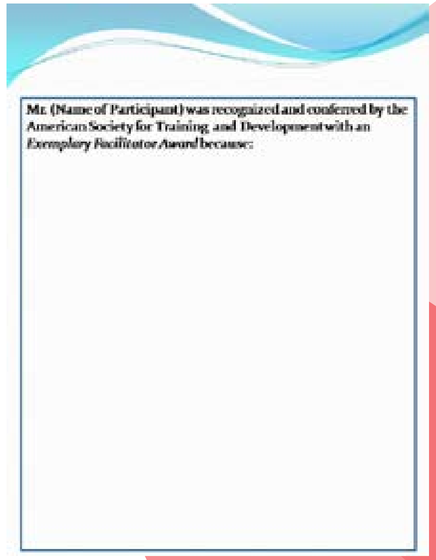
ORIENTATION

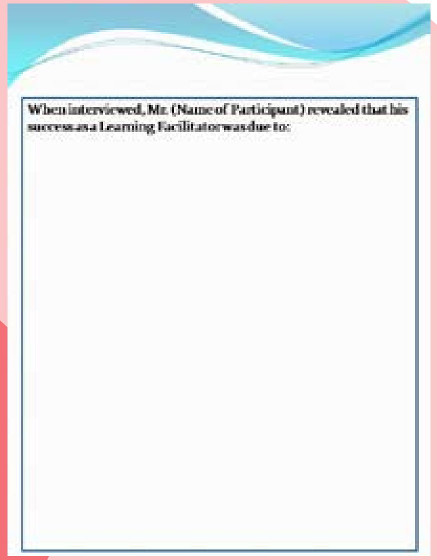
- The following exercise will enable us to integrate our learnings and to prepare action plan to effectively implement out learnings.

INSTRUCTIONS

- Imagine that five (5) years from now you were conferred the "Exemplary Learning Facilitator Award" by a prestigious professional organization, what practices and characteristics do you think would be recognized for?
- Review your hand-outs and notes and use these to identify the ideal Learning Facilitator practices and characteristics that you would like to be recognized and known for.
- Given the practices and characteristics you would like to be known for, list some action plans that will enable you to develop or strengthen those practices and characteristics.
- You will be handed a folded bond paper as a facsimile of a Training & Development (T&D) Magazine. On the inside left portion, write your list of desired practices and characteristics. On the inside right portion, write your action plans.
- Be prepared to share your output to the whole group.
- After 15 minutes of individual work, request each participant to take turns sharing their outputs: list of desired learning facilitator practices and characteristics and action plans. For a group of 15 divide the group into two and conduct the sharing in small groups. This should take 20 min max.
- After everyone has shared, ask the question:
  - ◇ What practices and characteristics mentioned by other participants that they were not able to list but may be applicable to them?
  - ◇ What action plans mentioned by other participants will also be applicable to them?
  - ◇ Allow another 5 minutes for participants to refine their respective outputs based on additional learnings they gained from the individual sharing of participants.




Mr. (Name of Participant) was recognized and conferred by the American Society for Training and Development with an *Exemplary Facilitator Award* because:


When interviewed, Mr. (Name of Participant) revealed that his success as a Learning Facilitator was due to:

sample materials from the activity

ANALYSIS

- How did you like the activity?
- Are you pleased with your Exemplary Learning Facilitator Award?
- Was it difficult or easy to identify practices and characteristics that are worth recognizing?
- To what extent do you feel the action plan you prepared is achievable? Why?

ABSTRACTION

- What could be the outcome/result if we pursued this action plan seriously in our department/organization?
- What obstacles might you encounter if this action plan is implemented?

APPLICATION

- What can we do to ensure that our action plans as learning facilitator will be carried out when we return to the workplace?
- What can we do to overcome the obstacles that might get in the way of successful action plan implementation?

TIPS

- Encourage the participants to keep their respective outputs and commit to implement their action plans.
- The objectives of the activity would have been achieved if the participants were able to vividly describe how they would like to personally become an Exemplary Learning Facilitator. Another indicator is the manifestation of excitement and commitment by the participants to continually enhance their Learning Facilitating competencies.

TWEAKS

This activity may be used to enable participants to envision, aspire for and work towards becoming an exemplary performer in any role or position that may be the subject of a workshop.

HANDSHAKE CONTEST

Conflict Management

This SLE was used with PARHDF intervention for OPAPP entitled, "Enhancing Leadership and Sustaining Effective Teams in Peace building Work." The SLE was adopted from Conflict Resolution Network: http://crnhq.org/

15 MINS

The bigger the group size, the greater time to allot.

VARIABLE

Participants should be member of an intact team. Since the activity is not physically demanding, it may be used with participants of any age or gender.

•None

1

It will help to have a few people assist to watch the participants.

Indoor with enough space for participants to move around

GENERAL AREA OF APPLICATION

This SLE is useful for introducing the concept of win-win conflict resolution approach. It is quite useful for intact teams and leaders who are studying team dynamics.

LEARNING OBJECTIVES

At the end of the SLE participants will be able to define the concept of win-win resolution to conflicts

ACTIVITY PROPER

ORIENTATION

It helps to give as little introduction about the topic before the exercise as possible to avoid giving away too much information that will affect the participants' behavior during the activity. Say:

"We'll have a little competition called the Handshake Contest and those who will achieve the highest point will be declared the winner so your aim is to win as many points as you can."

INSTRUCTIONS

- Have participants find somebody who is more or less the same height and built as they are.
- Have each pair face each other and hold each others hand in a handshake form.
- Tell them to listen carefully to the instruction as they will not be allowed to ask questions later nor will the instructions will not be repeated.
- Tell them that they will score a point every time they get the other person's hand to their hip.
- Tell them to count the number of hits as the contest progresses.
- Give them a minute to execute.
- After the contest ask the participants how many points they got. It's likely for some to have very low score while others will have high score.

ANALYSIS

- What we are going to do is explore the differences in the number of points people achieved and how they did it. Who scored more than 50 (as a pair)? Less than 20? How did you do it?
- How do you feel about your scores?
- How did you interpret "you" in the instruction? As an individual, a pair or a group?
- In your mind, did the idea of winning imply losing as well? For someone to win did another have to lose?
- Who discussed it with their partner? What was discussed? Who changed strategy during the exercise and why?

ABSTRACTION

- What lessons can we draw from this activity?
- When we are in conflict with someone else, do we frequently approach it thinking that one will win and the other will lose?
- What usually is the outcome when we use this approach?
- In conflict, are there times when we use the same approach as we did in the exercise? Are there other occasions when we use a different approach?
- How would you feel if you practiced

more win-win approaches?

- What impact would that have on your relationships with others?
- How would that affect work performance and life at work in general?

The key learning point of this activity is the win-win approach. The participants should be able to come up with answers like, "It's better to work with each other rather than against each other." The facilitator should be able to highlight the importance of working together to solve problems and address issues rather than put blame or decide in a way where one would win and another would lose.

APPLICATION

- Ask the participants to agree on a set of norms that they can apply to handle issues or conflicts in the workplace. (In small groups or in plenary)
- Have representatives from each group share their output in plenary (if initially done in small groups.)

HELIUM STICK/RING

Teambuilding/Leadership

This SLE was used for OPAPP's "Enhancing Leadership and Sustaining Effective Teams in Peace building Work". The SLE was adopted from: http://wilderdom.com/games/descriptions/HeliumStick.html

APPROX. 1 HR

20
Ideally for intact teams but can be used for mixed groups as well for the appreciation of team dynamics

•PVC Pipes (8 ft) or hula hoops

1
plus one assistant for each team to assist in carrying out the task

It can be done both indoor and outdoor as long as there is sufficient space for pax to plan and then carry out their plans

GENERAL AREA OF APPLICATION

For the PAHRDF project, this SLE was used for team building and leadership. It may also be used to introduce the concept of The Five Dysfunctions of a Team by Patrick Lencioni

LEARNING OBJECTIVES

At the end of the SLE, participants will be able to:

- Explain the concept of teamwork.
- Describe dysfunctions that hinder team effectiveness
- Identify factors that help teams achieve their objectives

ACTIVITY PROPER

ORIENTATION

When we succeed in getting things done as a group, we often say it's because of teamwork. But what does teamwork really mean? How do you know you have it? This exercise will allow us to examine the workings of teamwork and how we can apply the necessary behaviors when we go to the workplace.

INSTRUCTIONS

- Have participants line up in two rows facing each other.
- Introduce the Helium Stick- a long, thin, lightweight rod.
- Ask participants to point their index fingers and hold their arms out.
- Lay the Helium Stick down on their fingers. Get the group to adjust their finger heights until the Helium Stick is horizontal and everyone's index fingers are touching the stick.
- Explain that the challenge is to lower the Helium Stick to the ground.
- The catch: Each person's fingers must be in contact with the Helium Stick at all times.
- Pinching or grabbing the pole in not allowed - it must rest on top of their fingers.
- Reiterate to the group that if anyone's finger is caught not touching the Helium Stick, the task will be restarted. Let the task begin....
- Participants may be confused initially about the paradoxical behaviour of the Helium Stick.
- Some groups or individuals (most often larger size groups) after 5 to 10 minutes of trying may be inclined to give up, believing it not to be possible or that it is too hard.
- The facilitator can offer direct suggestions or suggest the group stops the task, discusses their strategy, and then has another go.
- Less often, a group may appear to be succeeding too fast. In response, be particularly vigilant about fingers not touching the pole. Also make sure participants lower the pole all the way onto the ground. You can add further difficulty by adding a large washer to each end of the stick and explain that the washers should not fall off during the exercise, otherwise it's a restart.
- Eventually the group begins to calm down, concentrate, and very slowly, patiently work at lowering the Helium Stick. It is easier said than done.

TIP
Particularly in the early stages, the Helium Stick has a habit of mysteriously 'floating' up rather than coming down, causing much laughter. A bit of clever humoring can help - e.g., act surprised and ask what are they doing raising the Helium Stick instead of lowering it! For added drama, jump up and pull it down!

ANALYSIS

- What happened? How did you address the situation?
- What was your initial reaction to the challenge?
- What roles did people play?
- What role did you primarily play?
- How was the first try different from the second try? (if the team was given a chance to do a second try.)
- Recognizing some of your successes, what helped you achieve them?
- What hindered you from bringing down the helium stick?

ABSTRACTION

- What did we learn from this activity about working together?
- What do you see are the benefits of working together as a team?
- What did you realize about yourself as a team player?
- How would you characterize your group in terms of working as a team?

Introduce the Five Dysfunctions of a Team by Patrick Lencioni and how it can be hindered by team dysfunctions. Emphasize that these dysfunctions can be resolved by strengthening trust, encouraging productive conflict, establishing clear goals, strategies and rules of engagement. It also helps to build accountability for performance and behavior and focus on results.

APPLICATION

Divide the group into small teams and ask them to brainstorm on how they can apply the learning in the workplace, emphasizing on the following:

- Building trust;
- Encouraging productive conflict;
- Committing to goals and strategies;
- Strengthening accountability for performance and behavior; and
- Focusing on results

Ask representatives from each group to present in plenary their output. (maximum of 1 minute per group presentation)

TIP
It's important to highlight the following from the participants' inputs:
- Trust or the absence thereof
- The quality of communication
- Commitment to strategy
- Accountability for one's performance and behavior
- Focus on the delivery of results

OVERVIEW: THE 5 DYSFUNCTIONS OF A TEAM

TEAMS THAT HAVE IT	DYSFUNCTION	TEAMS THAT DON'T
• Stagnate/fail to grow. • Rarely defeat competitors. • Lose achievement-oriented employees. • Encourage team members to focus on theirown careers and individual goals. • easily distracted	**Inattention to Results**	• Retain achievement-oriented employees. • Minimize individualistic behavior. • Enjoy success and suffers failure acutely. • Benefit from individuals who subjugate their own goals/ interests for the good of the team. • Avoid distractions.
• Create resentment among team members who have different standards of performance. • Encourage mediocrity. • Miss deadlines and key deliverables. • Place an undue burden on the team leader as the sole source of discipline.	**Avoidance of Accountability**	• Ensure that poor performers feel pressure to improve. • Identify potential problems quickly by questioning one another's approach without hesitation. • Establish respect among team members who are held to the same standards. • Avoid excessive bureaucracy around performance management and corrective action.
• Create ambiguity among the team about direction and priorities. • Watch windows of opportunity close due to excessive analysis and unnecessary delay. • Breed lack of confidence and fear of failure. • Revisit discussions and decisions again and again. • Encourage second-guessing among team members	**Lack of Commitment**	• Create clarity around direction and priorities. • Align the entire team around common objectives. • Develop the ability to learn from mistakes. • Take advantage of opportunities before competitors do. • Move forward without hesitation. • Change direction without hesitation and guilt.
• Have boring meetings. • Create environments where back-channel politics and personal attacks thrive. • Ignore controversial topics that are critical to team success. • Fail to tap into all opinions and perspectives of team members. • Waste time and energy with posturing and interpersonal risk management.	**Fear of Conflict**	• Have lively, interesting meetings. • Extract and exploit ideas from all team members. • Solve real problems quickly. • Minimize politics. • Put critical problems on the table fordiscussion.
• Conceal their weaknesses and mistakes. • Hesitate to ask for help or provide constructive feedback. • Hesitate to offer help outside their area of responsibility. • Jump to conclusions about the intentions of others. • Fail to recognize and tap into one another's skills and experiences. • Waste time and energy managing their behaviors for effect. • Dread meetings and avoid spending time together.	**Absence of Trust**	• Admit weaknesses and mistakes. Ask for help. • Accept questions and input. • Give each other the benefit of the doubt. • Take risks in offering feedback and assistance. • Appreciate and tap into each other's skills and experiences. • Focus time and energy on important issues. • Offer and accept apologies without hesitation. • Look forward to meetings and other • opportunities to work as a group.

HUMAN ORCHESTRA

Cooperation & Teamwork/Integrating Activity

This SLE was used during PAHRDF interventions for the Department of Budget and Management, the Bureau of Local Government Finance and the Provincial Government of Bohol in the TNA module in connection with the Training and Development Management Project

GENERAL AREA OF APPLICATION

This SLE is useful for the integration of key learnings

LEARNING OBJECTIVES

By the end of the exercise, participants will:

- Understand how different organizational systems are interlinked
- Realize the value of systems approach in understanding and diagnosing organizations.

40 MINS

15-50

Will fit any group profile or class composition; can work well with larger groups and diverse groups coming from different departments

- Water Bottle with Sand
- Drumsticks
- 5-Gallon water bottles
- Bongo
- Cajon
- Cowbell
- Castanets

1 must have a sense of rhythm and understanding of basic musical concepts

You will need an open space where participants can sit on the floor gathered in a huge circle. It has to be an area which more or less can contain sound as the activity will require the participants to make noise

ACTIVITY PROPER

ORIENTATION

The next activity will enable us to understand how different systems operate through a musical number entitled, "The Human Orchestra". In an orchestra, there are different types of instruments. But since we don't have full instruments available, we will use improvised instruments and parts of the body for creating a sound.

INSTRUCTIONS

- Lay out the improvised instruments in the center of the room. Then ask the participants to form a wide circle around the instruments.
- Emphasize the need for everyone to watch and listen closely to the facilitator for instructions as the facilitator will be the conductor of the human orchestra.
- When everyone has settled down in a circle, hand out the improvised percussion instruments, shakers and 5- gallon water bottles and drumsticks to some of the participants.

> **TWEAKS**
> You can use other types of instruments or maybe, ask a semi-professional band to play instead of using canned music.

- Some participants will not receive an improvised percussion instrument. For those not receiving any, explain that they will have to create a sound with the use of their hands, feet or mouth.
- If needed, demonstrate how to make sounds using their hands, feet or mouth.
- Ask all participants to "play their instrument" by creating any sound they like – this will create a chaotic noise.
- Next, ask the participant to form four clusters (or orchestra sections) within the circle:
  - ◇ those with improvised percussion instruments
  - ◇ those making sound with their hands
  - ◇ those making sound with their feet
  - ◇ those making sound with their mouth
- Once organized into the 4 teams, ask the participants to talk and agree on a common sound or beat following a 4/4 time signature. Allow them to practice their sound emphasizing that they should create the same rhythm in full unison with the rest of their team members.
- Instruct the participants to follow the conductors "hand commands":
  - ◇ Pointing finger to group – you all play together
  - ◇ Pointing palms to group – you all stop
  - ◇ Pointing palms to the ground – play softer
  - ◇ Point palms to the top – play louder
  - ◇ Once everyone has understood the hand commands, proceed to "conduct" the human orchestra starting with improvised percussions team, then moving on to the other 3 teams.
  - ◇ Conduct the group as if you were conducting a set or orchestra sections pointing, stopping, asking the participants to play louder or softer as you feel fit.
  - ◇ After the orchestra is now more or less producing a synchronized sound, pick out and pull out a few persons to play real percussion instruments. Place the selected players in the center of the circle and ask them to play together first coming out with their own 4/4 rhythm.
  - ◇ As the center players are playing the real percussion instruments, conduct again the rest of the sections of the orchestra to play along with the center players.
  - ◇ For a final challenge, play a fast piece of music with a 4/4 beat and ask the whole orchestra (including the center players) to play along in synch with the music. Conduct sections of the orchestra as this is being done.

> **TIPS**
> • Kind of client needs is best addressed by this learning activity: any type of client, but most especially work teams
> • Things to watch out for, pitfalls, etc.: Ensure that the activity doesn't get too long so as to tire out participants

ANALYSIS

- How did you like the symphony you just played?
- Did you have fun doing the activity?
- Who felt the same way? Who had a different experience?
- Who got confused or had a difficulty? Why?
- As a single player, what enabled you to keep up with the rhythm or beat?
- What was it like to get your team to play in unison?
- What was it like to be able to play in unison with the other teams?
- What challenges did they go through in finding synchronicity? How did you deal with these?
- What was the role of the conductor?
- How important was following the conductor in order to be in synch with the whole orchestra?

ABSTRACTION

- What is the orchestra activity a "metaphor" of? (Organizations)
- To what can we compare the sections of the orchestra? The whole orchestra? The conductor?
- How can common rhythm and synchronicity be achieved?

> **KEY POINT**
> The activity can be a metaphor for organizations and how there are different departments with different roles and functions. And for the organization to function well, every person, department must know their role well. And that they should learn to blend with other sections in order to create music and the right rhythm.

- Can the orchestra be compared to a "system"? How important is systems thinking in understanding peoples' roles in organizations?
- What realizations can one get from this activity in terms of understanding organizations, departments and individuals in organizations?
- What does the center players (playing real percussion instruments) represent?
- How about the music to which the orchestra played to towards the end of the activity?

TWEAKS
The activity can not only be used for explaining team diversity and systems thinking but also can be used to help participants understand team roles and the importance of effective team dynamics in the success of an organization.

APPLICATION

- Where can we apply in our jobs what we learned in this activity? As trainers and as managers of organizations?
- How about in your own respective work organizations and teams?
- How can we use systems thinking in understanding training needs of employees? What important things do you need to consider in applying this?
- What important learning from this activity can you apply back in your role as a trainer?

SUCCESS!
Behaviors that indicate that the objectives of the activity have been achieved:
•when participants are able to play in sync
•When participants are able to share pertinent insights in the processing

MIME RELAY

Communication (Non-verbal/One-Way)

This SLE was used in a PAHRDF intervention for the Provincial Government of Agusan de Sur, "Training and Development Management"

GENERAL AREA OF APPLICATION

This SLE is appropriate for introducing the concept of non-verbal communication and one-way communication.

LEARNING OBJECTIVES

At the end of the SLE participants will be able to

- Explain the process of communication
- Understand the factors that affect communication

APPROX. 1 HR

20-45
•10 to 15 participants per group; maximum of 3 groups
•Can work for any type of group but may be more effective for groups within the same unit

•Bond Paper
•Marker

1 plus one for large groups

Ample space for two to three groups to form a straight line; may be done indoor or outdoor

ACTIVITY PROPER

ORIENTATION

The next activity will challenge out ability to express our ideas non-verbally and how well we can pass on information to our teammates. The team will compete with the other team/s (if there are more than one team) or with time (if only one group).

INSTRUCTIONS

- Remind everyone about the mime process
  - ◇ Person will use his/her body (hand, face, etc.) to act out the message
  - ◇ Charade techniques to communicate are not allowed (i.e., two syllables, English or Tagalog signals).
  - ◇ Spelling the word using hand signals is not allowed
  - ◇ Lip reading is not allowed
- There will be 3 to 4 rounds.
- The goal is to relay a message from the first to the last person in the line; the message will be passed on through a mime. (Act out the interpretation of the word to the best of your abilities.)

TWEAKS
Facilitator may give clues by choosing a category for the message being transmitted (e.g., something you do everyday, something you deal with at work, etc.)

- The last person in the line should identify the correct message.
- Ask participants to form a straight line according to height.

TWEAKS
Every round, a new basis may be used to form the straight line (e.g., letter of participant name, weight, etc.); this shuffling however will take up more time.

- No one is allowed to talk or create any sound to pass on the message
- All participants will face the opposite direction of the first participant; they will only turn around to see the person behind them when they are told to do so.
- The last person in the line will inform the facilitator the word he interpreted.
- A new word will be used for every round
- The group that gets the most number of correct answers wins.

ANALYSIS

- What happened?
- How did the winning group get the answers correctly?
- How did the message get lost in transmission?

ABSTRACTION

- What lessons can we draw from this activity?
- What conclusions can we draw about transmission of messages?
- How does successful communication take place?
- What factors contribute to effective transmission of a message?

HIGHLIGHT
- Communication is a day to day activity that we fail to use properly. We take things for granted that people can get the message easily not realizing that there are many factors that affect communication.
- Action speaks louder than word. We draw a great deal of meaning from what we see like people's facial expression and body movement.

APPLICATION

- Can this be happening in real life, misinterpreting the message given to you?
- What factors in real-life, get in the way of effective communication?
- How can this be corrected?

HIGHLIGHT
- Send out clear messages and ensure understanding of the receiver by asking for feedback.
- Practice active listening skills to avoid misinterpretation and misunderstanding.

1-2 HRS

- 15 pax below – 1 hour
- 20-25 pax –1 to ½ hours
- 26-30 pax – 2 hours

10-30

- maximum of 10 pax per group
- the activity will work better if participants are familiar with one another

- Power Point Presentation with common words in work place

1

- lead facilitator should be energetic and lively
- plus 1 assistant facilitator who will observe each group to ensure that they follow instructions strictly

Size of the room depends on the number of participants as long as there is enough space for each group to cluster away from the other groups and work comfortably together as a group.

REVERSE CHARADE

Non-verbal Communication

This SLE was used in the PAHRDF Intervention entitled, "Capability Building for the Provincial Government of Northern Samar General Services Office on Business Systems Development"

GENERAL AREA OF APPLICATION

This SLE is appropriate to introduce the concept of effective communication.

LEARNING OBJECTIVES

At the end of the SLE, participants will be able to define strategies for effective team communication

ACTIVITY PROPER

ORIENTATION

- We are going to have an exciting game. Anybody here familiar with Charades?
- First we will break you up into groups. Assign a leader for your group.
- Who will guess the word? (Expected this answer from those who are familiar with the game: Member)
- Who will give the clue? (Expected this answer from those who are familiar with the game: Leader)
- But this time we are going to do REVERSE Charade.
- The leader will guess the word and the members will give the clues.

INSTRUCTIONS

- Prepare a set of common words (at least 15) in slides or in the absence of a multimedia projector, print words in metacards. The total number of words should be odd. On the right are sample words that can be used.
- The facilitator will flash a word that all the members will see but the leaders will not see. The members need to act out the word to their leader so he/she can guess the word.
- Following are some groundrules:
  - ◇ Only actions can be given as a clue. No whispering or lip reading.
  - ◇ Assistant facilitator will be watching out for members who will whisper the word or used lip reading. Groups that are caught will be disqualified. (Option: The facilitator may assign corresponding points for deduction to make the activity more challenging. For each member caught whispering clues and using lip reading, points will be deducted.)
- Give each group 2 minutes to strategize.
- After 3 words have been guessed, ask the members if they want to change their leaders.
- Give 1 minute for guessing each word.

ANALYSIS

- Did you enjoy the activity?
- Which words were easy to guess? Which were difficult?
- Which group garnered the most number of points?
- What happened?

ABSTRACTION

- For the groups that had difficulty guessing, what seem to be the problem?
- What barriers did you have to deal with in guessing the words?
- For the groups that guessed the words, what helped you figure out the word?
- What factors contributed to your success?

POSSIBLE BARRIERS TO TEAM COMMUNICATION

Unclear process: The receiver and sender may not share the same language, slang, jargon, vocabulary, symbols

Chain of command: There may be too many layers that a message passes through between sender and receiver

Large size of an organization, geographic distance: Large numbers of receivers require good message sending methods

Personal limitations: Physical and mental disabilities, and differences in intelligence and education may interfere with mutual understanding

POSSIBLE BARRIERS TO INTERPERSONAL COMMUNICATION

- **Human nature:** Peoples' egos, prejudices, and traditions can get in the way
- **Conflicting feelings, goals, opinions:** If people feel on opposite sides of an issue they may not share
- **Power:** The idea that knowledge is power can lead to information hoarding

APPLICATION

- Do you experience the same barriers to team and interpersonal communication in your workplace?
- Give examples of how these barriers are manifested.
- Looking at how your team communicates at work right now, what can we do to develop more effective communication?
- As an individual what can you do to ensure clear communication?

Integrate answers by giving a summary of learnings and what people commit to do to minimize barriers to effective team and interpersonal communication.

SHOW ME THE FIGURE

Teambuilding/Shared Vision

This SLE was used in the PAHRDF intervention for the Provincial Government of Surigao del Norte on Training and Development Management System.

1 HOUR

15-20 number of participants can go up to 50 if activity is conducted outdoors

- Sound system
- Rope (5-7 ft.)
- Blindfold for each team member

1 assistant facilitators may be helpful for big groups

A big space where in all participants can form a circle.

GENERAL AREA OF APPLICATION

This SLE is used to explore the concepts of communication and shared vision in a team. It may also be used simply as an energizer.

LEARNING OBJECTIVES

By the end of the activity the participants will be able to:

- Appreciate the importance of communication within the team to ensure shared goal and direction
- Identify various roles that team members need to play to accomplish the team goals

ACTIVITY PROPER

ORIENTATION

This is a challenging problem-solving initiative that puts to test the team's listening skills, roles, meeting dynamics and problem-solving processes.

INSTRUCTIONS

- Blindfold each member of the group. Spread them out in the room.
- Lay a rope on the ground somewhere in their midst.
- Tell participants that there is something in their midst that they will need to find, that they will know it when they find it, and that you will give the group further instructions when each person finds the item.
- Instruct them to move slowly with their hands out in front of them to prevent bumping each other.
- When the group finds the rope, tell them to form a perfect a square as best they can. Give them twenty minutes to do so.
- Videotape the whole affair.
- When the group decides that they have made a square, they can remove their blindfolds and check their work.

TWEAK
Facilitator may ask the group to form a triangle, diamond, hexagon, etc.

ANALYSIS

- How do you feel about the final output of the group?
- How did you go about forming the figure?
- How did you come to an agreement on the process on how you will go about forming the figure?
- (If successful) What do you think are the factors that helped you achieve your goal?
- (if unsuccessful) What do you think are the factors that hindered you from achieving your goal?
- Who emerged as the leader? What was the role of leader in this activity?
- What roles did the other members of the team play?

ABSTRACTION

- What insights did you gain about working together as a team?
- What lessons can we draw from this activity in terms of goal accomplishment?
- What is important when working together as a team?
- What roles are necessary for us to accomplish team goals?

APPLICATION

- What parallelism do you see between this activity and what we need to accomplish in developing a TDMS?
- How can we use the learning we acquired in this exercise to help us complete the work we have at hand? (e.g., an integrated training and development plan, a training management systems manual, etc.)
- Importance of a shared vision or goal to inspire everyone to work together

1HR & 30MINS

20-25

Participants should come from the same organization and must be familiar with each other

•Cartolina
•Scissors
•Crayons
•Masking tape or Clay
•Drinking straw

one lead and one co-facilitator 2

One table per group, tables apart from each other to give space for the tower building

TOWER BUILDING

Teambuilding/Leadership

This activity was employed in the PGSN Course entitled "Supervisor Skills Enhancement Training." It was the SLE used for session on human skills and team building.

GENERAL AREA OF APPLICATION

This SLE may be used in a variety of learning areas including teambuilding and identifying strengths and areas for improvement of workers in the same departments or inter departments. It can also be used as a springboard for topics on how supervisor's team building and motivating skills can affect workplace performance.

LEARNING OBJECTIVES

By the end of the activity the participants will be able to:

- Assess their level of teamwork, collaboration and work quality
- Identify processes that facilitate or inhibit team work and work place outcomes
- Formulate strategies and schemes to improve communication and coordination

ACTIVITY PROPER

- Use an energizer to divide the participants into groups of 5 (Optional)
- Have members think of a name for their group
- Tell participants that each group is tasked to build the most beautiful and sturdy tower in a span of 30 minutes.
- Explain to the group that each tower will be assessed using criteria developed by the judges. Then present the criteria to the group.

TWEAKS
You may choose not to give the criteria at the onset. When this happens, participants will, most of the time, say that they would have performed better if the criteria were given at the onset. This is good for drawing insights on the importance of establishing group goals and indicators of performance.

- Further, tell the group that materials are available (put up a sort of a store for this activity); however, they can only obtain the materials if they exchange it with personal items that they are willing to part with. Each personal item has a corresponding number of points. The items and their corresponding points should be displayed for viewing by participants.
- Each material has the following value points:
  - ◇ 1 piece cartolina - 10 points
  - ◇ 1 piece scissor - 5 points
  - ◇ 1 pack crayon - 5 points
  - ◇ 1 piece straw - 1 point
  - ◇ 1 foot-long masking tape - 1 point
- To be able to get the materials, the group has to deposit valuables with corresponding values:
  - ◇ Watch -5 points
  - ◇ Earring-2 points
  - ◇ Ring - 2 points
  - ◇ Eyeglass - 2 points
  - ◇ Belt – 1 point
  - ◇ Shirt – 2 points
  - ◇ Pair of shoes – 2 points
- Having purchased the needed materials from the training team, allow a few minutes for the groups to plan out how they will build the tower
- Give the signal for the groups to begin building. Remind them that they have 30 minutes to complete the activity.
- When the time is up, the output shall be judged according to the following criteria:
  - ◇ Beauty
  - ◇ Height (Judges may need a yardstick for this.)
  - ◇ Strength (Judges may try to topple the tower.)
- Assigned judges will roam around and decide who the winner will be
- Give the winning team a prize

LEARNING METHODOLOGIES
A
STRUCTURED LEARNING EXPERIENCES

ANALYSIS

- What happened? Can we hear from the winning group? How about the others?
- How did you go about planning what kind of tower you will build and what materials you need?
- What experiences were common? What experiences were unique to the group?
- What challenges did you have to deal with to purchase materials? With building the tower?
- How did you overcome the challenges?
- What factors led to the building of the winning tower?
- In hindsight what could you have done to do a better tower?

ABSTRACTION

- What parallelisms do you see between what happened here and our work in the department?
- What similarities do you see between how we worked here and how we work together in the real world?
- What meaning does this activity have for you in relation to your job as a supervisor?
- What did you learn? Relearn?
- What was most significant for you in terms of lessons learned?

APPLICATION

- Given what you learned just now, how can you perform your role better as a supervisor?
- Having seen what it takes to perform a group task well, what can we apply in our own teams? What is doable for you?
- What challenges might we face as we try to apply what we learned here?
- How can we overcome these challenges?

Synthesize the activity by highlighting the insights and how they were translated into concrete "doables."

TRANSFORMING CINDERELLA

Managing Change

This Structured Learning Exercise was used to introduce the concept of change management to Australia Awards - ADS awardees who have returned after a year of Post-Graduate study in Australia during the REAP conference.

GENERAL AREA OF APPLICATION

The SLE may be used to introduce the management of change.

LEARNING OBJECTIVES

After the SLE, the participants will be able to:

- Describe the factors that facilitate and hinder change
- Describe the factors that facilitate and hinder change
- Explain the foundational principles of change management
- Enumerate the elements of Kotter's change management process
- Revise their REAPs to consider the facilitating factors in the implementation of their REAPs in the workplace

2 HRS

30++

•Participants work in groups of 6-8 persons. Although the total group size may be large

•For this particular application participants may come from the same organization or from different organizations. Participants can be grouped randomly or according to their natural/functional groups.

•Ribbons of different colors

•Crepe papers of different colors

•Masking tape

•Scissors

•Cartolina of different colors

•Glue

1 assistants may be added for large groups

A room large enough to accommodate all the teams, with lot of space between them so group discussions cannot be overheard and groups can practice their "skits"

ACTIVITY PROPER

ORIENTATION

- Ask the participants if they know the story of Cinderella.
- Facilitator then begins the story by saying ""
- Then call a participant to complete the sentence, then another pax to continue to complete the sentence of the previous pax, and so on until the highlights of fairy tale story of Cinderella are unfolded.
- Introduce the exercise by saying that for the next 2 hours, the class will transform Cinderella according to the assigned themes.

INSTRUCTIONS

- Divide the class into teams. The number of teams will vary depending on the size of the class
- Each team will be given a theme that they will use as reference to "transform" the story of Cinderella
- Each team will be asked to perform the "transformed" story
- Designated persons will be asked to be judges who will award the "oscar" for the winning transformed story of Cinderella
- Assigned a theme per team. Themes can be:
  - ◇ Cinderella in a "Rockista" setting
  - ◇ Cinderella in a "Anime" setting
  - ◇ Cinderella in a "Filipiniana" setting
  - ◇ Cinderella in a " teleserye/soap opera"
  - ◇ Cinderella in a "ballet" setting
  - ◇ Cinderella in a "hip hop" setting

TIP
You can add themes depending on the number of teams formed

- Explain that there are materials placed on the center stage for them to use. Each team must get the materials that they think they will use for the transformation of Cinderella.
- Give the "Go" signal to start.
- Teams are encouraged to also use the allotted time to practice
- Monitor the activity. Give warning for remaining time: 15 minutes, 5 minutes, 2 minutes.
- At the end of 30 minutes, ask groups to volunteer who will start the first performance and the succeeding ones
- Explain that Judges will select the first and second winning groups and will announce the outcome after all the performances.

ANALYSIS

- How did you feel when you were asked to transform a traditional story of Cinderella?
- How did your group prepare for the task?
- What did you consider in planning the transformation of Cinderella?
- What helped you transformed Cinderella?
- Which of these factors can be used back on the workplace to make change easier?
- How is transforming Cinderella like the change you are embarking through your REAP?
- Refer to earlier responses, and connect to Kotter's 8 Step Process of Successful Change
- Explain each step. Ask for and give examples of successful change
- Solicit ideas and explain the relationship of REAP and change

JOHN KOTTER'S 8-STEP PROCESS IN MANAGING CHANGE

30 years of research by leadership guru Dr. John Kotter have proven that 70% of all major change efforts in organizations fail. Why do they fail? Because organizations often do not take the holistic approach required to see the change through. However, by following the 8 Step Process outlined by Professor Kotter, organizations can avoid failure and become adept at change.

By improving their ability to change, organizations can increase their chances of success, both today and in the future. Without this ability to adapt continuously, organizations cannot thrive. Dr. Kotter has proven over his years of research that following this 8 Step Process will help organizations succeed in an ever-changing world.

APPLICATION

- Engage participants in a discussion on how the revisions of their REAPs should consider the insights gained when they transformed Cinderella and Kotter's 8 Step Process of Change
- Link Kotter's Process of Change to PAHRDF 5 Sustainability Attributes of Institutionalising Change: Executive sponsorship, building competencies, ownership, consistency of practice, and continuous improvement

8 STEPS	DESCRIPTION
1: Acting with Urgency	• Examine market and competitive realities • Identify and discuss crises, potential crises or major opportunities
2: Developing the Guiding Coalition	• Assemble a group with enough power to lead the change effort • Encourage the group to work as a team
3: Developing a Change Vision	• Create a vision to help direct the change effort • Develop strategies for achieving that vision
4: Communicating the Vision Buy-in	• Use every vehicle possible to communicate the new vision and strategies • Teach new behaviors by the example of the Guiding Coalition
5: Empowering Broad-based Action	• Remove obstacles to change • Change systems or structures that seriously undermine the vision • Encourage the risk-taking and nontraditional ideas, activities, and actions
6: Generating Short-term Wins	• Plan for visible performance improvements • Create those improvements • Recognize and reward employees involved in the improvements
7: Don't Let Up	• Use increased credibility to change systems, structures and policies that don't fit the vision • Hire, promote, and develop employees who can implement the vision • Reinvigorate the process with new projects, themes, and change agents
8: Make Change Stick	• Articulate the connections between the new behaviors and organizational success • Develop the means to ensure leadership development and succession

http://www.kotterinternational.com/kotterprinciples/ChangeSteps.aspx

ANG PANAHON

Team Work / Environment Setting

From the PAHRDF Project: Developing Provincial Government of Surigao del Norte (PGSN) Philippines Pool of Trainers

10-15 MINS

5 GROUPS

•"Ang Panahon" storyline

1

It can be done both indoors and outdoors as long as the pax will be able to hear the facilitator

MECHANICS

- Ask participants to form five (5) Groups.
  - ◇ Designate Group One (1) as the Panahon Group
  - ◇ Group Two (2) as the Tao Group
  - ◇ Group Three (3) as the Ibon Group
  - ◇ Group Four (4) as the Hangin Group and
  - ◇ Group Five (5) as the Bulkan Group
- Assign each Group a word or group of words/ sounds for them to utter/shout out every time they would hear their assigned group name. Assignments are as follows:

Group	Responses
Panahon	Maalaala Mo Kaya (sung)
Tao	Yoo-hoo!
Ibon	Tweet-tweet-tweet
Hangin	Wooshh-shh-shh
Bulkan	Boom! Boom! Boom!

- Instruct the formed groups to remain seated and they will have to stand up all at the same time as a group every time they would hear their group's name while uttering or shouting out loudly their assigned word/words or sounds
- Practice twice (2x), how the different groups will respond every time they would hear their group's designated names mentioned.
- Expected Group Responses upon hearing their Group's name mentioned are as follows:
  - ◇ The Panahon Group stands up and sings the tune of Maalaala Mo Kaya.
  - ◇ The Tao Group stands up and articulates the word Yoo-hoo in a louder voice!
  - ◇ The Ibon Group stands up and mumbles the words Tweet-tweet-tweet, in a very sweet soft voice
  - ◇ The Hangin Group stands up and sways their body while uttering in with a windy voice, Wooshh-wooshh-ssssssssssssssssshhhhhhhhhhhh
  - ◇ The Bulkan Group stands up and shouts out loud repeatedly the word "Boom!, "Boom", "Boom".
- After two practices with the different groups, the facilitator reads the short story entitled "ANG PANAHON".

ANG PANAHON

Noong unang PANAHON may mga TAONG nakatira sa gilid ng isang BULKAN. Napakagandang lugar, napakagandang tanawin. Ang mga IBON ay masayang nagliliparan dahil sa napakagandang PANAHON. Napakasarap ng simoy ng HANGIN. Ang mga TAO ay mapayapang naninirahan sa gilid ng BULKAN dahil sa ganda ng PANAHON. Ngunit isang araw, ang mga TAO at ang mga IBON ay nagulantang dahil sa lakas ng HANGIN. Pumutok ang BULKAN, naghihi-yawan ang mga TAO. Nabulabog ang mga IBON dahil sa sama ng PANAHON. Nagdaan ang malabangungot na araw at gabi na napakasama ng PANAHON.

Dumating ang isang umaga na maaliwalas ang PANAHON. Ang mga IBON, ang HANGIN, ang mga TAO, at ang BULKAN ay masaya dahil sa ganda ng PANAHON.

JENG POT

Energizer

This Energizer was used during PAHRDF intervention for the Provincial Government of Agusan del Sur

MECHANICS

When the facilitator points his hand with open/stretch hand to a group,, the group will shout the word JENG! With a closed fist, the group will shout POT!

When the facilitator points his hand with open/stretch hand in a circular motion, the group will shout JENNNNNG! (extended tone). With a close fist in a circular motion, the group will shout POOOOTTTT!

The group who cannot react altogether will be penalized.

5-10 MINS

2-4 GROUPS

• none

1

It can be done both indoors and outdoors

LOVE YOU ... HATE YOU

Getting to Know You

This activity was used during a PAHRDF project on Training and Development Management Systems with the Provincial Government of Bohol (PGBH)

20-25 MINS

10-20

•None

1

Any area withenough space to accomodate participants in a circle

MECHANICS

ROUND 1

- Have participants look at the person to their right and have them think of one thing they like about that person and another thing they dislike. Tell them they need to keep their choices within items that are visible in the person like what the person is wearing, the hairstyle or a physical characteristic.
- Instruct participants to say to the person on their right, "I love your ________ BUT I hate your... _________."
- Allow everyone to share.

ROUND 2

- Tell everyone to repeat what they had said in Round 1 but instead of the "I Hate Your..." phrase, instruct the participants to change this with: "... BUT this time, I will kiss your... (What the participant hate about the person)."
- No other instructions shall be given. Deliberately keep the instructions vague and allow each participant to interpret it the way they understand it.

PINOY HENYO

Energizer

10-20 MINS

2 GROUPS

•Metacards
•Tape
•Chairs (2)
•Words/ Topic List
•Prize Tokens

1

Indoors, with two seats facing each other for the guessing game pairs

MECHANICS

- Lead the game "Pinoy Henyo" which will require everybody's active participation.
- Divide class into two groups and explain the mechanics of the game:
  - ◇ Each group to assign a "henyo" who will try to guess the word written on the meta card taped to his forehead
  - ◇ The "henyo" is allowed to ask as many questions answerable by "yes" or "no"
  - ◇ The group that first gets three correct answers will be declared the winner
- Award token prize to the winning group

POSITIVE AND TRUE NAME

Getting to Know You

This was used in various PAHRDF projects: Ombudsman, Local Government Academy, DCCCII, TESDA to name a few.

15-25 MINS

15-25

•None

1

Any area with enough space for participant interaction

MECHANICS

- The facilitator engages the class at the beginning of the session on Day 1 of the first component. The facilitator asks the class to think of an adjective that is positive and that would best describe him or her. The adjective needs to begin with the first letter of his or her name. E.g Magandang Maria or Bright Bobby.
- The facilitator asks the class to think of his or her name and calls out participants. This will make sure that the positive and true name is present and that it is positive. Should the participant appear to get stuck, the facilitator asks the class to help him or her out. She asks the class to give some suggestions and invites the participant to select from these.
- She calls on around 20 to 30% of the class to make sure that they got it. Then she asks the participants to share his or her positive and true name with the person beside her or him.
- The facilitator gives the following instructions: "In a moment , I will ask you all to stand up and meet people in this room you don't work with and don't know well. Introduce yourself using your positive and true name. Say:"
  - ◇ " Hi! I'm Magandang Maria.
  - ◇ I am the ... (state what you do in the government office).
  - ◇ I am here because ... (state the truth ... e.g. because I was selected to participate by my Division Chief or I heard about this course and I asked to be included).
  - ◇ What I want to gain from this course is ... (state your expectation)"
- Facilitator: Ok everyone please stand up and introduce yourself to the others.
- After 5 minutes say: "TIME. Give yourselves a round of applause and come back to your chairs."
- Depending on the size of the class, have 5 to 10 participants share using the format below. Make sure this slide is showing on the screen.

LEARNING METHODOLOGIES B INTROS, ENERGIZERS & ICEBREAKERS

SA PULA SA PUTI

Energizer

MECHANICS

- Ask the participants to find a partner
- Let them decide who is "PUTI" (White) and who is "PULA" (Red)
- Let them place their hands as if they will "SHAKE HANDS"
- You tell them if they hear the word "PUWESTO" or ready they will do the act of shake hands but not to the point they will touch each others hands.
- Facilitator will shout "Sa Pula… Sa Puti" in different pitch and rhythm.
- The last color the facilitator will mention will be the cue for the person with assigned color to catch his/her partner.
- Points will be given to the one who catches the hands of their partners

5-7 MINS

PAIRS

•None

1

An area that can accomodate a row of paired participants

EXAMPLE

Sa Pula… Sa Puti… Sa Pula… Sa Pula… Sa Puti… SA PUTI!

Pax A (Puti) will catch the hands of Pax B (Pula)

TABLE TOPICS

Energizer

This SLE was used in the module Training Methodologies during the Training and Development Management System Project with the Department of Budget Management (DBM).

MECHANICS

- Introduce the module on **Facilitating Learning and Training Methodologies,** and then explain that to warm-up for this module each participant will be required to complete an open-ended sentence that they will pick-up from a fishbowl or box.
- Each participant shall draw a piece of paper from the fishbowl or box.
- Each participant shall complete and expound on the open-ended sentence written in the drawn paper. (up to 2 min. per participant)
- The sequence of participation will be based on the numbers indicated in the drawn papers.

	Sample Sentence Stems for Table Topics
1	The most important learning I gained so far in this program is . . .
2	What I'd like to learn more about in this program is . . .
3	Being part of this group, I feel . . .
4	What I like most in training others is . . .
5	What I dislike most in training others is . . .
6	What I appreciate most in our previous facilitators is . . .
7	What I didn't like in our previous facilitators is . . .
8	What I like about how this program is being handled is . . .
9	What I want to learn most about training methodologies is . . .
10	What I want to learn most about developing training materials is . .
11	What I want to learn most about facilitation is . . .
12	Being a Facilitator is . . .
13	Being a Trainor is . . .

15-25 MINS

10-20

•fishbowl or box

•sentence stems on pieces of paper

1

Physical arrangements are flexible; make sure that participants are in a comfortable setup

THE STORY OF MY LIFE

Getting to Know You

This ice-breaker was used in the Orientation Session of the Local Government Academy participants for PALS.

15-20 MINS

FLEXIBLE

- half-sheet of flipchart paper per participant.
- crayons
- markers

1

A comfortable area with tables for participants to work on

MECHANICS

- Distribute the half sheet of flipchart paper to each participant. Distribute crayons and markers for them to share.
- Make a booklet: Fold your paper in half, crosswise. Fold it again in half, lengthwise.
- Think of a favorite song. Write the title of your favorite song on the front cover of your book. Color the front cover. Feel free to draw an icon or any image to make your cover page interesting.
- On the Inside Cover write you the Table of Contents. The Table of Contents will contain when you joined LGA, a description of your first job and how many years you have been in LGA.
- On the following page draw why you joined LGA
- And finally on the back page draw where you see LGA 2 years from today.

TIP
write the instructions in bullet points on a slide. Flash this slide on the screen to guide the participants. give the participants 10 mintues to complete their book.

- After 10 minutes invite one or 2 participants to share their book with the class. Then display the books on a table for everyone to go over. They can interview the author if they want to.

CABBAGE RELAY

Review and Recap

This MOL technique was used in a PAHRDF intervention for National Water Resource Board.

GENERAL AREA OF APPLICATION

This activity is used to review the learning of participants in a random, fun and non-threatening way.

LEARNING OBJECTIVES

By the end of the activity the participants will be able to recall their learning from yesterday's inputs.

15-20 MINS

10-20

Participants of a class on the second or succeeding days when they have some significant learning to share.

- Improvised cabbage made of sheets of paper with trigger questions taken from the previous day's sessions.
- Music player for fast or beat-up music

1 experience in adult learning methodologies

Chairs arranged in a circle

ACTIVITY PROPER

ORIENTATION

Our activity this morning will help us recall some of the significant concepts, principles and learning we gained from yesterday's activities.

INSTRUCTIONS

- Have participants stand side by side in a circle facing inward
- Ask them to dance along with fast music while passing the prepared "cabbage" among co-participants
- When the music stops, the participant holding the "cabbage" will remove one leaf from the "cabbage", read aloud the and answer the question written on the leaf
- Facilitator decides on the correctness of the answer and gives points for each correct answer.
- It is best to prepare a prize for the person with the most number of correct answers.
- When all the cabbage leaves have been taken, let participants go back to their seats.
- Summarize by recapping the concepts and principles discussed in the previous day.

CIRCLE OF KNOWLEDGE

Reflection and Recap

This SLE was used in a PAHRDF intervention for the Provincial Government of Agusan del Sur specifically for its Training Development and Management System Project

30-60 MINS

10-30 participants should have already gone through 2-3 days of training

- Flipcharts
- Markers
- Slides with provess questions

1 Facilitator should inject humor to lighten the mood and put the participants at ease. This should encourage participants to share freely and to open up to the group.

Chairs arranged in a circle

GENERAL AREA OF APPLICATION

This activity is used to motivate participants to share learning or insights from the previous day's session. It is effective for encouraging reflection among participants and a good jump off for doing a recap and/or summary.

LEARNING OBJECTIVES

By the end of the activity the participants will be able to articulate and share their learning, insights and even concerns and questions about the previous day's session.

ACTIVITY PROPER

ORIENTATION

In the next activity we will revisit the experiences we've had yesterday and think about what it means and how we can make practical use of these learning.

INSTRUCTIONS

- Ask participants to sit in a circle without any particular order. Allow them to relax and focus on the process questions on the screen.

ANALYSIS

- Recall one significant insight or discovery you've had in the previous day's session.
- Why is this significant for you and how can it help?

TIPS
- Let participants share their answers individually.
- Remind the rest of the participants not to interrupt, argue or contradict what their colleague will share. They may however, build on the ideas.

ABSTRACTION

- What seems common among the insights that we have shared so far?
- What are distinct or unique discoveries we've heard?
- What seems to be significant for the group?
- What else you need to know more about/understand to better appreciate the concept that you shared?

TIPS
The discoveries and learning will become clearer in the coming days as they complete the sessions and apply the theories and concepts in the implementation of their project in the workplace.

APPLICATION

- Highlight the learning and insights that were shared and how it will be clearer as they the program unfolds.
- Address questions, issues and concerns that were raised.
- Park question issue and concerns which will be taken up later in the course of the program.

TWEAKS
- If the group is made up of 12 or more participants, it is best to divided into smaller. This will cut the sharing time and prevent listener fatigue. After the small groups have shared, ask for a reporter to share highlights in plenary.
- As a facilitator it is important to listen in to the sharing of the different small group though at random.

HOT SEAT

Review and Recap

This SLE was used in a PAHRDF intervention for the Provincial Government of Agusan del Sur specifically for management of learning or recap/summary.

GENERAL AREA OF APPLICATION

Management of learning – Recap and summary

LEARNING OBJECTIVES

By the end of the activity participants will be able to review the concepts and topics discussed in the previous day's session.

20-30 MINS

10-25
Participants who have attended the previous day session and familiar with one another.

- Chairs one less than the total number of participants

1 add one more if there are more participants

Arrange chairs in a circle, if there are 15 participants; prepare 14 chairs only to ensure that the "lead" participant remains standing.

ACTIVITY PROPER

ORIENTATION

Let us begin the day be looking back at what we learned from yesterday's session using a short and interactive game called "The Hot Seat."

INSTRUCTIONS

- Arrange the chairs in circle. Ask participants to occupy the chairs. One participant will not have a seat. This participant will the lead person and begin the game.
- The "lead" participants will announce the category of the "Hot Seat." This category will be based on what s/he can observe or assume that is common among the group, e.g., all participants between 30 to 40 years old, all participants wearing rubber shoes, etc. Once this category is announced to the group, all participants that fall in this category must exchange seat since they are occupying the "Hot Seat." They should do so as soon as the lead participant shouts "Exchange seats!"
- The lead participant will try to sit in one of the vacated chair and the one who ends up with out a chair will share his/her learning or discoveries from the previous day's session.
- After sharing, s/he will announce a new category for the participants to exchange seat and s/he will try to grab a vacant seat, and the one who cannot find a vacant chair will be the new "lead" participant.
- Repeat procedure till sharing of participants are not repeated or becoming redundant.

TWEAKS
To make it faster, the facilitator may announce the category to ensure more movement and participation.

ANALYSIS

- How did you find the activity? Did it help you recall the learning we had yesterday?
- What topics/modules from yesterday gave us the greatest insights?

ABSTRACTION

- Summarize the lessons shared
- Respond to lingering question or clarify areas confusion.
- Add a helpful theory or concept that would help drive home the lesson or address issues.

APPLICATION

- Expound how the theories and the concepts shared in the previous session will help in the implementation of the project.

TIPS
- This activity is quite useful as energizer for groups that have worked together for a day or two and can share learning and clarify areas of difficulties in the training.
- When participants are repeating the highlights of their learning or shares similar experiences, its time to end the activity.

M&E POP-UP!

Review

This activity was first used in M&E workshops in 2008. It was also used in REAP Progress Update Workshops. This is an adaptation of the activity with the same name in "The Ten-Minute Trainer" by Sharon L. Bowman.

10-25 MINS

GROUPS OF 3++

- there can be up to 6 small groups (for manageability); there can be more to keep the small group size small
- it would be best if pax do not know each other very well
- be sure to distribute pax who are new or unfamiliar to the topic among the small groups
- There should at least be 1-2 pax within each small group who are familiar with the PAHRDF M&E concepts

- PowerPoint slides with the questions and answers
- prizes for the winning group/s
- flipchart

1

needs to be familiar with the topic as there may be answers that need judgment if these are acceptable or not.

Participants can sit together with or without tables, with enough space for them to stand up or pop-up!

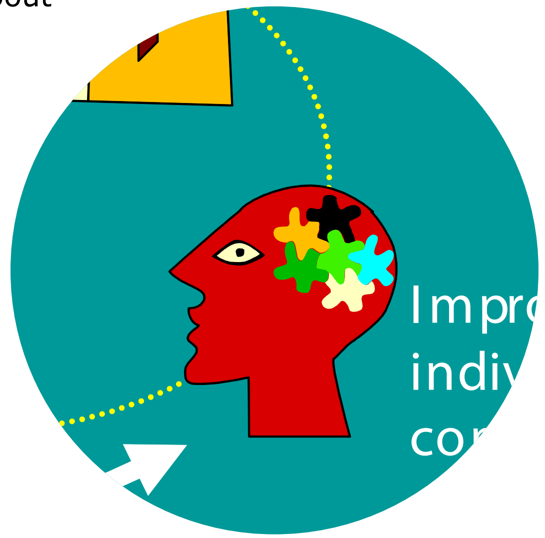
GENERAL AREA OF APPLICATION

This activity is a fun and active way of recalling and reviewing concepts or information, in this case the PAHRDF Monitoring and Evaluation (M&E) System, that participants are familiar with. It is used as take off for new or more advanced concepts where participants first need a good handle of the basics. It is also helpful when there are participants in the group who are new to the topic. Participants who are more familiar with the topic have lots of opportunity to help explain concepts to co-participants thereby encouraging peer learning.

LEARNING OBJECTIVES

By the end of this activity, the participants will be able to:

- Explain basic concepts about the PARHDF M&E System
- Describe their role as members of the M&E Team
- Identify the benefit of monitoring and evaluation for them and their institution



ACTIVITY PROPER

ORIENTATION

This activity will test how much the participants remember about the PAHRDF M&E System.

INSTRUCTIONS

- These instructions for participants will be flashed on a slide
  - ◇ During the session, questions will be flashed on the screen.
  - ◇ The first group that stands up, claps and shouts, "Go M&E!" will have the chance to answer the question.
  - ◇ If the answer is correct, the group earns points
  - ◇ At the end of the session, the group that earns the highest point wins and gets a prize.

OPTIONS

- Facilitator may or may not allow "open notes/books/ internet" during the activity.
- In some instances participants will need to answer the questions using metacards.

ANALYSIS

DATA GATHERING

- The questions start out with mostly recalling elements of the PAHRDF M&E system. As each question is answered, any clarifications or further questions from the participants are discussed. The last few questions (which the participants will answer in metacards) will draw the following:
  - ◇ What are the roles of the M&E Team? Cite at least 3 (1 point for each answer)
  - ◇ Why M&E… what's in it for your institution?
  - ◇ Why M&E… what's in it for you?

PROCESS QUESTIONS

- As participants generate answers to the questions above, the facilitator asks participants what they see as the most common answers, clusters them and asks participants to label the clusters.

ABSTRACTION

- In this activity, there are mini-abstractions after each question or set of related questions. The participants understanding of the M&E system is built-up in increments as the activity progresses.

APPLICATION

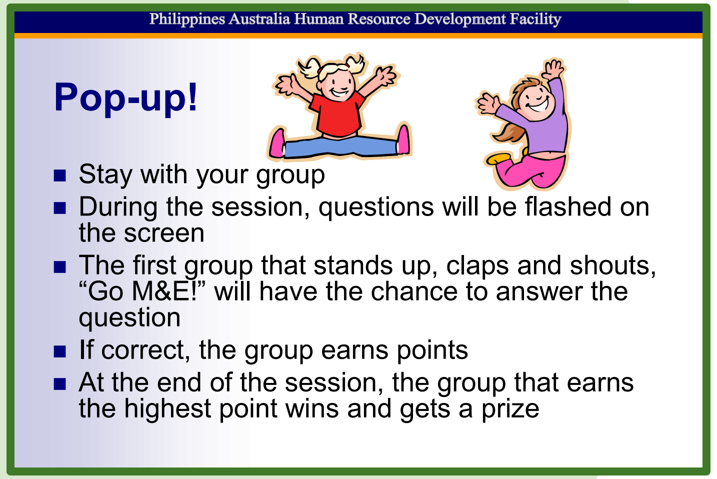
- Ask the participants to think about the people in their institution whose cooperation they would need to get data for M&E reports. Ask them to write 3 messages (one liner) they would communicate to these people to encourage them to be open and to participate in M&E data activities. Post these on the walls.

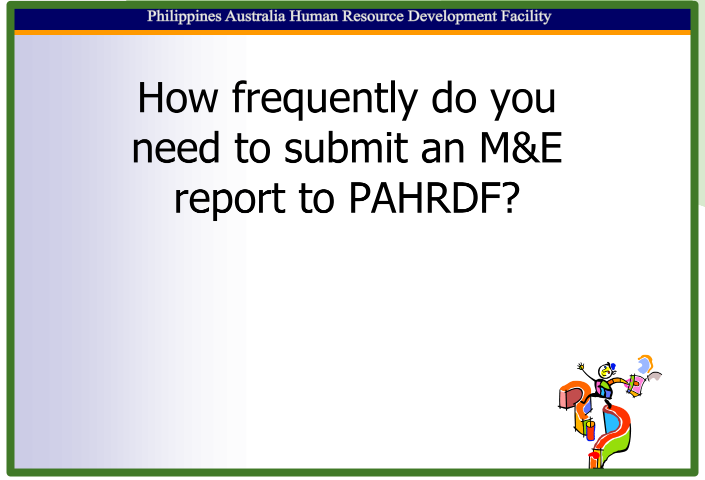
TWEAKS

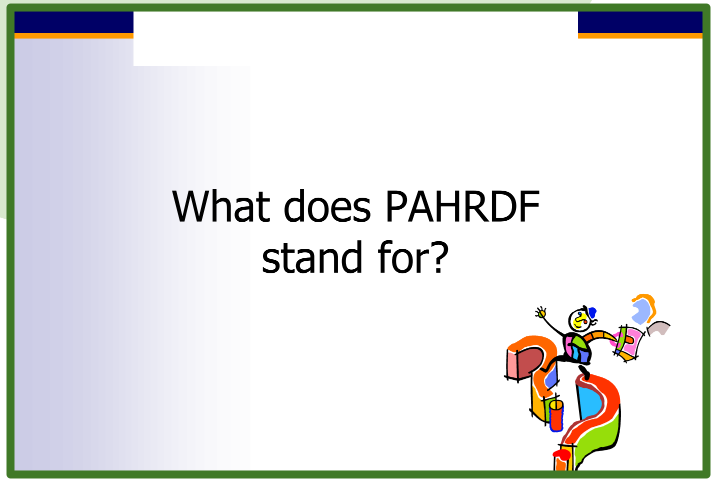
Alternatively, this activity has also been used at the end of a lecturette to review and check participants' understanding of the inputs.

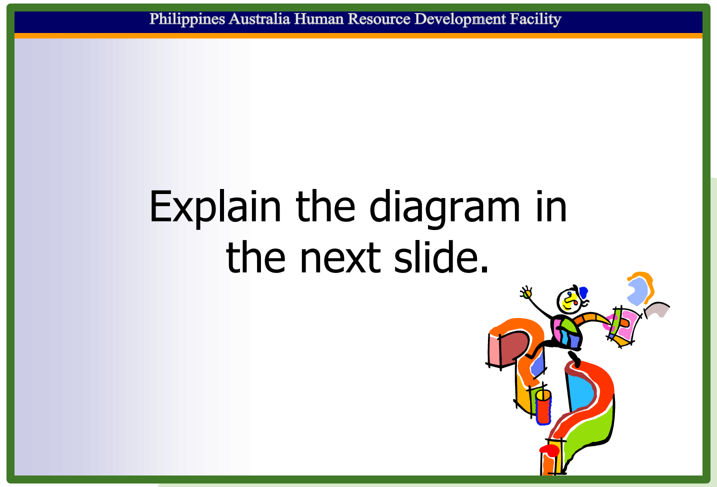
TIPS

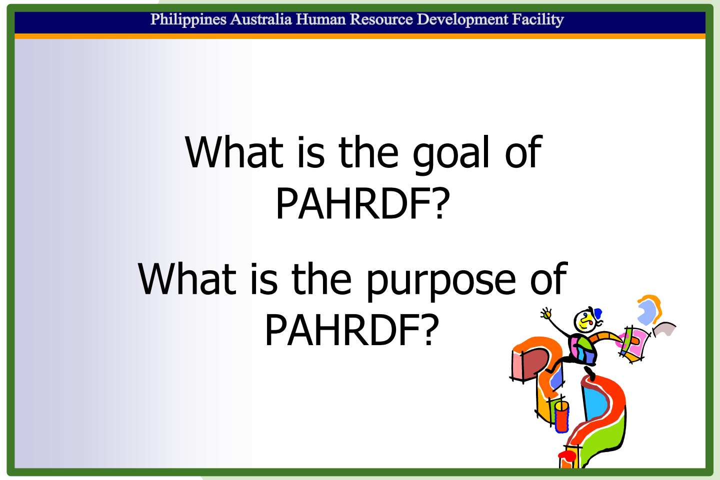
The best outcome for this activity is that participants are able to explain the concepts themselves in their own words, or help the facilitator explain or give relevant examples.

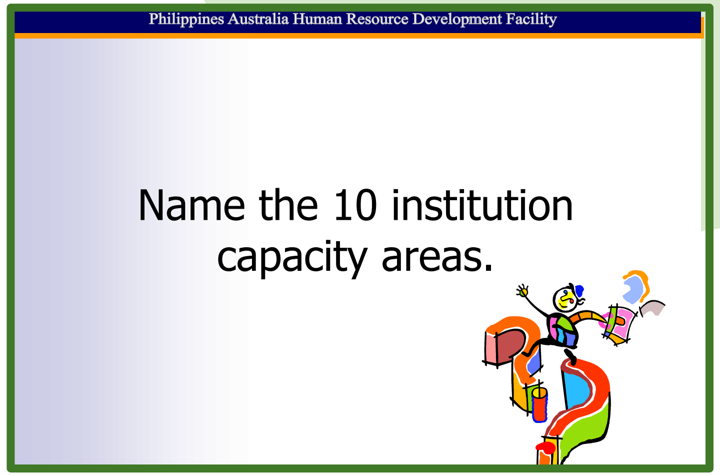


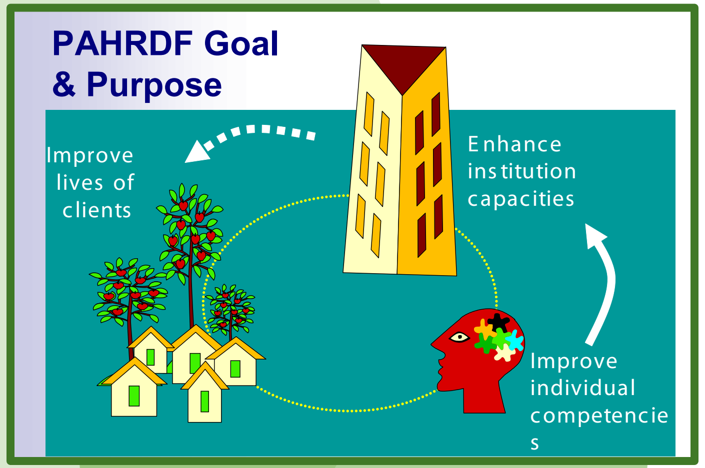


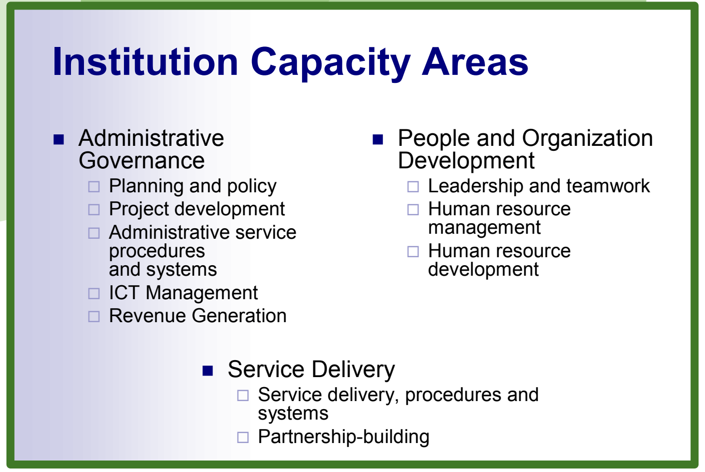












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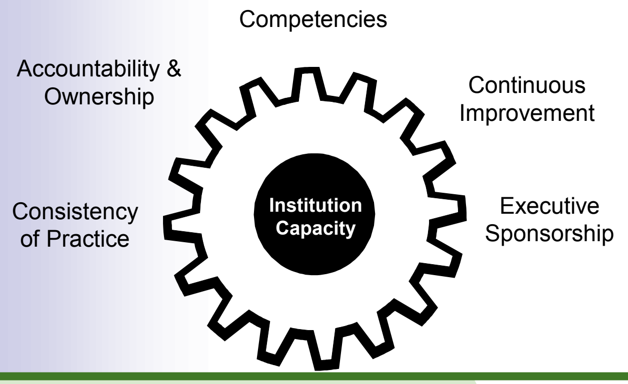
Name the 5 capacity sustainability attributes.

(30 seconds)

Capacity Attributes



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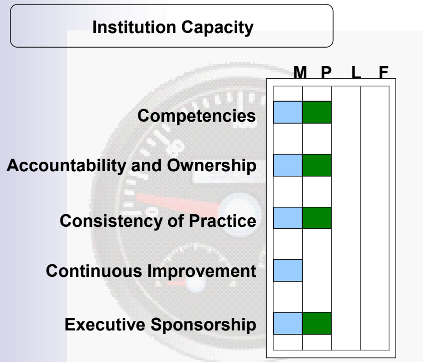
What is the measure used in assessing capacity attributes?

A.Quantity
B.Extent of presence
C.Timeliness

Presence of Attributes



M - Minimally Present
P - Partially Present
L - Largely Present
F - Fully Present

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What do you compare in order to determine if there are improvements in institution capacity?

a. "Before" and "after" assessment
b. "Baseline" and "current" assessment
c. Any of the above.

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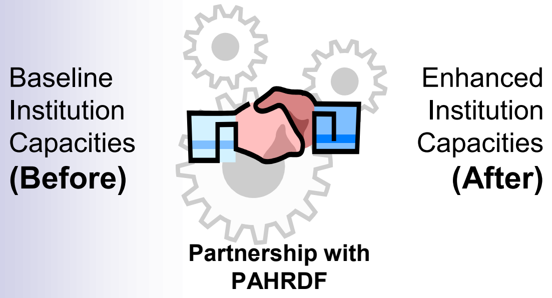
Tracking capacity improvement



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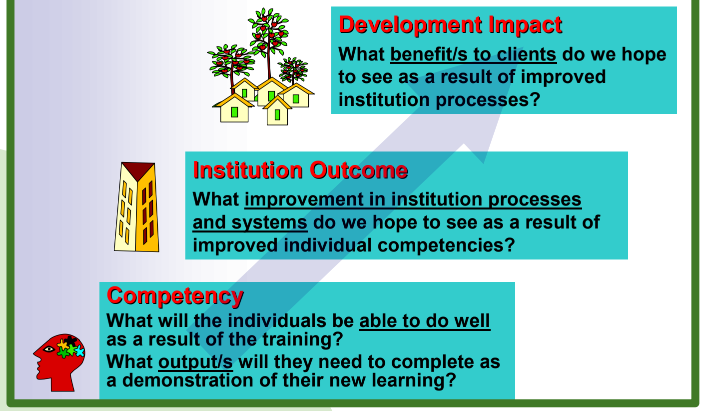
What does WDO stand for?

What are the components of a WDO?

Workplace Development Objectives



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Give at least 3 purposes of M&E.

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Purposes of M&E

- Oversight and compliance
- Program and organization improvement
- Assessment of merit and worth
- Knowledge development

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Metacard

What are the roles of the M&E Team?

Cite at least 3.

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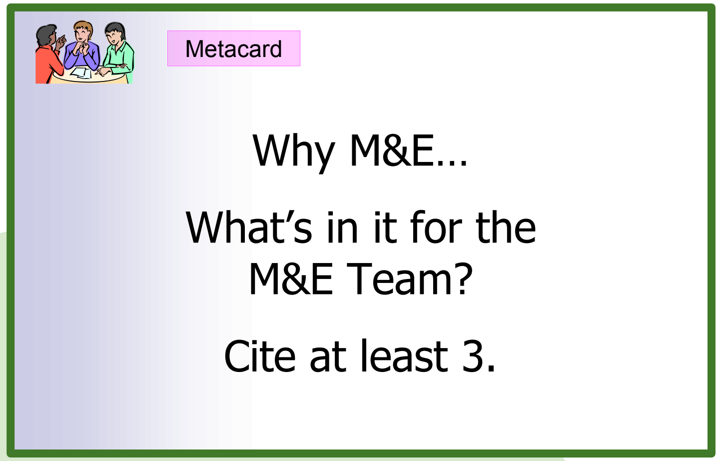
Roles of the M&E Team

- **M&E Advisers**
  - Giving input during HR Activity design phase consultations
  - Assisting in or giving advice on the formulation of the WDO
  - Reminding key persons of PAHRDF M&E engagements
- **Facilitators**
  - Activating point persons within the institution
  - Conducting meetings on the institution capacity assessment and other analyses (facilitating/hindering factors, lessons learnt, etc.)
- **Truth-Tellers**
  - Compiling data, and writing reports
  - Flagging critical areas of attention based on data



THOUGHT BALLOONS

Reflection

This MOL technique was used in a PAHRDF intervention for National Water Resource Board.

GENERAL AREA OF APPLICATION

This activity may be used to surface concerns, questions and issues in a fun and non-threatening way in a variety of learning areas or topics. The idea is to eliminate these issues both psychologically and physically.

LEARNING OBJECTIVES

By the end of the activity the participants will be able to articulate their concerns/questions and issues on (whatever topic is at hand).

20-30 MINS

10-25

Participants of a class on the second or succeeding days when they have some significant learning to share.

- Whiteboard Marker
- Markers
- Whiteboard
- Colored air-filled balloons

1 experienced in adult learning methodologies

A regular well-lit, well-ventilated room with enough space for participants to move around and share their thoughts and ideas with one another.

ACTIVITY PROPER

ORIENTATION

Our exercise this morning will help us surface some of the concerns, questions, issues you may have from yesterday's activities.

INSTRUCTIONS

- Each participant is provided with an air-filled balloon and a marker
- Ask them to think of a question/concern/ issue that they have in mind which they have not clarified/resolved yet
- Instruct them to write the question on the balloon
- Once the participants are all done, make them roam around and share with the other participants their questions
- Ask participants with the same concerns to group themselves and sit together in preparation for the presentation
- Write the participants' queries on the board to guide the resource person on the queries to be addressed
- Once the query is answered satisfactorily participants will pop the balloon

ARE YOU FOR THE JOB?

Competency-Based Interviewing Skills

This SLE was used in a PAHRDF intervention entitled, "HRMD Capacity Building - Upgrading the Recruitment and Selection Procedures for the Office of the Ombudsman"

GENERAL AREA OF APPLICATION

This is a mock interview used as a priming activity for participants by giving them the opportunity to assess their current interviewing practices. This is followed by a skill building exercise for competency-based interviewing.

LEARNING OBJECTIVES

At the end of the SLE participants will be able to:

- Recognize how different interview practices can result to differences in hiring decisions
- Realize the value of asking the right questions to make objective hiring decisions
- Acknowledge the importance of gathering quality information for more confident decisions

20 MINS

16-20

- 4 persons per group, 4–5 groups to a class
- pax must have common knowledge of the organization's general directions
- groupings are best when position levels & age are not too diverse
- Pax should be familiar with the concepts of competencies & competency-based interviewing
- Pax should know the competencies required of the job for which they will interview

- Intervewee's Resume
- Note sheets and pens for notetaking
- Sample Job Description for selected poisition

1 to manage the process

- Clusters of tables & chairs for four
- Clusters are placed a distance away from each other to prevent distractions
- Sufficient lighting for comfortable reading and writing

PREP NOTES

- An INTERVIEWEE from each group will be pre-determined before the start of the workshop
- Participants assigned to be the INTERVIEWEES for their groups are required to bring their resumes to the workshop and these will be given in advance for review by the other members of the group who are assigned to serve as the PANEL INTERVIEWERS.
- There will be only ONE POSITION for which interview will be conducted. This will be decided on before the workshop.

ACTIVITY PROPER

ORIENTATION

- Let us explore how you currently conduct your interviews as you decide if the person is suitable for a the job.
- "INTERVIEWERS", you were given your copies of your "Interviewee Profile". One member of your group has been chosen to act as the INTERVIEWEE.
- You will do a panel interview where all other members of your group will take turns asking your questions. Later you will make your individual hiring decisions.
- You will conduct the interview for the position of _______________.
- You will be given ten (15) minutes to conduct the interview as a panel, and 5 minutes to make your individual decisions to hire or not hire the Interviewee". Your decision should not be made known to the rest of the panel.
- "INTERVIEWEES", you will behave much like a real applicant for the position assigned to you. As the Interviewer asks you questions, answer these as any normal applicant would answer.

INSTRUCTIONS

- You will begin the interview, all at the same time, at a signal.
- Please make use of the full fifteen (15) minutes for the interview proper, and five minutes to make your final decision to hire or not hire.
- I will be calling out the time towards the approach of the fifteen minutes, and again towards the end of the five-minute decision time so you can manage the time remaining.
- When you are ready, let us begin.

ANALYSIS

- Publish outcome of the decision-making activity by group. Cluster them according to the following:
  - ◇ Decision : Hire/Reject (get the results per group)
  - ◇ Reasons for Hire/Reject
  - ◇ STRENGTHS of the Interviewee
  - ◇ WEAKNESSES of the Interviewee
- On the interview process:
  - ◇ How did you feel about the interview? (for both interviewee and interviewer)
  - ◇ What made the interview enjoyable?
  - ◇ What kind of environment was established?
- On the decision making process
  - ◇ How did you make your final decision?
  - ◇ What did you consider?
  - ◇ How did the pieces of information you got validate your decision?
  - ◇ What made you say that the person is fit for the job? Or not fit for the job?
  - ◇ What convinced you that the person really had the qualities? Or did not have the qualities?
  - ◇ What convinced you that the person is really for the position you intended, and not for any other position in the organization?

ABSTRACTION

- (Focus on the differences in the decisions made by the members of each group.) Why were there may have been differences in their decisions?
- How would these differences in decisions affect on the integrity of the hiring process?
- What lessons can we draw from the activity we just went through?

APPLICATION

- This workshop will help you find better ways of gathering relevant information by way of an effective interview process. The decisions you will make will all be based on how your interviewee has demonstrated the competencies (criteria) you are looking for. Through past events, you have learned much about COMPETENCIES and how these define the type of person fit for the job. You will now learn the interview techniques that will help you determine if he or she has the competencies that will make him suited for the job.

LEARNING POINTS INCLUDE...

- It is so easy to be influenced by our personal preferences when we choose
- It is good to come up with the same set of parameters within the organization so that consensus can be reached in a hiring decision
- It is best to establish a way to gather information that will show whether or not the interviewee falls within the parameters
- We cannot base our decisions solely on impressions. They have to be based on the established past behaviors of the interviewee

PART ONE: "INTERVIEW ME"

- In this activity, facilitator takes the role of interviewee for the same position used for the initial mock interview.
- Facilitator takes center of the classroom and the whole class serves as the interview panel
- Ask me questions following the interview techniques just learned.
- I will deliberately give you effective answers and those answers that will need your probing and follow-up.
- I will refuse to answer any question that is not well-formulated, until you restate your question according to the guidelines on interviewing.
- At the end of 15 minutes, you will give me your hiring decision as a class.
- Processing Questions:
  - ◇ What did you notice about well-formulated, interview questions?
  - ◇ How can we ensure that our interview questions bring out the competencies we want to find out?

PART TWO:

Participants go back to their small groups. They repeat the interview with the assigned INTERVIEWEE as they did earlier, but this time being more conscious of using the interviewing techniques learned. The panel makes a hiring decision (hire/reject)

SUCCESS INDICATORS

- The panel's decision to hire/reject has buy-in among all panel members.
- Panelists consciously avoid asking irrelevant interview questions
- Questions asked during the "Interview Me" Part 2 are competencies-focused

TWEAKS

During the second Mock Interview, the original groups can be broken up to form new groups, and the INTERVIEWEES maybe assigned to any of them.

OTHER APPLICATIONS

This activity may also be used for learning sessions on Making Effective Decisions or any other workshop that requires an objective approach to making choices.

HOW TO DO THE LAUNDRY

Task Analysis Skills for TNA

This exercise was used in the training activity for the Provincial Government of Surigao del Norte (PGSN) on Training and Development Management.

3 HRS

15–21

Have background knowledge of how clothes are washed, either through experience or seeing others do the laundry

- Whiteboard
- Meta strips
- Marking pen
- Masking Tape

1+ must have knowledge of Task Analysis

Regular classroom, well lighted, well ventilated, no posts inside the room blocking participants' view and movement

GENERAL AREA OF APPLICATION

This activity is best used as an exercise for participants to differentiate knowledge, skills, and attitudes when designing a TNA instrument and/or when developing a training program.

LEARNING OBJECTIVES

At the end of the 3 hour session, participants will be able to

- Breakdown a job into its component tasks
- differentiate between knowledge, skills, and attitude
- identify the KSA requirements in a task or for the purpose of task analysis

ACTIVITY PROPER

ORIENTATION

The first step in designing a training program is to know the set of knowledge, skills, and attitudes that must be possessed by a job holder in order to do the task or job effectively and efficiently.

One technique to do this is through "Task Analysis". Today we will learn the process of doing a job or task analysis by starting on a task which most of us are familiar with either because we have done this ourselves or have seen others do it. How many of you know how to do the laundry? What is the output expected of you when you do the laundry? Yes, the output of the task is: Clean and sweet smelling clothes and linens.

REMEMBER
The task analysis is a technique to help us identify the knowledge, skills, and attitudes that a person doing a particular task or job need to have in order to perform the task according to the desired performance level and produce the results or outputs required of the job.

INSTRUCTIONS

1. Give the following instructions to participants:

- In this activity, we will form three groups. With the output in mind, each group shall
- List the steps to do the laundry from start to finish
- After each step is listed, go through each step and identify what you think should the person know, should be able to do, and what kind of attitude should the person possess as he/she goes through that steps. In other words, list what you will want the person doing the task to have in terms of knowledge, skills and attitude

TIP
Practical learners appreciate this activity the most although this works well with imaginative, logical and enthusiastic learners as they enjoy "creating" the details of the task or discussing which steps should come first or even expounding on why certain tasks should be done in a certain way.

2. Provide the following definitions:

- **Knowledge** - a body of truths, principles, and information that in work context, guides operations; the organized body of facts, truths, principles, ideas, concepts, and theories about a subject. Answers the question: what should the person know
- **Skills** - Specialized abilities needed to perform certain physical operations. Skills are lodged in the body such as in the hands, feet, eyes, ears, etc. Skills often start with a verb or action word. Answers the question: how should the person do it
- **Attitude**- A person's disposition to act or react, whether positively or negatively, favorably or unfavorably towards certain stimuli which could be another person, group, situation, object, etc. Also feelings as expressed by individuals. Attitudes are statements of beliefs or philosophy or stand. Answers the question: why should the person do it or do it in the prescribed manner (lodged in the heart)

3. Have participants complete the matrix as shown below:

STEPS IN DOING THE LAUNDRY	KNOWLEDGE	SKILLS	ATTITUDES
1.			
2.			
3.			
....			

4. Give groups 20 minutes to complete the exercise.
5. When all the groups have completed the exercise, have them share their output in plenary. 2 min maximum per group.
6. Identify similarities and differences in answers.

ANALYSIS

- How did you like the exercise? Was easy or difficult to do?
- What made it easy? Difficult?
- How did you go about identifying the steps and the KSA for each step?
- What were you thinking as you and your group was going through the task?

ABSTRACTION

- What do you need to be good at to be effective in conducting a task analysis?
- What is the value of going through a task analysis before preparing a training design?
- How will this process ensure the relevance of your training design?
- How would you rate task analysis as a method for needs analysis? (Assumption: The participants have done some other approach to needs analysis in the past.)
- What challenges might you encounter in conducting a task analysis?
- How can we overcome these challenges?

HIGHLIGHT
- The more detailed you are in defining the process, the more detailed will be the KSAs identified.
- One needs to have a good grasp of the tasks and the definition of the KSA to be able to produce a good task analysis.
- If one is not a content or subject matter expert, one needs to do some research and data gathering using methods such as: observation, interview, documents review, etc.

APPLICATION

- When you have gauged that the participants have learned to identify tasks or steps towards a specific output and to differentiate knowledge, skills, and attitudes, they can practice or apply this new skill on a work related task in their function, e.g., finance (how to receive and disburse payments), HR (how to screen applicants), etc.
- Have participants work in groups, putting together people in the same job family or have a shared understanding of a particular job.
- After participants have done their task analysis, process the experience by asking the following questions:
  - ◇ How comfortable are you with this skill of task analysis now?
  - ◇ Do you think you can do it on your own now?
  - ◇ Do you see yourself using this technique in doing needs analysis in the future?

TIP
If this topic is part of an Instructional Design Workshop is it best to let participants analyze the work of their target participants for the module they are designing.

TASK ANALYSIS: SAMPLE TASK LIST AND KSA MATRIX

Task Analysis: Doing the Laundry

Major Output: To come up with clean, fresh, dried, folded and sorted household laundry.

Major Tasks:

1. Prepare the laundry area and materials to ensure an effective & efficient washing procedure. Check that the following materials and equipment are available and within reach:
   - ◇ Laundry powder
   - ◇ Stain remover
   - ◇ Fabric softener
   - ◇ Water
   - ◇ Washing machine
   - ◇ Laundry baskets
   - ◇ Clothes pins and hangers
   - ◇ Radio or pocketbook (optional)
2. Sort clothes according to the following to lessen work time and effort:
   - ◇ Separate whites from colored to avoid stains
   - ◇ Separate fabric size and weight to ensure efficient washing cycle
   - ◇ Isolate stained clothes for treatment and non contamination
   - ◇ Isolate special fabrics for hand washing or dry cleaning
3. Wash laundry in the following sequence to ensure that clothes come out clean and undamaged:
   - ◇ Pre-wash clothes with water only in order to loosen & lessen dirt before actual soaping
   - ◇ Spin dry to remove excess water
   - ◇ Do the first washing with soap and water to loosen dirt
   - ◇ Rinse in order to remove soap and dirt
   - ◇ Do the second soaping to further loosen dirt and remove odor
   - ◇ Spin dry to remove excess soap
   - ◇ Rinse twice thoroughly to remove soap
   - ◇ Rinse with fabric softener to soften and freshen clothes and give it a fresh smell
4. Dry, fold and sort washed laundry to prepare for ironing
   - ◇ Spin dry to remove excess water
   - ◇ Flag the washed laundry to lessen wrinkles
   - ◇ Properly hang and pin large laundry in clothes line
   - ◇ Properly hang shirts and trousers in appropriate hangers
   - ◇ Hang light items in umbrella hangers
   - ◇ Clean work area for next use
   - ◇ When dry, fold and sort laundry accordingly to prepare for ironing
   - ◇ Store in ironing area

TWEAKS
For the initial activity, you may use other activities that you think participants are familiar with. Other household tasks like: Going shopping for 1 week supply of grocery, washing the dishes, etc. Just make sure they would have some some background experience on the task.

SUCCESS INDICATORS
The objective of the activity is achieved if participants are able to fill out the matrix in terms of the logical and chronological ordering of the task and the proper identification and differentiation of entries for knowledge, skills and attitudes. Watch out for similar entries in KSA for a particular step. This means they are not yet able to differentiate one from the other. They need to be given feedback and more examples.

MAJOR TASK	ATTITUDE (WHY)	KNOWLEDGE (WHAT)	SKILLS (HOW)
Prepare the laundry area and materials to ensure an effective & efficient washing procedure	Being prepared leads to efficient & effective task accomplishment	What are the different materials and equipment needed for doing laundry	Sequencing materials in order of use.
Sort clothes to lessen work time and effort	Being systematic lessen work time and effort	Different types of clothing materials and their washing requirements	Differentiating types of clothing materials and segregating such
Wash laundry in sequence to ensure that clothes come out clean and undamaged	Being systematic lessens damage and repetition of tasks	Sequence for washing clothes Parts of the washing machine and function of each part	Operating the washing machine
Dry, fold and sort washed laundry to prepare for ironing	Completing each task makes it easier to do the next step	Parts of the dryer and function of each part Types of clothes requiring ironing	Use of the dryer Folding different types of clothes

GENDER CLICHÉ EXCHANGE

Gender Sensitivity

This SLE was used in a PAHRDF intervention for the Provincial Government of Bohol specifically its Management Development Program.

4 HOURS

16-20

- For supervisors and managers
- Ideally, the group should be a heterogeneous mix of participants based on age, gender, and length of service. Participants do not necessarily have to befamiliar with each other.

- Meta Planning Cards
- Chisel Tipped Permanent Markers
- Easel Boards and Paper
- Crayons
- LCD projector
- Laptop Computer

2

must be experienced with tandem facilitation.
Facilitators should ideally be experienced with Technology of Participation (TOP).

White-lighted hall approximately 30 Square meters
Five rectangular Training tables arranged in fishbone fashion
House music is played in the background while the participants are working in their respective groups

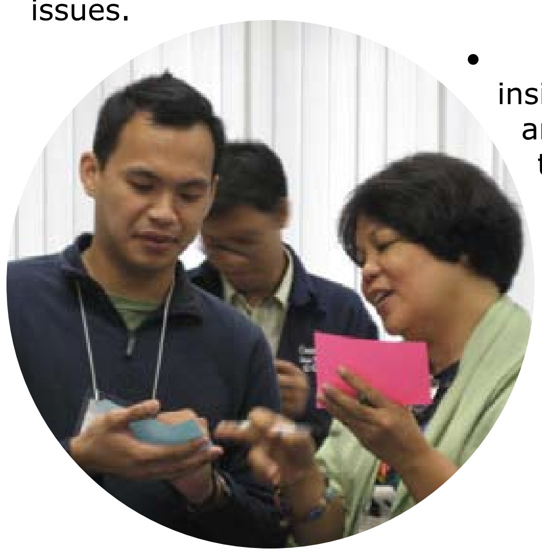
GENERAL AREA OF APPLICATION

This SLE is useful for developing gender sensitivity and in helping deal with gender issue in the workplace; it is usually part of a bigger intervention.

LEARNING OBJECTIVES

At the end of the workshop the participants will be able to:

- Surface gender issues from existing clichés and sayings floating around the community.
- Discuss and agree on the gender issues existing in the respective workplace and their exemplification.
- Discuss and compare gender concepts that deal with these issues.
- Surface and document insights on the discussions and suggested action points to deal with the issues considering the locality.



ACTIVITY PROPER

ORIENTATION

In the next activity we will explore your understanding of the concept of gender and sexuality as applied to your everyday dealings in the workplace. We will see how these concepts affect our actions and decisions.

INSTRUCTIONS

- Explain the mechanics of the activity: (20 minutes)
  - ◇ The class will be divided into 3-4 (depending on the size) groups. Each group will write brainstorm and write on meta cards sayings about men, women, sexuality, and other related topics. (e.g., "Only women should learn home economics.," "Bakit ka umiiyak?" Para ka namang babae.").
  - ◇ Each saying should be put on one individual meta-planning card, one idea per card.
  - ◇ Write in big letters on the meta planning sheets, and to produce as many meta planning sheets as you can in 5 minute.
  - ◇ If there are no questions, have participants begin.
- Facilitator asks each group to share the contents of their meta card in plenary using the round-robin method. Have them explain the context of each saying. (1 hour)
- After each meta card has been explained, the facilitator posts it on an easel sheet. As these cards are posted they are at the same time sorted based on the underlying themes.
- After all the cards have been presented and discussed, the facilitator launches a brief slide showing on how to recognize gender issues. S/he then directs the participants' attention to the meta cards and asks "What issues can you discern from the given sayings and clichés?"
- Have participants write each issue on a separate meta card and submit these to him/her. (30 minutes)

TIP
Gender issues can be found in the workplace. They have different manifestations. One of the manifestations can be found in language, in the form of clichés usually going unnoticed and in some practices which are usually accepted as part of culture.

ANALYSIS

- Probe each issue further by asking the question:
  - ◇ What are the manifestations of each issue?
  - ◇ What are the observable signs of the effects of each issue?
- Have the participants submit to the facilitator their answers in meta cards. (30 minutes)

TIP
Unearthing these clichés can lead to discovering how these issues are manifested in the daily lives of participants and, eventually towards the recognition they may have effects on how processes are done in the workplace. Where negative effects are surfaced, this becomes a clear opportunity to come up with concrete and realistic action plans that can actually improve workplace processes.

ABSTRACTION

- Show each manifestation of the gender issue and points to another easel sheet divided into two columns:
  - ◇ Can be found in our Workplace
  - ◇ Cannot be found in our workplace
- Ask the group to classify each manifestation along these two categories. (30 minutes)

TIP
The facilitator must be wary of his/her own gender biases when facilitating the discussions. This is specifically important as there is a risk of dictating the manifestations/effects of gender issues using the facilitator's own limited context. The discussions should always be in the context of participant experiences.

SUCCESS INDICATORS
The SLE is a success where there are clear exemplifications of the issues in the context and culture of the participants.

APPLICATION

- Distribute the Action Planning Template and ask the participants to focus on the manifestations which can be found in their work force and to fill in the Suggested Action Template accordingly. (30 minutes)
- Go around and coach participants as they complete their own action template.

GENDER ISSUE MANIFESTATIONS	What I can do as a person to deal with the manifestation	What we can do as a group to deal with the manifestations	Time Frame (Start & End)
1.			
2.			
…			

- When participants are done asks each person to share in plenary what s/he considers his/her most compelling action point and the gender issue manifestation it is connected to. Help participants clarify issues and action points as necessary. (1 hour)
- In the end, summarizes the major learnings and action points raised in the process so far. Encourage participants to commit to the action point they have identified and emphasize the value of being gender sensitive. (15 minutes)

TWEAKS
Instead of written clichés, participants maybe asked to represent the cliché in a drawing and to make the rest of the participants guess what the cliché is in a game similar to "charades".

GISING NA KAIBIGAN

Out-of-the-box Training Delivery Methods

This activity was used in the HR Activity: Strengthening Training Management & and Coordination Function for the Provincial Government of Surigao del Norte

30 MINS

FLEXIBLE

- •PowerPoint
- •Sound System
- •Music with lyrics to be used

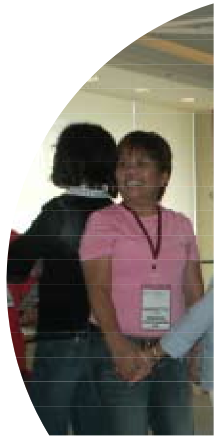
1

- •Musically inclined although better if the facilitator will lead the song.
- •Knows the song and the meaning of the lyrics

- •Global set up. Using couch and not the usual mono block chairs
- •Optional: U shape, so when they sing they can hold each other hand.
- •Put some plants in the room
- •Create a comfortable ambiance

GENERAL AREA OF APPLICATION

- Out-of-the-Box Training Methodology
- Paradigm Shift
- Motivation / Inspirational Activity



LEARNING OBJECTIVES

- Enumerate the different training methodology beyond lecture, speech, reading and seatwork
- Makes presentations and learning's more exciting and interesting

ACTIVITY PROPER

ORIENTATION

After discussing the traditional way of training (lecture, case studies, reading, seatwork, assignments, etc..) Introduce the out-of-the-box training methodology

WHAT IS OUT-OF-THE-BOX TRAINING METHODOLOGY?

- Instructions Addresses the Multiple Intelligences and Different Learning Styles
- Goes beyond speech, lecture, assignment and seatwork
- Brings out creativity on the part of the presenters and program facilitators

WHY MOVE OUT-OF-THE BOX WHEN YOU PRESENT, FACILITATE OR TEACH?

- It benefits all kinds of audiences and learners
- It makes presentations and learning more exciting and creative
- You grow in terms of what you can do
- You reach a new dimension in presenting/teaching
- You and your participants HAVE MORE FUN!

Flash the lyrics on the screen and let the participants read it quietly

GISING NA KAIBIGAN (ASIN)

Nakita mo na ba ang mga bagay
na dapat mong makita
Nagawa mo na ba ang mga bagay na
dapat mong ginawa
Kalagan na ang tali sa paa,
Imulat na ang iyong mga mata
Kay sarap ng buhay lalo na't alam kung
saan papunta

May mga taong bulag
kahit dilat ang mata
May mga taong tinatalian
sariling kamay at paa
Problema'y tinatalikdan
salamin sa mata'y hindi makita

Kay sarap ng umaga
lalo na't kung ika'y gising
Tanghali ay maligaya
kung ika'y may makakain
Ang gabi ay mapayapa
kung mahal sa buhay ay kapiling
Kay sarap ng buhay
lalo na't alam mo kung saan papunta

Gising na kaibigan ko,
Ganda ng buhay ay nasa sa'yo
Ang oras daw ay ginto,
Kinakalawang lang pag ginamit mo
Kailan ka pa magbabago
Kailan ka pa matututo
Ang lahat ng ilog sa dagat patungo buksan
ang isipan mararating mo
Kay ganda ng buhay sa mundo

ANALYSIS

Process Questions

- In what training or topic will the song be appropriate? (Possible answer: Change, Will to act etc…)
- Sino ang tinutukoy na bulag, bingi at tinatalian ang kamay at paa? (Who do you think the blind, deaf, tying their own hands and feets refer to?)
- Do you have that in your organization?
- Are you one of them? Ask yourself and reflect.
- Have you done the things you should do?
- What else can you do to make a difference in your organization?

ABSTRACTION

Give the different OTB (Out-of-the-Box) Methodology

- Music
- Film or AVP (Audio-Visual Presentation)
- Dance
- Poem / Arts
- Mnemonic Codes
- Magic
- Stories / Metaphors
- Puzzles
- Games

APPLICATION

WRITESHOP:

- Let the participants review their old training design
- Let them apply new methodologies
- Share with the group.
- Let the group choose 1 enhance topic and present it to the class

Process questions:

- How do they find the enhanced design?
- Is it difficult to go OTB methodology?
- What is the relation of OTB to learning style?

REMEMBER
Training is not just to teach or discuss ideas, concepts and principles. Training is to ensure that participants understand, experience and accept that they have to change and apply the learning's in their lives. To be effective trainer, you need a lot of time to research, analyze and practice to ensure the impact of your presentation.

TWEAKS
Other Song Options:
- If We Hold on Together for teambuilding for any age
- Hawak-Kamay for teambuilding but for the participants ages 20-35 years old
- Sayang Ka! of ASIN for professional will

I AM WHAT I AM

Creative Presentations

This activity was used in the HR Activity: Strengthening Training Management & and Coordination Function for the Provincial Government of Surigao del Norte

40 MINS - 1 HR
maximum of 2 mins per pax

15-25

- Microphone
- Video Camera

1

- Creative and open for new style of presentation
- Can also give examples of different presentation style; getting out-of-the-box
- Energetic and lively

- Global set up. Using couch and not the usual mono block chairs
- Put some plants in the room
- Create a comfortable ambiance

GENERAL AREA OF APPLICATION

- Getting out-of-the box
- Creativity
- Presentation skills

LEARNING OBJECTIVES

- Appreciate new presentation style and teaching tools and try out using them
- Understand the need to be creative and flexible in presentation of topics and facilitating activities
- Take away all the inhibitions and fears and enjoy talking in front of people.

ACTIVITY PROPER

ORIENTATION

Let the participant read the quotation and let them explain on how they understand it. After soliciting few answers, explain that content is very important in any presentation but if you do not know how to say it according to the participants profile or coming up with a very exciting delivery, the purpose and meaning of the content will be worthless.

PRIMING QUOTE

It is not enough to know what to say;
It is necessary also to know
how to say it.
-Aristotle

INSTRUCTIONS

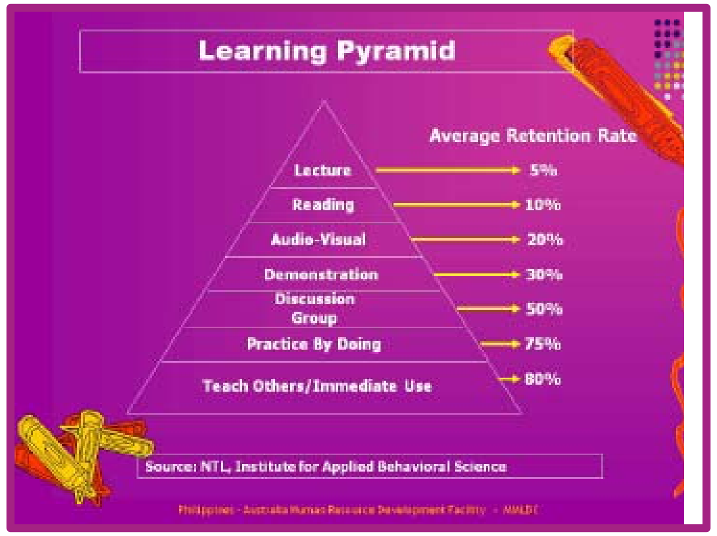
- Ask the participants to come up with a 2-minute self introduction.
- (Option: Organization's mission, vision or how do they view their institutions)
- They should present in front of the class in a very creative way.
- Each movement, they should encourage audience to do the same.
- If they need props, they can use.
- They should be aware of the time limit.
- Facilitator will play distracting sounds every two minutes.

ANALYSIS

- Process Questions:
  - ◇ Did you have fun?
  - ◇ What happen when you apply movements during the presentation?
  - ◇ When there were destructions, what happen?
  - ◇ Who among you has the most creative way of presenting the topic?
  - ◇ Does the content lost?
  - ◇ What is your learning or insights on the activity?

ABSTRACTION

- The need to focus on the content even there were destructions
- The need to practice and conceptualize the right methodology to be used according to the participants and topic to be presented or discussed
- Concept of different learning style that a trainer / presenter should consider
- You cannot use only one methodology especially lectures



APPLICATION

- Form Small Groups and Discuss:
  - ◇ What are some of your traditional presentation or learning delivery experiences in the past?
  - ◇ Looking back, what were some of the good and negative points in these past experiences?
  - ◇ How would you have avoided the negative points

SUCCESS INDICATORS

- If they can do the activity seriously
- If they were able to involve the audience
- If they can answer all the processing questions
- If they can enumerate the different learning style

PESTLE ANALYSIS

Environmental Scanning

MinTVET, an organization of Tech-Voc institutions in Mindanao, utilized an enhanced version of this PESTLE template when it ventured in a training project in 2009 - Developing a Roadmap for TVET in Mindanao. Workshop participants of the MinTVET project spent two weeks of successive workshops, two days of which were with the use of the PESTLE analysis tool.

GENERAL AREA OF APPLICATION

A PESTLE worksheet is a tool used to analyze large amount of data in order to provide a more holistic situationer of the environment of an organization. A PESTLE tool is commonly used for business and strategic planning, marketing, product planning and development, organizational change, and research reports.

The PESTLE worksheet is a tool used primarily for analyzing trends, hotspots, and event with the end in view of coping or managing change. The PESTLE template (see attachment 1) is not a popular tool used in data analysis workshops because of its intimidating feature and requirement. The acronym PESTLE stands for the six dimensions described below:

- Political - what is happening politically in the environment in which you operate
- Economic - what is happening within the economy
- Sociological - what is occurring socially in the markets in which you operate or expect to operate
- Technological - what is happening technology-wise which can impact what you do
- Legal - what is happening with changes to legislation
- Ecological - what is happening with respect to ecological and environmental aspects

The sample PESTLE worksheet also provides an initial listing of variables/factors per dimension, which may be considered relevant to an organization. The first hurdle in using the tool is to know what data to look for, where to find them, actually collecting them, and then organizing them. The final list of required data will vary for each organization. For quantitative and statistical data, it is preferred that such be recorded and organized in a digital spreadsheet. Reports, studies or articles relevant or of significant importance to the subject under study is also gathered. Before such data sets are applied for analysis in a PESTLE template, data should be organized into tables (at least 5-year time series) and charts (preferably trend analysis and pie charts).

LEARNING OBJECTIVES

The primary objective is to enhance the ability of participants to analyze information and qualify priority concerns and findings through the use of a pre-programmed PESTLE worksheet template (see attachment 2). This technical feature of the pre-programmed PESTLE template complements an organized brainstorming and critiquing session. The end view of the exercise is to enable the participants/users to conclude with a better appreciation of the dynamics of the external environment as it affects an organization. The resultant analysis and summary findings shall, in turn, be an input in determining the strategic options.

2 HRS

The enhanced PESTLE template is designed for a brainstorming and critiquing session for one dimension at a time. To optimize the utility of the template, it is required that the input data to be analyzed should have been gathered, organized, and processed before the conduct of the workshop. Having all the data at hand, the workshop for accomplishing the template and formulating a narrative summary of findings for a single dimension can be completed within two (2) hours.

7-9

- A maximum of nine (9) participants and a minimum of seven (7) may comprise a workshop group to deliberate an average of 20 variables per dimension.
- For a more organized deliberation, the participants will take turns for the following roles for each dimension presented for analysis. One participant to serve as rapporteur, one participant to take charge of encoding the data into the Excel worksheet during deliberation, while the rest will engage in critiquing and discussion under the guidance of a facilitator.
- The ideal members of this group must:
  - Belong to a management level position
  - Be able to actively participate and attend all workshop sessions
  - Be experienced in problem solving sessions
  - Be knowledgeable of excel worksheet

- One laptop or workstation
- One LCD projector
- Viewing screen
- One extension cord
- One Pointer
- USB
- One whiteboard
- 3 whiteboard markers, different colors
- One whiteboard eraser
- Soft copy of processed data relevant to subject and dimension under study
- Soft or hard copy of published articles, studies, reports gathered and relevant to subject and dimension under study
- Relevant studies, reports, and other published articles must also be made available as statistical data are made available for the workshop.

1

One facilitator is sufficient to efficiently manage the conduct of a group working on a PESTLE template. To effectively motivate the participants in the largely cerebral exercise, the facilitator needs to

- be an experienced facilitator in strategic planning sessions and similar engagements,;
- be proficient in office suite application, particularly excel worksheet;
- have good understanding of basic macro-economics (to help clarify issues raised during deliberation);
- ensure observance of the rules of brainstorming; and
- be able to encourage critical thinking and healthy exchange of opinions, e.g., pose leading or probing questions, provide illustrations, etc.

An enclosed space of at least 30 square meters of floor area should be sufficient for the conduct of group discussion. Such room should be well-lit and air-conditioned for the comfort of participants and to ensure uninterrupted use of computers and LCD projector. Where practicable, laptop and projector should be plugged in a convenience outlet from behind the screen. Appropriate tables and chairs should be available for the use of participants' and equipment placement. Participants may be situated behind the LCD projector where they can interact with each other. The file of all required digitized data and the PESTLE template should reside in the laptop being used with the LCD projector. A whiteboard with markers and eraser should be situated alongside the wall for easy access when needed. The immediate area should allow free movement of participants and facilitator.

ACTIVITY PROPER

ORIENTATION

Even before data gathering activity is undertaken, an orientation of the whole process of PESTLE Analysis should be conducted. This will enable the participants to have a comprehensive appreciation of data as it is transformed from a simple array to knowledge. The facilitator needs to explain the process as outlined below:

PREPARATORY

- The participants together with the facilitators should decide what data need to be gathered (the table listing possible factors at the end of this guide is a good reference)
- A decision on how the information is to be collected, in what quantity (a time series of at least 5 years from the latest year of update for statistical data, the latest for reports, articles, studies and the like), and by whom (often a team approach) is made.
- Appropriate sources of information are identified and located.

DATA GATHERING

- Gather the information, record in organized tables and files (by variable name) in electronic spreadsheets

DATA ORGANIZING

- Construct graph chart/s for each variable name/data set: line or bar graph for trend, pie chart for significance of magnitude, etc.
- Copy the graphs in a PowerPoint file, organized by dimension, by sub-sector, then by variable

PESTLE TEMPLATE APPLICATION

- Analyze the findings
- Identify and summarize the most important issues

APPLICATION OF SUMMARY FINDINGS

- Identify strategic options

The preparatory activities, which take place before project start, are short but necessary steps in pursuing external assessment, particularly for purposes of a roadmap. As they say in I.T., "Garbage In, Garbage Out". Actual data gathering is the labor-intensive stage and takes up the longest time, depending on the amount and availability of data. Data organization simply entails creation of data tables so that it can be processed further using statistical and graphing utilities of excel spreadsheet. This is actually simplification of data where trends, patterns and variances can be easily be discerned.

The focus of this documentation is the use of the pre-programmed PESTLE template as an aid in analyzing data. At this stage of applying the template, verification of interrelationship among the factors could help in better understanding the "bigger picture".

Understanding the modified PESTLE template is important if it is be an effective tool. As facilitator, share the following information:

PESTLE NEED TO KNOW

The PESTLE template was modified to make the tool user-friendly. As maybe observed, the template as shown in the PESTLE Analysis Worksheet is designed to cover the analysis of data pertinent to a factor/dimension. Determining degree of the implication and importance of a factor will require a response of "1" or "0" in the appropriate column/cell instead of spelling out the answer. For guidance of users, each cell in the response column is conditioned to accept "1" or "0" only, or left unanswered. After all the necessary data have been processed, the template presents a visual coded profile of "effects" of environmental factors. See attachment 3

The unique feature of this template is the section that determines whether a factor will be a priority concern or not. The programmed criteria in each cell concern the following:

- If the potential impact is increasing,
- If its effect will be for more than 2 years,
- If it has a positive or a negative effect,
- If the impact is increasing or decreasing, and
- If its importance will be critical

So there will be in any one of four columns where such indication "1" for a factor to be classified as a priority concern. As such, these factors will be the elements to be considered in formulating the narrative summary of findings.

INSTRUCTIONS

The modified PESTLE template (see sample PESTLE Analysis Worksheet) is designed to:

- dissect the effects of one factor at a time
- simplify the process of determining the implication and importance of environmental factors
- automatically classify factors as priority or non-priority
- provide a visual representation of possible relationship among certain factors.

However, the key element in arriving at a sound summary of findings is still an active, organized and participative deliberation by the group participants.

Data inputs for this template should be organized into tables in a digital worksheet. For easy reference, files may be kept in separate folders and named as "politics, economic, social, technology, legal, and ecology". Worksheets in a file may contain a specific data set and named after such data set, i.e., investments, exports, etc., such as

- Politics
- Policies
- Wars and conflicts
- Local government units
- Internal political issues
- Economic
- Etc…

Data in a worksheet should be organized in tables to allow application of statistical tools and creating charts for graphical analysis. It is only in this organized form that an informed discussion may proceed.

Prior to the start of the workshop, all necessary data files and a soft copy of the modified PESTLE template should reside in one laptop or workstation used for LCD projection. Data files may be accessed and flashed into the screen for everybody's review. The PESTLE template is likewise accessed for use, viewing and updating by switching windows. In such a way, the data or the template may be viewed and used alternately as often as necessary during the duration of discussion.

PESTLE Analysis Worksheet

Name of Organization: ______________

Group No.: ______________

Factor under Review: SOCIAL

Date of Review: ______________
Mo. Day Year

			IMPLICATION and IMPORTANCE																						
Number	PESTLE Analysis Factors (list factors you perceive or believe to be affecting your business or part of your organization)	Your Notes (How might the factors listed on the left impact your business or part of the organisation?)	Potential Impact				Time Frame				Type			Impact *				Relative Importance				Priority Selection Indicator			
			High	Medium	Low	Undetermined	0-6 months	6-12 months	1-2 years	more than 2 years	Positive	Negative	Unknown	Increasing	Unchanged	Decreasing	Unknown	Critical	Important	Unimportant	Unknown	High->12-Pos-Inc-Crit	High->12-Neg-Incr-Crit	High->12-Pos-Dec-Crit	High->12-Neg-Dec-Crit
1	Population in age bracket 14 to 32 is increasing	increase in potential enrollees, increase in school income	1							1	1			1				1				1	FALSE	FALSE	FALSE
2	Drop out rate in elementary has remained the same for the last 5 years	could be eligible for tech-voc if they have reached age 17 and above		1					1				1		1				1			FALSE	FALSE	FALSE	FALSE
3	Unemployment and underemployment continue to increase	need for retooling compounds enrolment capacity problems of tech-voc schools	1							1		1		1				1				FALSE	1	FALSE	FALSE
4	Enrolment in tech-voc schools has changed little	low regard to tech-voc makes difficult to increase actual enrolment		1						1		1			1			1				FALSE	FALSE	FALSE	FALSE
5	Increase in Tuition fees in government training centers	Enrollees preference in better training technologies is welcomed development			1					1						1			1			FALSE	FALSE	FALSE	FALSE
6																						FALSE	FALSE	FALSE	FALSE
7																						FALSE	FALSE	FALSE	FALSE
8																						FALSE	FALSE	FALSE	FALSE
9																						FALSE	FALSE	FALSE	FALSE

A maximum of five (5) minutes maybe spent per factor (processed data) for the group to assess and respond to the criteria (potential impact, time frame, type, impact and relative importance). It is also required to qualify specifically how the factor affects the organization. The "Priority Selection Indicator" automatically indicates a "1" in any of the four columns if the factor's implication and importance qualifies as a priority.

After all data have been considered, the group formulates a narrative summary of findings. All factors with a "1" in the Priority Selection Indicator would be the reference in formulating this summary.

ANALYSIS

These are some general questions that may be used to guide participants in making sense of the data generated from the PESTLE analysis:

- Based on the data, what particular sector/s in society affect your organization the most?
- What seems to be the most significant dimensions (PESTLE) that the organization must consider?
- What seems to be the least significant dimensions?
- What factors in these dimensions

would be favorable? unfavorable?

- Can you determine the degree or extent of impact on the organization? How much will it be?
- Will the factor affect it in the near future? Or will it take more time before it is felt?
- Will the factor be a critical determinant of the success of the organization?
- Will the effect drive the organization to take advantage of opportunities?
- Will the effect be progressively manifest itself or will it taper off?

TIP
In contrast to these general guide questions, the PESTLE template presents a more structured query to the user. For every factor listed in the leftmost column, the participants will first deliberate on the manner by which the factor may affect the business of the organization or part of the organization. The action to respond to this initial requirement will set the tone of the succeeding questions. The succeeding criteria will clarify the previous response in specific terms and guide the participants in qualifying the factor in relation to the organization or its business.

ABSTRACTION

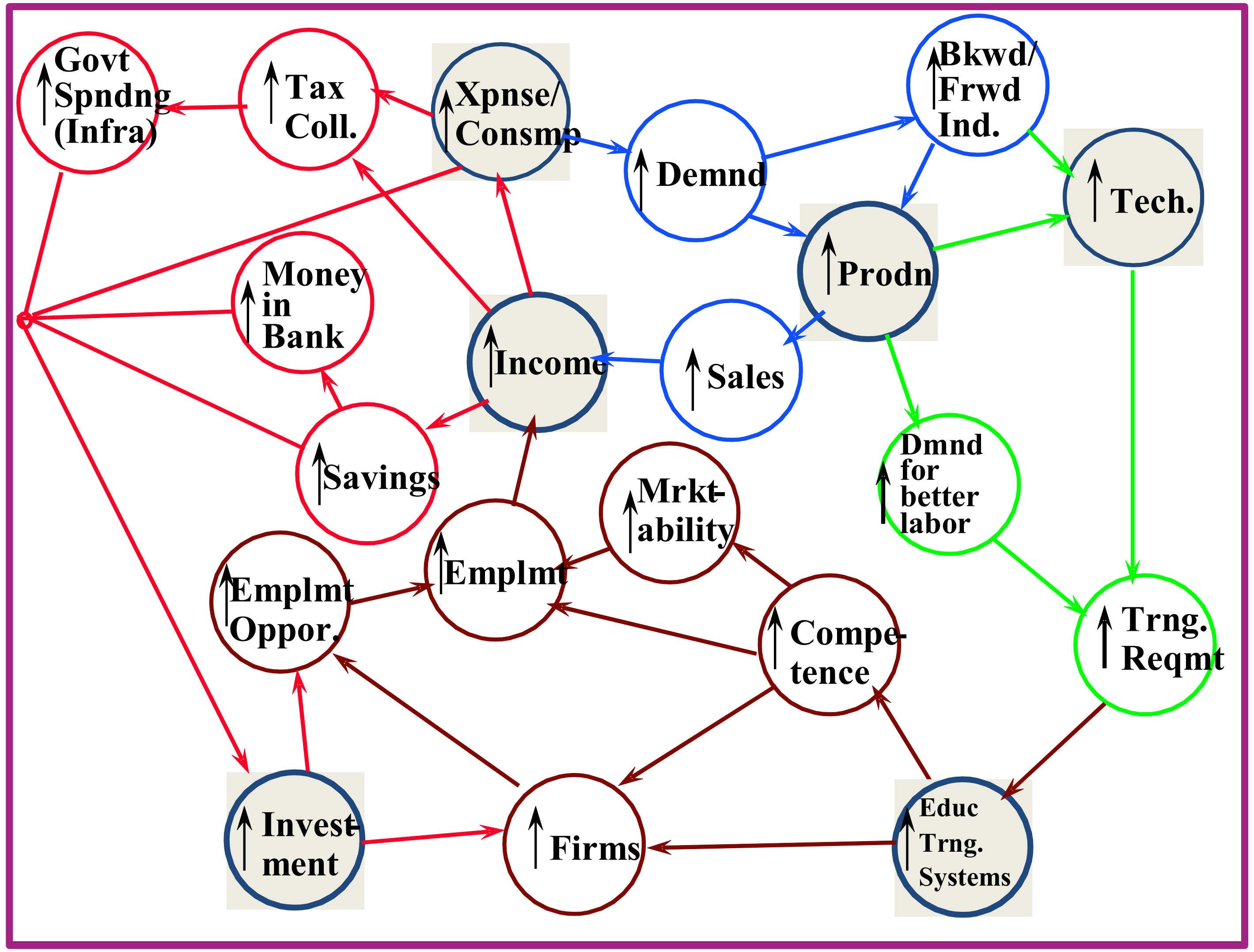
Here are questions that could be asked to help participants draw patterns and trends from the data generated from the discussion or draw meaning from the experience

- What general trends do we can we glean for the data?
- What seems to be the pattern of the movement of factors in the various sectors?
- What changes would affect our business/organization?
- Was the change a normal effect of natural relationship or triggered by an unexpected event?
- Was the change directly attributable to the interplay of other factors? Is it verifiable?
- Would the effects be short-lived or long term?
- If it were up to your organization to trigger the change, in what factor will you intervene?

The more essential part of the analysis is to determine the scenario projected by the factors in a "cause-and-effect" analysis. To give the participants an example on how this is done, a powerpoint show is used to graphically illustrate the "cause-and-effect" relationship among key factors.

For example: any increase in income results in an increase in personal consumption and tax collection for the government; the increase in expenditure indicate an increase in demand for goods or services; in increase in income and consumption results in increase in sales by providers; and so on until all relationships have been resolved.

In the same manner, the group should examine each set of factors for each dimension to determine the presence of relationship. With the aid of the priority



indicators, the group will be tasked to examine whether a relationship exist between or among the factors that have been considered to have an impact. This relationship in turn will be vividly described in that portion of the template allocated for it. Finally, all of these factors considered as priorities in all of the PESTLE templates drawn per dimension, will have to be integrated to draw the "bigger picture" of the environment affecting the business or organization.

Explain how to lead participants to draw conclusions from all the thoughts, feelings and insights shared during the discussion. Facilitator must help participants piece together what may sometimes appear as conflicting data. What concepts, models or theories might the facilitator introduce here to reinforce learning?

APPLICATION

The application of what participants have learned and drawn from the exercise should be applied in the development of organizational goals and objectives as a natural course of the business and strategic planning process, marketing planning, product planning and development as well as organizational change. PESTLE analysis could be an end in itself when preparing a research report.

The experience in making use a programmed PESTLE template is an experience of preparation, a consciousness of relationships, and decision-making based on information. The usefulness of the template cannot be manifested if the discussion will proceed with only the stock knowledge or perceptions of individuals are relied upon. More often than not, group decisions are barely concluded in time if discussions are allowed to proceed without a limiting structure as that imposed by the template. It has also been said that it is better to use your "gut-feel" after you have laid down all the facts and reasons, not the other way around.

Individuals, like organizations, are affected by other individuals just as they are affected by their surroundings. Like individuals, organizations conform to the theory of interdependence; the same theory that has evolved in the community of economies. It may appear to be complicated, but drawing the "big picture" and understanding the dynamics of our surroundings is as simple as learning to look around us, to know where we are, for us to learn where we can go. Being aware of the things that surround us is a precursor to how we should conduct ourselves. The experience of working a PESTLE template is actually applying what our mind has been subconsciously been doing. The skills have always been there.

TWEAKS

- The group discussion may be further enhanced with the use of the Six Thinking Hats. It is probable that more depth and substance may result if the group members will be assigned different rolls to play as it is in the use of the Six Thinking at approach.
- It will also be helpful to use two sets of laptop/workstation and LCD projectors at the same time: one set for the PESTLE template to be onscreen all the time while the other set is used to present the tables and charts on another screen. Having the data and template side-by-side on two separate screens could allow a better focus during discussion rather than having an alternating switching of active windows.

PESTLE ANALYSIS FACTORS	LISTING OF POSSIBLE FACTORS
Political	Funding, grants and initiatives Home market lobbying/pressure groups Local authority rules/ local bylaws etc International pressure groups Wars and conflict Government policies Government term and change Elections Inter-country relationships/attitudes Terrorism Political trends Governmental leadership Government structures Internal political issues
Economic	Home economy situation Overseas economies and trends General taxation issues Taxation changes specific to product/ services Market and trade cycles Specific industry factors Market routes and distribution trends International trade/monetary issues Job growth/unemployment Tariffs Inflation Interest and exchange rates Consumer confidence index Import/export ratios Internal cash flow
Social	Consumer attitudes and opinions Media views Brand, company, technology image Consumer buying patterns Ethnic/religious factors Ethical issues Demographics (age, gender, race, family size,) Population shifts Education Immigration/emigration Health Living standards Attitudes to work Leisure activities Occupations Earning capacity

PESTLE ANALYSIS FACTORS	LISTING OF POSSIBLE FACTORS
Technological	Competing technology development Associated/dependent technologies Replacement technology/solutions Information and communications Technology legislation Innovation potential Technology access, licensing, patents Intellectual property issues Global communications Innovations / New discoveries Energy uses/sources/fuels Communications Manufacturing advances Information technology Internet / Email Transportation Bio-tech Genetics Waste removal/recycling E-learning Collaboration tools Software changes
Legal	Current legislation-home market Future legislation International legislation Regulatory bodies and processes Environmental regulations Employment law Consumer protection Industry-specific regulations competitive regulations
Environmental/ Ecological	Environmental issues International National Local Environmental regulations Customer values Market values Stakeholder/ investor values Staff attitudes Management style Organizational culture Staff morale Staff engagement Global factors

The list above is just to get you started. Remember to put these , and others that you add in the context of your organization or business. For example, if you are a small private company the behaviors of a large international player may well impact on you. If you are a local authority, government changes will change your priorities.

1.5 HOURS

15-21

• 2-3 grps of 5-7 pax

• The SLE may also be administered to 1-5 groups

Materials per group:
- •20 yds Paper twine
- •10 yd .25" Green ribbon
- •5 yds .25" Red ribbon
- •1 roll .25" Scotch tape
- •2 pairs of scissors:
- •Glue gun & 2 pcs Glue sticks
- •4 yds of gold string
- •15 pcs small red berries
- •15 pcs small fabric leaves
- •Ruler/measuring tape
- •1sample actual finished product
- •Token prizes

1 with competence in administering and processing SLEs, knowledge of competency-based TDMS + a co-facilitator who will monitor the activity and act as "Buyer"

A room that is spacious enough to accommodate one work table for each group. One electric socket with extension cord for each group

PASKONG P-NOY EXPORT ASSEMBLY LINE

Competency-Based T&D

This Structured Learning Exercise (SLE) was used to introduce the concept of competency-based training and development management as part of integrated human resource management and development (HRMD) planning during the first HR intervention for the five partner LGUs. It was also used to introduce the same concept to the Bureau of Animal Industry, the Office of the Ombudsman, and the Local Government Academy

GENERAL AREA OF APPLICATION

The SLE has broad applications depending on how it is processed. For the PAHRDF interventions, it was used primarily to introduce the concept of competency-based training and development management (TDM) as part of integrated HRMD planning.

LEARNING OBJECTIVES

After the SLE, the participants will be able to:

- Define what "competency" means.
- Explain the principle behind competency-based training and development management.
- Differentiate training from non-training needs.
- Enumerate the components of a competency-based TDM system.
- Assess their institution's strengths and areas for development in the various components of TDMS in preparation for HRMD planning.

ACTIVITY PROPER

ORIENTATION

- If the discussion on TDMS is part of the bigger HRMD framework, segue way into the talent development element of the framework.
- Introduce the exercise by saying that for the next hour or so, the class will explore the processes that effective organizations undergo to develop their human resources so that they are able to perform according to set standards and deliver expected outputs.

9. INSTRUCTIONS

- Divide the class into groups. Assign a name for each group (e.g., Blue Assembly Line, Yellow Assembly Line, etc.), or ask each group to choose its own name.
- Explain that the assembly lines are part of PASKONG P-NOY EXPORT Company.
  - ◇ The company has just received a special order for the production of paper twine Christmas wreaths.
  - ◇ The Buyer is in town and will observe how the wreaths are produced and will, at the end of 30 minutes, either accept or reject the products of the assembly lines based on the sample that will be provided.
  - ◇ Since this is a special order, the Buyer has promised to give a bonus for the assembly line that produces the most number of quality wreaths within 30 minutes.
- Show the sample finished product without explaining how it is made.
- Explain and show the tools (e.g., scissors, glue gun, etc.) that will be used in producing the wreaths.
- Present list of standard materials for each wreath
  - ◇ 8 inches paper twine x 6 pieces
  - ◇ 10 inches green ribbon x 2 pieces
  - ◇ 10 inches red ribbon
  - ◇ 2 berries
  - ◇ 1 leaf
  - ◇ 8 inches gold thread

PREP NOTES

•All tools and materials are available in craft shops (Divisoria or department stores), and some book stores.

•The materials provided are sufficient to produce 15 wreaths

- Explain that they can only use the materials and tools that are provided.
- Ask for and answer any questions from the groups. Aside from clarifying what has been earlier explained, it is best to respond by saying "It is up to the group" (e.g., when asked how they will organize themselves, or if they can dis-assemble the sample, etc.).
- Introduce the Buyer and say that s/he will be going around to observe.
- Give the "Go" signal to start.
- Monitor the activity. Pay attention to challenges the participants encountered in producing the output (e.g., lack of skill in using tools, malfunctioning tools,

lack of fine motor skills, poor attention to details, weak coordination, etc.).

- Give warning for remaining time: 15 minutes, 5 minutes, 2 minutes.
- At the end of 30 minutes, ask groups to collect their products and put on provided tray, and submit to Buyer.
- Explain that Buyer will inspect their products and will announce the outcome after 30 minutes.

ANALYSIS

Possible trigger questions:

- What was your initial reaction when the task was explained? Why?
- How did your group prepare for the task?
- What did you consider in dividing the work?
- What helped you produce the output?
- Was there any "best" performer in the group? What made her/him "best"? What knowledge, skills and attitudes did s/he demonstrate? (Probe responses to this question so these can be highlighted during abstraction.)

TIP
When publishing responses of participants, "Helping and Hindering Factors" can already be clustered into competency and non-competency related items, without labeling them as such. (This will be re-visited and used as jump-off point for the abstraction.)

- What are your hurdles? What got in the way of producing the output?
- What other knowledge, skills and attitudes could have helped the team in producing the products but are not present in any of the members? (Probe responses to this question so these can be highlighted during abstraction.)
- How satisfied are you with your team's performance? Why?

ABSTRACTION

- Refer to earlier published responses, and call attention of participants to competency and non-competency related factors that affected performance.
- Explain concept of competency. Ask for and give examples of competencies.
- Solicit ideas and explain the rationale and value of using competencies as anchor of TDM.
- Present the TDM cycle and competency-based TDMS.
- Ask for questions, additional ideas and insights.

APPLICATION

- Engage participants in a brief discussion on how their organization/s develop or upgrade people's competencies. (Possible trigger question: Has there been any instance in your workplace where you or your unit encountered a situation similar to P-Noy Export Company, i.e., new and unfamiliar task? What specific steps did you or the organization take?)
- In preparation for the HRMD planning that your group will undertake, let us take 20 minutes to assess where your organization is now with regards implementing a competency-based TDMS.

TIP
Facilitator can prepare and provide a worksheet for assessing the institution's strengths and areas for development in the various components of TDMS. Worksheet can include Action Steps that the group will take in developing or enhancing their TDMS.

- Optional: Groups may be asked to present their assessment.
- Explain that the assessment results will be used as input to their HRMD planning.
- Request the Buyer to announce and give token reward to assembly line that produced the most number of quality products.

TWEAKS

- By modifying processing and abstraction, SLE can be used to introduce and explore elements of an integrated HRMD system;
- The SLE can be used to explore leadership and supervision styles by tweaking structure and processing. Roles may be assigned to depict different leadership and supervision styles. Focus of processing will be on behaviors demonstrated by assigned roles and the impact on group performance.
- Christmas carol can be played during the 30 minute activity time to create a "Christmas-y" atmosphere.
- Output and materials can be modified to suit the theme of the workshop or the month of the year (e.g., Valentine's, Halloween, Easter, etc.).

1 HR & 20 MINS

15-20

•Members of a team or participants in a leadership workshop

•Photocopy of Stages of Team Development for each participant

must be experienced in facilitating adult learning activities 1

One spacious room. Having break out rooms would be ideal.

STAGES OF TEAM DEVELOPMENT

Team Building

The activity was used in OPAPP's "Enhancing Leadership and Sustaining Effective Teams in Peace building Work." The reference material for it is the book "Ten Minute Guide to Teams and Teamwork" by John A. Woods.

GENERAL AREA OF APPLICATION

For the PAHRDF intervention, this SLE was used for leadership and teambuilding

LEARNING OBJECTIVES

By the end of this SLE the participants will be able to:

- Describe the four stages of team development and the needs of the group that come with each stage
- Determine what leaders can do to respond to needs of the group at each stage

ACTIVITY PROPER

ORIENTATION

When we assume a leadership role, we are expected to lead teams effectively but what kind of training did we really get to understand the different stages of team development and the need that go with each stage? Fortunately, we are about to find out through this role playing activity.

INSTRUCTIONS

- Divide the group into four. Each group will be assigned one stage of team development so that one team will have forming, the others, storming, norming and performing.
- Have each group read the stages of team development and discuss among themselves what they need to do as leaders in order for their teams to succeed at each of those stages.
- Have the group role play on how they intend to address each stage.
- After each presentation, have the other groups ask questions, give their observations and make suggestions.

ANALYSIS

Ask the following questions after each presentations:

- What challenges do leaders need to help the group overcome at this stage?
- Based on the presentation, what do you think is the group suggesting that we do in order to help the group succeed at this stage?
- What others leadership actions might be worth doing for the team to succeed at this stage?

OPTION
Add your inputs if you feel that there are still other things that the participants need to add in order to make the output complete

ABSTRACTION

- What have we learned from this activity?
- What are your insights about groups and group development?
- What generalizations can we draw about the leader's role in the team?

APPLICATION

- Reflecting on your own work team at present, at what stage of group development would you consider your group to be? What makes you say so?
- Being the team leader, to what extent have you been able to respond to the needs of your team?
- What can you do to be a more effective team leader?

- What actions do you need to do more of? Less of?
- What challenges might you have to overcome to become an effective team leader?
- What support will you need?

Integrate responses by highlighting common insights and realizations. Emphasize that teamwork never happens by accident and that team leaders have a responsibility to bringing the team to its performing stage.

NOTES: STAGES OF TEAM DEVELOPMENT

High performing teams don't start out the way they do. It takes time, energy, experience, and learning for a group of people who come together as a team to learn how to operate as a unit that functions well. It's useful for anyone who is trying to start a team or who is going to be a member of one to understand these team development stages. In this way, team members won't have their expectations shattered when things don't go as smoothly at the beginning.

At each stage of team development, we can expect different behaviors. Some have to do with getting used to each other. Some have to do with getting on with tasks and objectives for which the team was formed in the he first place. In the jargon of teams, the stages of team development are forming, storming, norming and performing.

STAGE OF TEAM DEVELOPMENT	DESCRIPTION
STAGE 1: FORMING	Just as the name implies, this is the beginning stage of a team. It's the stage where members start to feel one another out and get to know each other as team members. One expert in organization culture calls this the dependency stage. The members depend on one another and the Leader to provide direction because they aren't sure of themselves. Members seek to figure out what's expected of them and how they are going to work effectively. They are asking questions about what's expected of them and how they are going to work effectively together. They are asking what their task is and how they are going to organize themselves to achieve this goal. The forming stage is important because it is the foundation for the team to evolve into a high performing unit. Is your team in this stage of team development? As a Leader what should you do to ensure that your team could succeed in this stage?
STAGE 2: STORMING	In this stage, the members begin to understand their tasks. They may realize that it is difficult than they imagined. They still don't have their roles figured out. At this point, it's normal for members to become a little defensive because they are not making progress as quickly as they would like. They're not sure how it's going to work out and they might become anxious and impatient. When this uncertainty about the team creeps in, members typically fall back on their personal and professional experiences and seek to push their own views onto the whole group rather than hearing what other have to say. There may be open conflict and competition among team members as different members try to assert their individual viewpoints. The team makes little progress toward achieving its objectives but members begin to know more about one another. Sometimes this stage is characterized as one of counter-dependency, suggesting the idea that members resist depending on one another and working together Is your team in this stage of team development? As a Leader what should you do to ensure that your team could succeed in this stage?

STAGE OF TEAM DEVELOPMENT	DESCRIPTION
STAGE 3: NORMING	In this stage, team members begin to reconcile differences among themselves and finally get used to working together. They accept each other, their roles, norms and expectations. As this happens, team members' resistance to working together fades away and competitive relationships become more cooperative. Team members begin to help each other. Because team members can now concentrate on the team's objective, they begin to make measurable progress toward doing this. In the norming stage, members begin to appreciate that others have a contribution to make and that they can learn from each other. They start looking at their process for interacting and may set up ground rules for guiding these interactions. This stage is characterized by the idea of cohesion. Members begin to identify with the team and feel a bond with other team members. They want to get things done working together, but are still figuring out how to make that happen. Is your team in this stage of team development? As a Leader what should you do to ensure that your team could succeed in this stage?
STAGE 4: PERFORMING	At this stage, the team members have reconciled most of their differences, and have become comfortable with each other. They have discovered and they accept each other's strength and weaknesses. They communicate openly with one another and have developed methods and techniques for effectively interacting with one another. They know how to constructively disagree with one another and how to resolve these disagreements that lead to productive actions. You can tell a team has reached this stage because it starts to get a lot of work done, quickly and efficiently. There is now real synergy at work. They all know how they can contribute most effectively and can count on one another. Another way to characterize this stage is interdependency. They operate like well-tuned engine, with all the parts working correctly. Members know that their role is to contribute to helping the team perform well as a team, and they know how to go about doing this. There is a feeling of commitment to one-another and their objectives. There is no finger pointing when something goes wrong. If one member has a problem, they consider it the team's problem and work together to solve it. Likewise, when they succeed, the members give credit to the whole team rather than individual efforts. Is your team in this stage of team development? As a Leader what should you do to ensure that your team could succeed in this stage?

LEARNING METHODOLOGIES D TECHNIQUES

STRIKE NA BA?

Coaching and Performance Management

This Structured Learning Exercise was used to introduce the concept of performance coaching during the HR Activity on Enhancing the Performance Management and Evaluation System (PMES) of the Provincial Government of Agusan del Sur.

30 MINS

8-10++

•The SLE can be administered simultaneously in several groups of 8 to 10 participants.

•Participants holding leadership positions (e.g., supervisors and managers), HRMD Staff involved in administering and managing the organization's PMES, as well as members of the Performance Review Committee will be able to best appreciate the SLE and the learnings that can be derived from it

• a set of toy bowling pins and balls

•blindfold

2

1 Facilitator with competence in administering and processing SLEs, and knowledge of the stages of PMES & a roving co-facilitator who will monitor the activity and act as Process Observer

A room with open space (no chairs and tables) to accommodate the number of groups that will be formed. If the size of the room is rather small, tables and chairs can be pushed to the side.

GENERAL AREA OF APPLICATION

The SLE can be used as a priming activity to introduce performance coaching. It can be used as a jump-off point to discuss the stages of a Performance Management and Evaluation System if target setting is made part of the activity.

LEARNING OBJECTIVES

After the SLE, the participants will be able to:

- Situate the role of performance coaching in an organization's PMES.
- Recognize the value of effective coaching in facilitating improved employee performance.
- Identify how performance coaching can be strengthened in their organization's PMES.

ACTIVITY PROPER

ORIENTATION

- If the SLE is used to introduce performance coaching as one of the elements of a PMES, situate the class where performance coaching is in the larger PMES framework.
- Introduce the exercise by saying that for the next 30 minutes, the class will explore the value and role of performance coaching in facilitating improved employee performance.

INSTRUCTIONS

- Divide the class into smaller groups (if class size is more than 10).
- Assign a space for each group. Ask members of the group to assign a Player and a Coach. The rest will play the role of Observers.
- Explain that the Player will try to hit as many bowling pins in four rounds while blindfolded. For the first round, s/he will play without the benefit of any coaching. For the succeeding rounds, the Coach will try to help the Player achieve better score by giving tips or hints on positioning, holding the ball, etc. The Coach is allowed to do anything to help the Player achieve better score except for removing the blindfold.
- Request Observers to:
  - ◇ Record the Player's score on each round.
  - ◇ Observe and record what the Coach said and did to help the Player improve her/his performance.
  - ◇ Observe and record the Player's reaction/response to the coaching.

TIP
Strictly monitor activity. Watch out for groups that may treat the exercise as just "fun and play". Ensure that the Coaches do their assigned task.

ANALYSIS

- Ask the Players:
  - ◇ How did you feel when you were asked to hit the pins blindfolded during the first round? How did you feel when you were being coached?
  - ◇ What was the impact of coaching to your performance? To your confidence level?
- Ask the Coaches:
  - ◇ How did you feel about your role as a Coach?
  - ◇ What steps did you take to ensure that the Player will hit more pins?
  - ◇ What challenges did you encounter?
  - ◇ How did you feel as you see improvement in performance?
- Ask the Observers:
  - ◇ What did the Coaches say and do that you found effective in helping the Players improve their performance?
  - ◇ What were some less effective behaviors?

ABSTRACTION

- Engage the participants by asking some trigger questions:
  ◇ Have there been instances in the workplace when you feel and act like a blind person? What insights or realizations do you have regarding the activity? How can your organization/s benefit from effective coaching?
  ◇ How can supervisors, managers and staff coaches in your organization be more effective in coaching others?
- Synthesize participants' ideas on the value of effective performance coaching. Highlight core messages (e.g., Improves individual alignment with organizational goals; builds commitment; etc.).
- Present key principles behind performance coaching.

TIP
Facilitator can briefly cite examples of organizations with good practice in the area of performance coaching to illustrate that it is realistic and worthwhile to pay attention to performance coaching.

- Situate the role of performance coaching in the PMES cycle. Discuss some features of effective performance coaching in the context of PMES (e.g., purposive; process-oriented; etc.).

APPLICATION

- Ask trigger questions:
  ◇ What are the strengths of your current PMES in the area of performance coaching?
  ◇ What are the gaps in the area of performance coaching?
- In plenary or in small groups, ask the class to respond to "next step" questions: How can your organization strengthen the performance coaching elements in the PMES? What mechanisms need to be installed?
- Explain that their suggested next steps can be forwarded to HRMD Office so these can be considered in enhancing existing PMES. Or, if the current session is being conducted to prepare participants to improve their PMES, mention that they will go back to these next steps when they start work on the PMES.

TWEAKS
- If time permits, Coaches can be briefly oriented on some effective coaching behaviors that they can demonstrate.
- The SLE can be tweaked to introduce the entire PMES framework. Activity can start with target setting. If this is the intent, allot at least one hour for the activity.

SECTION 2

WORKPLACE COACHING

WORKPLACE COACHING: THE PAHRDF WAY

In the Facility, the practice of coaching has evolved to become more akin to a change management intervention, with the participants not merely applying new behaviors gained during a preceding intensive training, but also learning to institutionalize improved systems and practices within the organization.

Tall order? *Always.* But by experience, classroom training rarely suffices to move training results to Kirkpatrick's higher levels. Not with the existing workplace cultures and structures that tend to resist change, no matter how beneficial. So what are the ingredients of a PAHRDF Coaching Component? How does it produce actual and sustainable change in organizations?

THE DESTINATION IS CLEAR

None of the Facility's interventions exist in isolation There are Workplace Development Objectives (WDOs) that guide the implementation of PAHRDF HR Activities. These WDOs, stream from a diagnosis that is undertaken prior to any of the engagements. Throughout the classroom (residential training) and non-classroom (coaching, benchmarking, etc.) components of the interventions, this serves as the milestone map, identifying individual competencies and behaviors, organizational outcomes, and development impacts (whenever applicable) that encompass the change vision.

The outputs are always concrete. Learning objectives do not stop in learning. Learning should be applied. When participants learn about Human Resources Management, Development, and Planning, it should not be for learning's sake. There will always be a terminal purpose, e.g., developing an HRM Plan for the organization. The purpose of these outputs is clearly anchored on the organization's internal change agenda.

AND THE CAPACITY BELONGS TO...

Consultants may of course, produce better outputs than the participants, given their years of experience and depth of specializations. In PAHRDF, this is not the point. Developing capacity means leaving the capacity within the organization. The participants must be the ones to produce the outputs. They must be the ones who gather the data, sell the change to internal stakeholders, and write the manuals.

This entails much work. For the participant teams, it will mean additional effort beyond current work requirements. It means convincing top management that a new system is beneficial to the organization. It means devising new structures and practices within a unit that is too used to the status quo of compliance. It requires not just knowing—it means believing in the change they want to happen, and standing by it whatever happens. The process is difficult, and in more than one occasion, the participants will realize that change requires an uphill effort. This comes with one tremendous benefit for sustaining capacity: ownership.

COACHES NEED TO COACH AGENTS OF CHANGE

In valuing ownership and empowerment, the Facility adds a layer of challenge for coaches, trainers, and technical consultants. Coaching teams cannot just field purely technical experts. In all occasions, the team must also have facilitation, learning management, and organization development competencies. Specialists are not just required to transfer their expertise. They are required to coach and mentor the participants in managing the initial stages of organizational change.

Picture the participants in the forefront of all the activities--straight from training, equipped with new know-how. They begin practicing what they have learned, and doing the groundwork installing a new system. Subject matter expertise is not enough. Behind the data gathering, presentations to authorities, face-to-face meetings come the coaches. They perform various roles- doing quality assurance as the outputs are incrementally completed, motivating participants and teams who get discouraged in the process, and processing learning throughout the component. Many a time, a coach will need to step forward and be the bridge between a chief executive and the change team.

INSTITUTIONALIZE, INSTITUTIONALIZE, INSTITUTIONALIZE

Improved individual competencies, in themselves, are not enough. What differentiates PAHRDF interventions from purely training interventions is *follow-through*. The coaching component is designed to ensure that after the intervention, the organization *officially* adopts the concrete outputs produced by the participants. It may be an HRMD Plan, a Strategic Financial Plan, a new Training Pool Structure, or an improved Business Process Manual—the final stage is an authorization of the use of the output, not just from a nod from the top management, but via official documentation- an executive order, or whatever the standards call for. This ensures some commitment for the change that the participants worked for.

THE RE-ENTRY ACTION PLAN

Officially adopted manuals are sometimes thick, and make for tempting doorstops and paperweights. Coaches and training providers will not be with the organization forever. After the coaching component, a final question needs to be answered—what next? Is it finished?

The Re-Entry Action Plan (REAP) is a PAHRDF mechanism that ensures that outputs from the intervention are utilized, and built upon. With the official adoption of the outputs comes the work of making the change a normal part of the organization's day-to-day life. The REAP is meant to support the implementation of the outputs, and to ensure that they don't get stuck as a memory of that-training-we-underwent. It means supporting either the continuation of the transfer of learning, expansion of the use of the output to other units, or to external stakeholders, or the implementation of its various plan subsections. The coaches are the ones who guide the participants in development of the REAPs before the coaching component ends.

Whatever the focus of the REAPs, these become the baseline for the organization's, and the Facility's monitoring and evaluation, as it tracks later outcomes and impact of the intervention.

The following section documents a number of coaching components that PAHRDF has delivered over the years, showing how some actual components were implemented. It illustrates the versatility of the component. Beyond the coaching subcomponents, it is interesting to see the lessons learnt, challenges encountered and the innovations that coaching teams have done over the years.

HUMAN RESOURCE MANAGEMENT & DEVELOPMENT (HRMD) PLANNING IN PROVINCIAL GOVERNMENTS

GENERAL AREA OF APPLICATION

This covers coaching component sessions on various subsystems of Human Resource Management and Development

LEARNING OBJECTIVES

By the end of the coaching component, the participants will be able to assess the different subsystems of the Human Resource Management and development function in their organizations and come up with recommended goals, strategies, policies and action plans for improvement in each area.

EXPECTED OUTPUTS

- HRMD Philosophy (developed or revisited)
- HRMD Vision and Mission Statements (developed or revisited)
- Human Resource Management and Development (HRMD) Plan for a specified 5-year period

20 DAYS

- At least 20 coaching days are required for all the activities in the coaching component

12 PAX

The participant team for this coaching component is designated as the HRMD Core Team, composed of:
- The HRMD Unit Head
- HRMD representatives holding at least a unit head position
- Other persons who hold positions relevant to HRMD and are currently performing HRMD functions in their specific work units
- HRMD Core Team members must be familiar with the application of the rules and regulations of the Civil Service Commission (CSC) and the Department of Budget and Management (DBM) on all matters pertaining to HRMD.
- As their tasks would require evaluation and plan preparation, they should possess analytical skills, be able to communicate orally and in writing, and be adept with computer applications. They must likewise be able to demonstrate objectivity and good interpersonal relations in the conduct of coaching activities.

MATERIALS & RESOURCES

- Operational requirements of the HRMD Core Team:
  - » Coaching Plan and Coaching Calendar agreed upon by the Coach and the HRMD Core Team
  - » Compilation of Office Orders which may be required for the conduct of coaching activities
  - » Budget and other counterpart resources of the partner institution
- References and reading materials:
  - » Organizational Vision, Mission, Goals and Core Values
  - » Compilation of HRMD policies, issuances and internal guidelines
  - » Internally-developed systems required for the agency's accreditation with the CSC, such as Merit Promotion Plan, System of Ranking Positions, Program on Awards and Incentives for Service Excellence (PRAISE) Guidelines, Promotion and Selection Board Guidelines
  - » Profile of Employees or HR Inventory Report or any report containing workforce statistics and demographics
  - » Functional and Organizational Chart
  - » Job descriptions

FACILITATOR REQUIREMENTS

1-2 full-time coaches with experience in conducting HRMD assessment and planning. For coaching in partner organizations in the public sector, adequate experience in human resource management in government agencies would be useful.

PHYSICAL SETTING

Coaching sessions must be done in a specifically designated working area that can accommodate all the members of the team, their equipment and supplies. The place should provide for ample space for group discussions, presentations, interviews and writing for individual assignments.
Basic equipment such as computers, printers, and telephones must be provided for the use of the team in the conduct of its activities.

PRE-COACHING

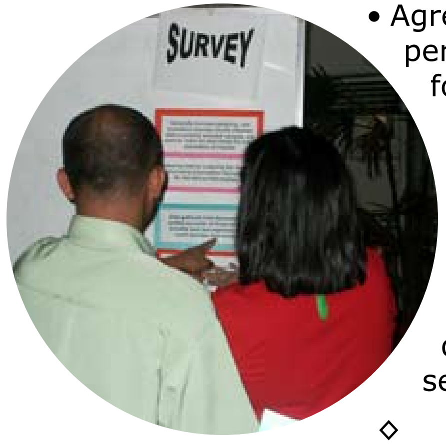
Prior to the conduct of the coaching, the coach should familiarize herself/himself with the organization institution through the following:

- Analyze the HRMD issues based on the Institution Profile, as well as those raised during the preparatory intensive training component.
- Get hold of the assessment results of each HRMD subsystem as rated by the participant during the intensive training component
- Request the head of the HRMD unit to prepare the reference materials for coaching

ORIENTATION & PLANNING

1. Begin the coaching activity by conducting an orientation session with the HRMD Core Team:

- Introduce the coaching activity by providing an overview of the coaching component. Explain the objectives, timetables and deliverables in relation to the overall goal of the STT project .
- Present a template for the coaching plan and agree on schedules, milestones, outputs and assignments.
- Agree on norms for coaching. Make sure that these are stated in behavioral and observable terms. Emphasize the role delineation between the coach and the participant in the preparation of the project outputs.



- Agree on point persons for the following:
  - ◇ Attendance: To ensure that all team members are reminded of and are present during coaching sessions.
  - ◇ Facilitation: To take the lead in the discussions during coaching sessions. This may be on rotation basis, depending on the agreement of the team.
  - ◇ Representation: To attend to coordination and communication with the agency management and focal person on needs and concerns of the team relative to project implementation.
- Conduct a teambuilding session to facilitate smooth working relationships among the HRMD Core Team members.

2. Also conduct orientation sessions with other stakeholders. It is necessary to enjoin their cooperation in the different activities to complete the coaching outputs. These stakeholders may include the various committees for different HRMD purposes, such as the Promotion and Selection Board, and the Human Resource Development Committee. The president of the employees' association may also be included in the orientation session if there are prevailing sensitive issues during the coaching period.

REVISITING THE AGENCY'S VISION AND MISSION STATEMENTS & CORE VALUES

Developing the agency's statements of vision, mission and core values is not within the scope of HRMD Planning. However, information on the identity and strategic directions of the agency is vital for HRMD Planning. In the absence of vision and mission statements, the coach and the HRMD Core Team can interview the agency's top officials to get their ideas on these. An existing, official documentation on vision, mission and core values is a prerequisite to HRMD Planning.

IDENTIFICATION AND VALIDATION OF COMPETENCIES

- Review key concepts about Competencies.
- Agree on the level of competency assessment: core, functional or individual.
- Clarify the objective of the validation: to generate agreements at the institutional level on the proposed competencies and their behavioral indicators.
- Identify the participants in the validation exercise.
- Gather suggestions on the schedule and venue for validation.
- Facilitate the design of the validation activity. Emphasize that the team will conduct the sessions.

ASSESSMENT OF COMPETENCIES

- Development the necessary Competency Assessment Tools
- Conduct a Rapid Assessment of Competencies
- Analyze the results of the rapid assessment
- Prepare a Gap Analysis Report based on the findings

ASSESSMENT OF THE CURRENT STATE OF HRMD

- Conduct a detailed review and analysis of issues under the different subsystems of HRMD.
- The use an HRMD framework tailor-suited to the agency. The framework will contextualize the different areas of HRMD, such as:
  - ◇ HR Planning
  - ◇ Recruitment, Selection, Placement and Induction
  - ◇ Performance Management
  - ◇ Rewards and Recognition
  - ◇ Training and Development
  - ◇ Career Management
  - ◇ Employee Welfare and Benefits Administration
  - ◇ Employee Relations
  - ◇ Human Resource Information System
- Prepare the Human Resource Profile - HR inventory and their implications on the HRMD Plan. This should include the findings of the gap analysis of the agency's core, functional, technical and managerial competencies

THE DESIRED STATE OF HRMD

To contextualize the HRMD Plan, the following should be developed:

- The HR Vision of the organization, as approved by management
- The HR Philosophy
- The HRMD Vision – the vision of the HRMD unit, as aligned to the organization's Vision
- Description of each HR Subsystem, the current state of the subsystem in the agency based on organization assessment and SWOT findings, the desired state of the subsystem in the agency as described in the goals and strategies, e.g.:

Recruitment and Selection

- ◇ definition and importance
- ◇ current state
- ◇ SWOT findings
- ◇ goal
- ◇ strategies
- ◇ key success indicators

- The coach shall assign the different HR areas among the members of the HRMD Core Team to work on.

PREPARATION OF THE FINAL WRITE-UP: THE HRMD PLAN

This involves the consolidation of all findings, data and information into a meaningful output. The coach shall consolidate all the outputs of the team members.
They will discuss as a team to be able to synchronize the timetables and resources of the different activities contained in the HRMD Plan. The format shall be agreed upon by the team, and aside from the discussion of the different HR areas, it should also contain:

- Discussion on other critical HR issues raised, specific to the agency
- Drafting of recommendations
- State the specific recommendations for related issues that cannot be covered in the Action Plans for the different HR areas. This includes responsibilities of the key players in the implementation of the Action Plans.
- Specifying the Support Needed
- State the conditions that must be present to ensure implementation of the Action Plans. This can include budget, material resources, policy issuances, and other forms of support from top management.
- Preparation of the Re-Entry Action Plan (REAP) Matrix – for each HR Subsystem, specify the following:
  - ◇ HRD issue/s being addressed
  - ◇ Goal or Objective
  - ◇ Strategies
  - ◇ Action Steps or Activities
  - ◇ Timelines – start and end dates
  - ◇ Verifiable Output or Outcome
  - ◇ Person/s Responsible
  - ◇ Risks Involved and Steps to Take to Address These
  - ◇ Indicative Budget and Other Resources Needed

Re-entry Action Plan is what the HRMD Core Team will intend to do in the next 6 months and will focus on ensuring that the HRMD plan is institutionalized and the annual updating of the plan is achieved efficiently and effectively. Monitoring and evaluation of the 5-year plan is also included in the REAP.

COACHING TIPS

- ☐ Clarify your role as the coach. Emphasize that the participants are responsible for generating the coaching outputs.
- ☐ Ensure observance of the administrative guidelines of PAHRDF, such as budgeting for food, supplies and logistics
- ☐ Provide socialization opportunities.
- ☐ Familiarize yourself with the participants' profile.
- ☐ Understand the context of the organization – "know" the organization.
- ☐ Coaches should be involved in the earlier components.

CHALLENGES & STRATEGIES

1. Inappropriate Qualification of Participants

At the commencement of the coaching compoennt, review and assess the qualification of the participants for the kind of coaching activities they would be involved in. If necessary, request for additional participants who could supplement the deficiencies of the original participants (such as familiarity with computer applications, communication skills, etc.) at the earliest time possible. This will provide for fair distribution of workload and facilitate completion of deliverables. More importantly, this will motivate the additional team members who would, in turn, support and sustain the Action Plans.

2. Attendance and Availability of the Participants During the Coaching Sessions

Workplace conditions oftentimes do not allow participants to observe agreed schedules on coaching. In extreme situations, they designate alternates (who are their subordinates) to attend the coaching sessions and perform their roles in coming up with the required outputs. These alternates as well as the coach have to exert extra effort to get on board the project. It is important to set a limit to the number of absences available for the participants. If the coach foresees problems, she or he must act decisively and recommend dropping off of the original participant and replacement by the designated alternate. The coach must request PAHRDF to issue certificates of participation to the alternates instead.

3. Sustaining the Interest of Participants After the Intensive Training Component

Participants can get frustrated if they find it difficult to meet the set workplace development objectives as soon as they go back to work after the intensive training component. This can weaken their interest and put so much pressure on the coach.

The coach should take advantage of the informal sessions that take place outside of the coaching sessions to unearth issues that have great significance on the participants. These may be personal and delicate in nature, such as dynamics and power struggles, career concerns, issues on application of policies and procedures. But if handled expertly, these can motivate the participants to take greater responsibilities and interest or exert extra efforts in completing their assignments.

ORIGINS

In response to prevailing organizational issues, several PAHRDF partner organizations were assisted in upgrading their human resource functions and making them more responsive through the development of a comprehensive HRMD Plan.

STRENGTHENING TRAINING & DEVELOPMENT FOR GOVERNMENT AGENCIES

GENERAL AREA OF APPLICATION

This covers coaching component sessions on:

- Competency Modeling and Profiling
- Training Needs Assessment
- Development of Training and Development (T&D) Plan

LEARNING OBJECTIVES

By the end of the coaching component, the participants will be able to gather information on the competency gaps of the target organization and use this data in developing an organizational Training and Development Plan.

Specifically, the participants will be able to:

a. Identify and/or validate the competency requirements of the organization;

b. Identify training and non-training needs of the organization relative to these competencies;

c. Prepare the Training Needs Assessment (TNA) Report and Training and Development Plan for a specified timeframe; and

d. Gain approval of the proposed organizational Training and Development Plan.

EXPECTED OUTPUTS

- Validated Competencies
- Training Needs Analysis (TNA) Report
- Strategic Training and Development (T&D) Plan

30 DAYS

This activity requires at least 30 coaching days for data gathering activities with a sample population of approximately 300 respondents. Participants are expected to be able to commit full-time for planned activities this duration. There should be agreed schedules (not necessarily daily) for the sessions and activities authorized by the organization.

10-15 PAX

The assumption is that the necessary theoretical content has been provided prior to the coaching component. The ff. must also be present:

- •Background on Training Management
- •Background on Research (i.e. data gathering and analysis)
- •Computer literate; particularly on word processing and spreadsheet applications
- •Possesses good communication skills (written and verbal), especially technical writing
- •Has some experience in making presentations
- •Has worked together as a team with other participants
- •Supported by his/her supervisor/s

MATERIALS & RESOURCES

The following resources should be made available to the participants during coaching:

- Budget for the coaching activities, specifically the organizational counterpart that would require the necessary approvals. Aside from monetary support (if any), these would include the provision of facilities, supplies and equipment – temporarily assigned for regular use during coaching activities, including:
  - » Coaching venue
  - » Computer/s, printer and telephone
  - » Conference rooms (for use in data-gathering sessions)
- Coaching materials and templates
  - » Coaching Plan Outline
  - » TNA Plan Template
  - » Competency Dictionary
  - » Competency Assessment Forms (include sample)
  - » TNA Summary Template
  - » TNA Report Outline
  - » Training and Development Plan Outline

FACILITATOR REQUIREMENTS

While the coaching for 10 participants can be conducted with one full-time coach, it would be ideal to have additional coaches (at least one) to monitor data gathering and analysis activities. The review of the final document would also be facilitated if there is a team of coaches working on the task.

PHYSICAL SETTING

- For effective and efficient implementation of coaching activities, a coaching room with a conference table and chairs that can accommodate the participant team should be assigned by the organization. The room must be free from distraction (noise and people), well-ventilated and well-lighted. It would be ideal to have equipment such as computers, printers and telephone installed in the area for use of the team during coaching activities.
- For the conduct of data-gathering activities, a room that can accommodate the respondents must also be arranged. Tables and chairs should be provided for writing for the conduct of surveys.

PRE-COACHING

- Read the Institutional Profile provided by the PAHRDF. This contains information about the organization, its strategic thrusts, strengths and areas for development vis-à-vis the intervention that will be conducted.
- Learn more about the organization by visiting their website. These normally contain updates on current developments in the organization.
- Conduct meetings/interviews with key officers of the organization to gather date on their assessment of the current situation and issues that can affect the generation of project outputs.
- Familiarize yourself with the profile of the participants, compiled from the registration forms submitted.

ORIENTATION & PLANNING

- Introduce the coaching activity by providing an overview of the coaching component. Explain the duration and deliverables.
- Present a template for the coaching plan and agree on schedules, milestones, outputs and assignments. At this point, it is important to be able to agree on the level of TNA that will be conducted – organizational, functional, or individual. A decision on the size of the sample population for data gathering and the sampling mode should also be made by the team. This will serve as basis for defining the data-gathering activities that will be planned.
- Agree on norms for coaching. Make sure that these are stated in behavioral and observable terms. Identify point-persons for the following:
  - ◇ Attendance: To ensure that all team members are reminded of and are present during coaching sessions.
  - ◇ Facilitation: To take the lead in the discussions during coaching sessions. This may be on rotation basis, depending on the agreement of the team.
  - ◇ Representation: To attend to coordination and communication with the agency management and focal person on needs and concerns of the team relative to project implementation.

TIP
Although the coach will be present in all sessions, it is ideal if the participants can also be trained on how to effectively manage the team meetings. The coach can, however, intervene whenever necessary.

IDENTIFICATION OF COMPETENCIES

- Review key concepts about Competencies.
- Agree on the level of competency assessment: core, functional or individual.
- Review competencies (whatever level agreed), if already available. Check if definition and behavioral indicators are clearly defined. If not, lead the group in doing this.
- If competencies are not available, assist the team in their identification.

TIP
Whether conducting assessment at the functional or individual level, the core competencies must be clearly defined. It forms part of the competency requirements for all levels.

- ◇ Identify core and critical functions of the organization or position. (as applicable)
- ◇ Guided by the competency dictionary or other available resources, generate a long list of competencies required for the organization, function, or position, as applicable.
- ◇ Analyze the competencies validate the definitions. Different

organizations may have different ways of defining a competency.

◇ Agree on a short list of competencies that will be subjected to the survey. Define key behavioral indicators for each competency. Note that different functional areas/positions will have different sets of competencies.

- Design survey questionnaires for the validation exercise.

EXECUTIVE BRIEFING ON THE TNA

- Inform the team that it is crucial to be able to generate management support for the conduct of the coaching activities. One way that this can be done is to inform them about the planned activities and the support required from them. This is very important since the respondents will also be pulled out from their offices during data-gathering activities.
- Facilitate planning for the briefing:
  - ◇ Agree on the objectives of the briefing. Aside from the orientation about the TNA activities, this would be a good time to conduct the competency validation with management.
  - ◇ Identify the invitees to the meeting. A decision would have to be made as to the level of consultation that will be conducted at this stage.
  - ◇ Generate date, time, and venue options. This would facilitate schedule scheduling with members of the organization's management team – the meeting attendees.
  - ◇ Issue invitations and finalize the date based on the availability of invitees. Confirm briefing details with attendees.
  - ◇ Draft the meeting agenda. Agree on roles and assignments. Remember that all presentations should be done by the team members.
  - ◇ Plan preparatory activities and set deadlines.
- Set a meeting with each presenter in the executive briefing. Assist them in fine-tuning their presentation and preparing presentation materials and hand-outs.
- Monitor the status of preparations. Surface problems and concerns and guide the team in a discussion of how to address them.
- Be present during the briefing to support and encourage the team. Intervene only when necessary.

VALIDATION OF COMPETENCIES

The following activities will guide the team in conducting the validation exercise. The coach must be present to support the team and ensure that the activity is proceeding as planned and generating the desired outputs.

- Explain the objective of the validation: to generate agreements at the organizational level on the proposed competencies and their behavioral indicators.
- Discuss the process adopted in generating the competencies and definitions that will be presented.

- Administer the questionnaire that has been designed for this activity.
- During the snack or lunch break, tally the results of the survey for presentation afterwards.
- Present the results. Facilitate an open forum to discuss the results and related comments, and finalize and approve the competencies. It should be clarified that the approved competencies will be used in the design and administration of the survey to the sample population.
- Summarize agreements. Thank the attendees for coming to briefing and workshop.

ASSESSMENT OF TRAINING NEEDS

- Prepare the team for the conduct of data-gathering activities. Guide them in:
  - ◇ Identifying the respondents.
  - ◇ Agreeing on schedules, roles and assignments.
  - ◇ Drafting the necessary office issuances to enable the respondents to participate in the activity.
  - ◇ Arranging for the venue and equipment requirements of the activity/ies. Place orders for food, if necessary.
  - ◇ Designing the data-gathering tools (e.g., survey questionnaires, FGD guides, interview guides, etc.).
  - ◇ Preparing the script for conducting activities to ensure consistency of messages to the different groups.
- Pre-test the data-gathering tools. Revise them as needed.
- Conduct data-gathering activities.
- Tabulate and analyze the data. Identify areas of competency and competency gaps.
- Draft the TNA Report.

TIP
Coach should be present to monitor the process but all activities must be conducted by the participants.

DEVELOPMENT OF A T&D PLAN

- Review competency gaps as identified through the TNA.
- Identify appropriate training and development interventions to close the gaps.
- Write descriptions of specific interventions. Specify target participants. Estimate resource and budget requirements.
- Prepare a training calendar covering the timeframe of the plan.
- Draft the organizational strategic T&D Plan.

PRESENTATION OF TNA RESULTS AND T&D PLAN

The culminating activity of this coaching intervention will be the presentation of the outputs. The coach will be responsible for ensuring that the team is able to integrate all data and outputs into a strategic Training and Development Plan for the organization. To do this, the following activities must be conducted by the team under the guidance of the coach.

- Plan for the presentation:
  - ◇ Agree on options for the date of the presentation. Issue invitations and check for availability of prospective attendees.
  - ◇ Arrange for venue, food and other requirements for the presentation.
  - ◇ Finalize date, time and venue of presentation and confirm meeting details with attendees.
  - ◇ Agree on roles and responsibilities.
- Assist the team in preparing for their presentation. Review outputs, presentation materials and script.
- Conduct a dry-run. Suggest enhancements as needed.
- Conduct the presentation. Note comments and suggestions.

TIP
Coach should be present to monitor the process but all activities must be conducted by the participants.

- Guide the team in revising the T&D plan based on the suggestions of attendees in the presentation.
- Review the final outputs and submit for final approval.

COACHING TIPS

☐ **Familiarize yourself with the organization.** Know the context within which the project will be implemented. Each organization has its own character – hence, learn more about the organizational culture, past and current developments that may have an impact on the project activities, and personalities within whose support is needed for project implementation. Sometimes, it helps to be aware of issues although you should be careful that this information does not lead to bias or cloud your judgment about people and situations.

☐ At the onset, **clarify your role** as the coach. Emphasize that the participants are responsible for generating the coaching outputs. Inform them that your role as the coach it to ensure that the team is engaging on the right process that will allow them to generate the project deliverables.

☐ Keep in mind that your role as a coach extends beyond providing the process. It also entails being able to **motivate the team** members to persistently and diligently perform their project tasks – critical because these are actually additional load that they take on. However, rather than communicating this role, it is better to model it. Participants will eventually know and feel that you are taking on this very important role.

☐ **Get to know the team.** Coaching cannot effectively be implemented without building relationships with the coachees. Knowing their learning and working style would allow you to approach and manage each of the team members in ways that would generate the desired response. The participants' profile will also provide useful information.

☐ Be generous in **sharing your ideas and resources.** Participants are generally new at the tasks at hand and need all the guidance that they can use. Be mindful, however, that you do not foster dependency in the process. Give only what they need to get them started on the tasks. Do not do the work for them. It is only by doing that the participants will learn.

☐ **Challenge the team.** Although you are responsible for managing the process, there are things that can be delegated to the team. Ask them to take on some tasks such as leading discussions, representing the team in meetings with management, among others. Eventually, there would no longer be a need for them to be asked – they readily volunteer for these tasks. Related to this, it is also important that the participants are prepared to take on these roles by giving them some tips and guidelines.

☐ **Provide opportunities for innovation.** You may be perceived as the "expert" in the group so constantly remind participants that your way is not the only way of doing things. Entertain ideas and suggestions with openness and encouragement. Affirm participants who contribute unique ideas to the team.

☐ Support from superiors is critical to the success of the team in producing the required outputs. **Get the supervisors engaged in the process** by keeping them informed about the planned activities and what they can do to support their subordinate/s. Update them about accomplished milestones and thank them for their support. It is important, though, that you and the team can be specific about the actions that manifested their support so that these can be repeated over time.

☐ To the extent possible, **provide what the participants need to perform the tasks.** Help the team anticipate and access requirements in terms of supplies, materials, and equipment. If needed, explore other sources. If unavailable, consider alternatives. Most importantly, serve food. Filipinos surely participate more when there is enough food!

☐ As the saying goes, "All work and no play makes Jack a dull boy." **Celebrate milestones** by organizing socialization activities. Coaching activities can be quite taxing for the participants (and the coach too!) so it important to be able to occasionally recharge with some fun activities. Make sure to check with the team what they would like to do. It would be a waste of resources if they will not enjoy the planned activity anyway.

☐ **Review outputs as they are produced.** Voluminous reports are generated at the end of the coaching and it would be difficult to manage the review if this will be done at the end of the intervention. Moreover, the participants will need ample time to be able to make the recommended revisions. The report can only be as good as the quality of the review undertaken and the time spent on improving it.

☐ The coaching component is the application of the learning from the intensive training component. The participants will expect to be able to translate concepts, principles and technical inputs provided during the training component to actual experiences on the job. Hence, it would be **ideal for coaches to be involved in the earlier components.** It would also facilitate the "connecting" if the participants already know their coach.

☐ Be ready to **extend work beyond the agreed coaching hours.** There are instances when the participants will need to work on the coaching assignments beyond office hours (evenings and weekends). While you are not required to be present during these times, it would be motivating for the team if you can demonstrate support and guide them during these times. You may consider offsetting arrangements for these unscheduled work requirements.

CHALLENGES & STRATEGIES

1. Dynamics between the team and the HR leadership.

The organization has an approved set of core competencies developed by the HR office in connection with one of earlier PAHRDF interventions. This team being coached, however, noted that there had been limited on these competencies so they felt the need to validate them. The coach encouraged the team to review the approved document before making a decision to revise or suggest a different set of core competencies. In the end, a revised set of competencies were subjected to management validation.

Mr. X, the proponent of the original set of competencies did not attend the validation exercise and instead sent a representative. In this activity, the management team agreed to the revisions and approved the new set of competencies "in principle." Hence, these competencies were used in the design of the TNA tools.

It was only much later when the survey is already being conducted that Mr. X circulated a paper "suggesting" that the original competencies be used in the TNA. This came as a surprise since he has not aired any concern prior to this time. He also attended a survey session and disrupted it by asking the respondents to change the competencies indicated in the form. The incident was reported to the organization's PAHRDF portfolio manager.

Upon receiving information on the incident, the coach encouraged the team members to meet with Mr. X to discuss his concerns. As the participants had reservations on doing this, they requested the coach to meet with him instead. Concerned that the issue might affect the project, she set a meeting with Mr. X to get his perspective on the matter. The coach elevated the concern to the PAHRDF portfolio managerfor appropriate action. Dialogues were conducted by the Focal Person with Mr. X and the decision to use the more recently approved set of competencies was upheld.

In this incident, it was highlighted that internal dynamics eventually get in the way of implementing coaching activities. The coach must be clear in drawing the line on the extent that he/she can be "involved" in issues within the organization. While there is a strong desire to manage concerns that can affect project implementation, in the end, it is best left to the more capable hands of responsible members of the organization.

2. Withdrawal of support for sanctions.

The team expressed concern over one of their members who had not been engaging in the activities of the participant team. They noted that while all of the other participants adjusted their schedule to be able to attend the planned sessions, he did not. While he shows up for major activities, he did not make any effort to make the necessary preparations and contribute to the group outputs. However, he has been very generous in giving special food to the team.

The coach encouraged the team to communicate their concern to the member involved. They managed to give him written feedback but did not have the opportunity to discuss these because of his absence. The coached checked with participant and was informed that he understood the concerns and would improve his performance. She also decided to focus more attention to him and give him more support on his tasks. However, despite these efforts, he continued to be absent from the coaching sessions.

The coach discussed this matter with the team. She checked how the group felt about their non-participating member and found out that despite the situation, they were reluctant to have him taken out of the team. All, except for one member, justified his actions as a result of some unfair decisions of his status (his official duties were given to someone else by higher level management in spite of his position). It is quite evident, though, that they were having difficulty managing the load because of his non-participation.

Concerned about the impact of this member's action on the team and consistent with the guidelines for participation, the coach submitted a recommendation that the non-participating member be dropped. She was also able to get authorization for the team to take in a replacement. The non-participating member was advised to withdraw from the project. The team was unhappy about the decision and decided not to get a replacement.

My learning from this experience is that in coaching, one may need to make difficult and unpopular decisions to ensure that the team is able to accomplish its deliverables. Because of organizational loyalty, one cannot expect the coachees to support decisions that they think would affect the "image" of their organization with PAHRDF.

3. Failure to complete outputs according to schedule.

There were set dates for the completion of the data-gathering activities and reports containing an analysis of the data generated for each functional group. The participants were having difficulty in meeting their deadlines.

The coach identified the remaining activities that had to be completed. She discussed timetables with the participants, working backwards from the last coaching day. She also decided to change the approach. Instead of waiting for the functional reports to be completed, she conducted a series of sessions where the group identified and discussed the integrated findings that would be included in the main report. As a result, the designated writer was able to work on the main report while the rest of the team was completing their individual functional reports. She also reviewed the

WORKPLACE COACHING

individual outputs of the team members to identify gaps and suggest enhancements.

A day before the presentation, the team had yet to complete the TNA Report and T&D Plan. Most of the members have not submitted their revised drafts for final review. The coach worked with the team until all the refinements have been completed based on her review. This meant staying with the team until four o'clock of the following morning. Since the coach was around, the team members felt compelled to stay and finish their reports without being asked. They were also able to receive immediate feedback on their work. The coach's questions on the main report were responded to right away as he team members were present.

In coaching, one cannot expect to have the ideal. The participants are not focused on the coaching activities full-time and hence, tend to assign lower priority to their assignments. Hence, the coach has to go the extra mile to get the job done. There may be a need to adjust the mode of coaching, such as having one-on-one consultations instead of group sessions. This is especially true where the participants have varying levels of technical competencies, making the review and completion of outputs much more challenging.

ORIGINS

This is based on the coaching component of the PAHRDF Project on Strengthening Training and Development for Government Agencies.

DEVELOPMENT OF COMPETENCY-BASED RECRUITMENT, SELECTION, PLACEMENT & INDUCTION SYSTEMS FOR GOVERNMENT AGENCIES

GENERAL AREA OF APPLICATION

Recruitment, selection, placement and induction of new employees

LEARNING OBJECTIVES

By the end of the coaching component, the participants will be able to assess the status of the recruitment, selection, placement and induction functions (RSPI) in their organizations and recommended strategies for improvement. Specifically, the participants will be able to:

- Identify competency requirements for the various agency positions
- Craft competency definitions and models for each position
- Develop an RSPI Manual for the organization

EXPECTED OUTPUTS

- Competency requirements for the different positions in the agency
- Competency definitions and competency models for each position
- RSPI Manual containing policies, procedures and detailed guidelines for the conduct of RSPI activities

40 DAYS

20 person days for the development of competency models; 20 person days for the systems review and improvement of the RSPI functions and development of the RSPI Manual.

12 PAX

- The participant team for this purpose shall be composed of:
  - » The HRMD head
  - » HRMD representative/s holding at least a unit head position
  - » Other participants of holding positions relevant to the implementation of HRMD functions in their specific work units. They must have adequate work experience to be able to specify the competency requirements of positions within their organizational units.
- Team members must be familiar with the application of the rules and regulations of the Civil Service Commission (CSC) & the Department of Budget & Management (DBM) on matters pertaining to RSPI.
- Likewise, they should possess prior knowledge on RSPI.

MATERIALS & RESOURCES

•Coaching on RSPI will require the following:

» Operational requirements of the HRMD Core Team:

» Coaching Plan and Coaching Calendar agreed upon by the Coach and the Team members

» Compilation of Office Orders which may be required for the conduct of coaching activities

» Budget and other counterpart resources of the partner institution

•References and reading materials:

» Compilation of HRMD policies, issuances and internal guidelines on RSPI

» Internally-developed systems required for the agency's accreditation with the CSC, such as Merit Promotion Plan, System of Ranking Positions, and Promotion and Selection Board Guidelines

» Functional and Organizational Chart

» Job descriptions or accomplished Position Description Forms (PDFs) for each position

FACILITATOR REQUIREMENTS

•Two full-time coaches with experience in RSPI are necessary. For coaching in partner institutions in the public sector, adequate experience in human resource management in government agencies would be very useful.

•The coaches can divide the areas of responsibility into two: (a) Development of competency models; and (b) Development of the RSPI Manual.

PHYSICAL SETTING

•Coaching sessions must be done in a specifically designated working area that can accommodate all the members of the team, their equipment & supplies. The place should provide for ample space for group discussions, presentations, interviews and writing for individual assignments.

•Basic equipment such as computers, printers, and telephones must be provided for the use of the team in the conduct of its activities.

PRE-COACHING

Prior to the conduct of the coaching, the coach should familiarize herself/himself with the partner institution through the following:

- Analysing the HRMD issues raised during the residential training
- Reviewing the workshop outputs of the participants during the residential training
- Requesting the head of the HRMD unit to prepare the previously identified reference materials and resources for coaching.

ORIENTATION & PLANNING

1. Begin the coaching activity by conducting an orientation session with the Team:

- Introduce the coaching activity by providing an overview of the coaching component. Explain the objectives, timetables and deliverables in relation to the overall goal of the STT project .
- Present a template for the coaching plan and agree on schedules, milestones, outputs and assignments.
- Agree on norms for coaching. Make sure that these are stated in behavioral and observable terms. Emphasize the role delineation between the coach and the cohort in the preparation of the project outputs.
- Agree on point persons for the following:
  - ◇ Attendance: To ensure that all team members are reminded of and are present during coaching sessions.
  - ◇ Facilitation: To take the lead in the discussions during coaching sessions. This may be on rotation basis, depending on the agreement of the team.
  - ◇ Representation: To attend to coordination and communication with the agency management and focal person on needs and concerns of the team relative to project implementation.

TIP
Incorporate teambuilding sessions within the coaching to facilitate smooth working relationship among the team members.

2. Conduct orientation sessions with other stakeholders as may be necessary to enjoin their cooperation in the different activities to complete the coaching outputs. These stakeholders may include the different committees involved in recruitment and selection, such as the Promotion and Selection Board. The president of the employees' association may also be included in the orientation session if there are prevailing issues on recruitment and selection during the coaching period.

DEVELOPMENT OF THE AGENCY'S COMPETENCY MODELS

- Identification of Competencies
  - ◇ Review key concepts about Competencies.
  - ◇ Identify and define the agency's core, functional, managerial and behavioral competencies
- Validation of competency models
  - ◇ Explain the objective of the validation: to generate agreements at the institutional level on the proposed competencies and their behavioral indicators.
  - ◇ Identify the participants in the validation exercise.
  - ◇ Gather suggestion on the schedule and venue for validation.
  - ◇ Facilitate the design of the validation activity. Clarify that the team will conduct the sessions.
- Finalization of competency definitions and development of competency models for identified positions

REVIEW OF THE AGENCY'S REPI SYSTEMS AND DEVELOPMENT OF THE RSPI MANUAL

This involves the evaluation of existing policies, guidelines and procedures on RSPI to identify the areas for improvement. Establishment of competency-based systems shall be initiated at this point. Therefore, the outputs of the preceding phase shall be used at this point.

1. Facilitate the critiquing of present policies and practices on RSPI by the HRMD Team. Allow detailed discussions of the problems identified earlier during the residential training to ensue.

- The HRMD Team members elaborate of their experiences on:
  - ◇ securing the authorization to hire
  - ◇ announcement of vacancies and sourcing of applicants
  - ◇ screening procedure and making the hiring decision
  - ◇ processing of appointment papers
  - ◇ induction of new entrants
- As a group, they should be able to agree on suggested improvements to address issues raised. To enable the participants to generate suggestions, the coach should provide relevant reading materials and references. Benchmarking of with other government agencies on their policies and practices would build confidence among the team members and enable them to support their recommendations.

2. Conduct interviews or FGDs with selected officials across departments to determine their problems and suggestions regarding the present RSPI systems.

- This is where the team members use the interview as a tool to validate their pre-identified weak areas of the existing RSPI systems and suggested solutions.

3. Introduce of the use of competency models in the conduct of recruitment, selection and placement. Using the competency models developed earlier, the HRMD staff shall develop interview guides to be used by those involved in the recruitment and selection process.

- Introduce the concepts of behavioral interviewing.
- Practice how to develop behavioral questions.
- Using the present tools/forms being used in the agency, guide the participants in developing a customized interview guides for the different positions in the agency.
- Demonstrate the conduct of behavioral interviews using the forms developed by the participants
- Practice the application of the rating system

4. Write the RSPI Manual

- Conduct a learning session on systems design, including the following:
- formulation of policies and procedures
- forms design
- Develop the first draft of the manual and submit to approving authorities for comments
- Finalize the manual and secure the office order for its adoption

ORIGINS

Coaching groups can include non-classroom learning activities, such as FGDs, writeshops, brainstorming, demonstrations and critiquing, and micro-teaching and learning sessions. This is an example of how these have been applied in the Office of the Ombudsman and the Department of Budget and Management

EXAMPLES OF BEHAVIORAL QUESTIONS FOR INTERVIEW (ADMINISTRATIVE OFFICER, SG-18)

Technical Knowledge

- Please describe a period of time in which you were fully applying your functional and technical knowledge and skills and was performing at your highest level. What was the situation? Describe your performance or accomplishments and how you achieved them.
- What CSC, COA and DBM rules are you most familiar with? Can you cite an incident when you used that particular rule to resolve an issue. How was it received by those concerned?
- Describe the time you found it most difficult to respond effectively to on-the-spot questions or challenges, during or after a presentation. What did you do and what was the result?

Training and Development

- Briefly describe several situations in which you shared your technical knowledge or skill with others. What prompted you to share? How did you do it and what were the results?
- Provide an example of when you proactively motivated someone to accept developmental tasks or projects for the purpose of professional development. How did you do it? What was the result?
- Share an example of how you have provided developmental tasks and assignments that linked directly to a person's development needs. How did you select the tasks? Which tasks or assignments did you identify for the purpose of development?
- Describe a situation that required you to learn new technical knowledge and skills. What was it that you needed to learn and how new was it to you? How did you go about learning it and how much time did you commit to it? How did you apply what you learned and what were the results

Communication

- Tell me about a situation in which you acted as a resource person or a facilitator. What did you speak about? How did your audience react? How was your evaluation as a speaker?
- Can you give an example of a time in school or in the office when you were commended for a written work. What was it all about?
- Was there ever a time in which you had a hard time finishing an assigned written work? Why did you have a hard time? How did you handle it? What happened?
- Describe to me an incident in which you misunderstood an instruction. What could be your reason? What did you do?
- Share a time when it was critical that you provide clear instructions, direction, or vision to an individual or group. What was the situation and to whom were you communicating? How did you ensure that your communications were clear and understood by the individual or group?

Planning and Coordinating

- Describe a situation in which you carefully selected the tools, technology or processes you would apply. Which did you use and which if any, did you redesign? What were the results?
- Describe to me a typical day in your life in the office. What are the activities you usually do? How do you prioritize your work? How do you usually end your day?
- Describe a time when you established priorities

and target dates for yourself and others, and also developed contingency plans for potential roadblocks or challenges. What potential roadblocks or challenges did you identify? What contingencies did you put in place? How did the plan ultimately play out?

- Have you had any experience in preparing for a training activity? What was the training all about? Describe your involvement. How did it go? What was the outcome?
- Think back to a situation or project where you had to acquire people and other resources to accomplish a goal. What resources did you need and how did you get them? What was the result?

Leadership

- Give me an example of an incident in which you had to resolve a problem or conflict between subordinates. What was the problem all about? How did you handle it and how long did it take you to arrive at a solution? What led you to believe that was the correct course of action? What was the result?
- Were there ever times in which you violated prescribed office rules? What rules were they and how did you violate them? Cite your reasons. What was the outcome?
- Describe a time when you had to give a difficult feedback to someone. What did you say and do?
- Integrity and trust sometimes involves admitting our shortcomings and mistakes or doing something that is unpopular with others. Share a similar situation in which you found yourself.
- Sometimes, we are pressured to compromise our personal value systems. Describe the most difficult situation when that happened to you.

Administrative Support

- Please describe your current system for maintaining files and records. Who are the users of the information you maintain? Please share some feedback you've received from others who have accessed your files.

CHALLENGES & STRATEGIES

1. Partner Institution Has Had Prior Experience Working with the TSP or the Coach

Prior working experience, if pleasant, could be a facilitating factor in the success of the coaching activities. The coach can capitalize on this experience, but make sure that it is sustained, for the benefit of possible future engagements.

(Example: A coach who was once involved in an Assessment Center exercise while at the Development Academy of the Philippines was recognized by an official of the Agency A who was a candidate undergoing the assessment. This led to the official's confidence in the capability of the coach and therefore gave full support to the coaching activities.)

If the experience was not a pleasant one, the coach should take the initiative to withdraw from the assignment if his or her presence will hinder the process.

2. Drawing Out the Best in the Participants

Participants perform best when they feel good about themselves. The coach should not pass the opportunity to acknowledge even small accomplishments, and publicly affirm great accomplishments. But these should be done with caution not to make those who do not perform feel left out.

ENHANCING QUALIFICATION STANDARDS AND TOOLS FOR RECRUITMENT, SELECTION AND PLACEMENT FOR A PROVINCIAL GOVERNMENT

GENERAL AREA OF APPLICATION

Recruitment, Selection and Placement (RSP)

LEARNING OBJECTIVES

By the end of the coaching component, the participants will be able to develop and install an improved Recruitment, Selection and Placement System in the provincial government Specifically, the participants will be able to :

- Enhance existing qualification standards for recruitment and selection through the integration of competency requirements
- Craft tools for Recruitment, Selection and Placement.
- Develop an RSP Manual that details the policies, processes/steps involved in the competency-based recruitment, selection and placement system.
- Gain approval of the improved RSP System

35 DAYS

- Time extensions may be required depending on the pace of the coachees

15-20 PAX

The participant team must have functions directly involved with recruitment, selection and placement. Their recent RSP experiences become the springboard for discussion in broadening their knowledge of the field. Their base knowledge will be the basis for learning new techniques, tools and technologies in Staffing. It is important that a prior understanding of RSP principles, concepts and processes are possessed by the participants. Prior benchmarking with other Local Government Units with effective RSP systems in place is ideal. The group should also have a familiarity of CSC laws, rules and regulations on RSP. An initial assessment of the Provincial Government's RSP system is necessary.

EXPECTED OUTPUTS

- RSP Database linked to the Human Resource Management Information Systems (HRMIS)
- Qualification Standards with enhancement on Competency Requirements
- Designed standard RSP Templates and Forms
- An RSP Manual that includes a User's Guide, a detailing of the improved RSP System and Policies and Procedures for implementation

MATERIALS & RESOURCES

- Strategic information on the organization:
  - » Vision/Mission/Goals
  - » Strategies and Directions
- RSP Coaching Plan
- Existing documents on RSP
- Budget (counterpart of partner organization)
- RSP Assessment
- RSP Templates
- Competency Dictionary

FACILITATOR REQUIREMENTS

One full-time Course Leader and two alternating coaches grounded with academic and practical experience in RSP.

PHYSICAL SETTING

- An assigned secure venue, with tables and chairs, can accommodate all team members at one time for plenary discussions. It would be ideal to have equipment such as computers, printers and telephone installed in the area for use of the team during coaching activities.
- This setting will allow participants to freely discuss ideal RSP processes, systems and tools versus those currently installed.

PRE-COACHING

Prior to the coaching component, participants should be prepared to upgrade their profile to the ideal (described above). This can be ensured through the pre-coaching activities (i.e. intensive training on Recruitment, Selection and Placement; Benchmarking of RSP practices of other local government units). This will ensure that the participants will "hit the ground running" at the beginning of the coaching component.

Prerequisites will include an initial assessment of the current RSP, as well as the development of draft tools and templates to be validated during the coaching component.

ORIENTATION AND PLANNING

- Level off the requirements of the coaching activity with the program map which includes the objectives, outputs, components, process map and agree on the proposed course schedule including specific dates
- Get the team to agree on the following:
  - ◇ Attendance: leveling off that 80% documented attendance will earn them completion for this component.
  - ◇ Division of work: with the required workload of this activity, document reviews and policy and procedural documentation must be agreed to be divided among the team members.

PRESENTATION OF INITIAL ASSESSMENT OF RSP SYSTEMS

- Validate the initial assessment with Chiefs of Office Committee (COC) members for the creation of top-level management buy-in
- Validate the need for some areas to be improved to make the RSP more appropriate

DRAFTING THE MANUAL (INTRODUCTORY SECTION)

- Formulating the ideal RSP System for PGAS
  - ◇ Scope, Framework, Structure, Roles and Responsibilities
- Writing the Recruitment, Selection and Placement Policies
- Anchoring Using the Roger Briggs Case: A case study that highlights the guiding principles behind every ideal RSP system. Relating it to Covey's Circles, it identifies the philosophies of RSP by guiding the team to expand their Circle of Influence unto their Circle of Concern.

IMPROVING RSP PROCESS FLOW AND TOOLS

- Determining the Recruitment Process
  - ◇ Internal & External Sourcing
  - ◇ Database Management
  - ◇ Links with Performance Evaluation System and other Data Systems
- Benchmarking of best practices at corporate application
- Preparing for the draft for validation with Management (LGU officials up to Dept Heads, SP, Implementers)
- Revising manual contents on Selection
- Finalizing selection tools and instruments from pre-coaching component training
- Consulting COC & CSC representative for enhanced tools for Selection
- • Enhancing Selection Principles workshop based on the comments from the consultation
- Enhancing Process Flow write-shop
- Presenting specific tools for use in PGAS to its Management
- Cleaning up, completing, revising manual contents on Placement, from hiring to retiring/firing, and even performance monitoring
  - ◇ Employment contracting
  - ◇ Employee orientation
  - ◇ Exit interviewing
- Checking for inclusion of Gender and Development, Anti-corruption principles

PREPARING THE FINAL DRAFT OF THE RSP MANUAL AND PRESENTATION OF OUTPUT MATERIALS

- Preparing the team to conduct an Orientation of Key Officials on the Enhanced RSP System

- ◇ Coming up with the program outline
- ◇ Designing the orientation
- ◇ Designing the evaluation plan

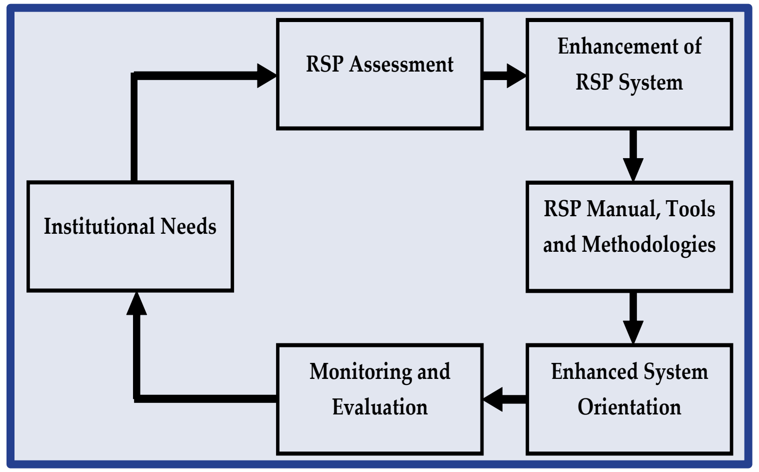
- Presentation of Output Materials
- Coaching the team in preparing for presentation of outputs for approval
- Scheduling the presentation

COACHING TIPS

- ☐ A session to appreciate the RSP system and its linkages to other systems should be established early on so that coaching efforts will be more effective.
- ☐ Involve the approving officials at the planning stage of coaching to ensure permission for the team members' participation during the coaching period.
- ☐ Serve meals and snacks accordingly during plenary sessions.
- ☐ The Socials should be scheduled to highlight the team's accomplishments, as this is perceived as reward in itself.
- ☐ Conduct relevant SLEs that enhance personal relevance of the program (Personality tests, etc.).
- ☐ Set informal meetings with participants to establish relationships and get to know them better, so as to better relate the intervention to the team.
- ☐ Profile the institution at an informal level so as to understand the inner workings (and politics) and ease in facilitating approval of outputs

CHALLENGES & STRATEGIES

Scheduling regular updates with approving officials regarding the progress of the development of the manual greatly contributes to acquiring their personal insights, preferences and buy-in for the final output. This may be done during plenary and/or individual visits to ensure their support for the team.



ORIGINS

Based on the PAHRDF Intervention on Enhancing Qualification Standards and Tools for Effective Recruitment, Selection and Placement for the Provincial Government of PGAS

ORGANIZATIONAL LEADERSHIP

GENERAL AREA OF APPLICATION

Crafting of Personal Development Plans in the area of Organizational Leadership

LEARNING OBJECTIVES

By the end of the coaching activity, the participants shall have developed a personal leadership development plan, and implemented the agreed development action plan.

25 DAYS

This activity requires 25 coaching days spread over a 60-day period.

22 PAX

Participants should be occupying a leadership position in the organization with at least 2 junior staff reports.

EXPECTED OUTPUTS

- Personal Leadership Development Plan
- Implementation of the Plan of Action

MATERIALS & RESOURCES

The following materials are necessary for the coaching component:

- 5 Practices of Leadership Survey Results
- Book on 5 Leadership Practices by Kouzes and Posner
- Organizational Leadership workshop manual
- Personal Leadership Development Plan template

FACILITATOR REQUIREMENTS

One full-time coach who has held leadership positions in organizations, and possesses experience and training in effective coaching.

PHYSICAL SETTING

- An assigned coaching room with a table and a few chairs that can accommodate between 1-4 participants. Room must be free from distraction (noise and people), well-ventilated and well-lit.
- Partitions are provided to lend privacy for one-on-one sessions. Coffee, tea and biscuits are provided for a welcoming atmosphere. Various books and reading materials on Leadership are on hand and accessible to participants.

PRE-COACHING

Participants clusters were assigned a coach during the intensive training component of the engagement. Coach assignment considered potential issues that may need the involvement of superiors. As such, those reporting to a single superior, even though there may be between 2-4 of them, were assigned under the same coach. This ensures that the assigned coach gets to work closely with the superior in helping his/her subordinates to progress in their leadership journey.

Participants were also made to take the Leadership Survey in advance. Coaches were also able to determine participant profiles (e.g. identifying those who are likely to demonstrate resistance)

ORIENTATION & PLANNING

- Introduce the coaching activity by providing an overview of the coaching component. Explain the duration and deliverables.
- Cascade the coaching plan and agree on schedules, milestones, outputs and assignments. Schedules were emailed to all participants, including their bosses
- Email support forms such as the Personal Leadership Development Plan Template in advance.
- Set-up the coaching room with a warm and inviting ambience. Make freshly brewed coffee, tea and biscuits available anytime
- Keep books and other reading materials on Leadership on hand
- Assign the a point persons to take care of the following:
  - ◇ Attendance: To ensure that all team members are reminded of and are present during coaching sessions.
  - ◇ Representation: To attend to coordination and communication with the agency management and focal person on needs and concerns of the team relative to project implementation.

CHALLENGES & STRATEGIES

One particular incident involved a supervisor who had a strained relationship with his Division Head. He and the boss do not talk much, and he is pretty much left to do whatever he was doing before he was assigned under him. He felt he was not being given any meaningful assignments at all. Needless to say, he was deeply demotivated. During the training component, he was observed to be very participative albeit he acted like a know-it-all. Nonetheless, he was approachable and friendly.

During the coaching, he came to the sessions grudgingly and was non-committal. Often, he came for the scheduled sessions having not made progress from the previous meeting. A third of the way through the coaching, I talked to him. I acknowledged his participation during the training component and I asked him how come he is not showing the same enthusiasm as he did before. I asked him whether he had any problems at all, that is getting in the way. Then he told me that he saw no need to learn anything because he will not have an opportunity to apply anything in the organization because he does not have any worthwhile assignments. And besides, he said, he was leaving in 2 years or, maybe even earlier, depending on the progress of his application for work abroad. I asked him why he was leaving, and he answered his present boss does not recognize his talents. He feels he is wasting away. In his previous employment, he actually managed more employees and had a string of accomplishments to boast of.

I congratulated him for that and then challenged him that if he was able to accomplish that in his previous employment, perhaps he can still do the same in his present organization. I asked him, "if you are leaving in 2 years, would you not want to leave behind a good name?" He then paused and asked, "How can I do that with a boss like him?"

Seeing an opening I said, "let's start by having a look at what people have to say about you." And then I proceeded to review with him the results of the Leadership Survey which revealed development areas from the perspective of the boss as well as the staff who worked with him. I then proceeded to explain to him that sometimes we think we are doing OK but it will not hurt to see/hear how others observe us (used the Johari window concept to explain). By asking questions, I also made him realize that the circumstances in his previous employment and the challenges he faces in his present organization are different. Then I asked, "if the circumstances are different, then how can you expect the success formula you employed in the previous company to work in here? Perhaps," I suggested, "you are being presented new circumstances so you may discover another formula for success?" This conversation provided the breakthrough in our coaching relationship.

Acknowledgment of the coachee's talents and accomplishments filled the gnawing need for recognition. In addition, with the caring I showed in reaching out to him and my sincere desire to be a contributor to his journey no matter how short his future time horizon was within the organization, he gave his trust to me as his coach. And so his yearning for learning was re-ignited, his enthusiasm renewed, and most of all, he felt a sense of purpose even under the difficult circumstances.

ORIGINS

This is based on the 25-day workplace coaching component for a National Government Agency using Kouzes and Posner's Five Practices of Exemplary Leadership®.

ENHANCING FISCAL MANAGEMENT SYSTEMS IN PROVINCIAL GOVERNMENTS

GENERAL AREA OF APPLICATION

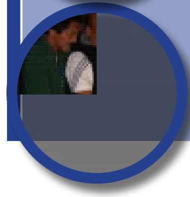
Development and Finalization of a Five-Year Strategic Financial Plan for Local Government

LEARNING OBJECTIVES

By the end of the coaching component, participants will be able to:

- Assess the existing Fiscal Management Systems of the local government
- Complete and finalize the 5-Year Strategic Financial Plan,
- Develop operational plans for Year 1&2, Monitoring Plan, and Re-entry Plans for; and
- Improve effectiveness of the Expanded Local Finance Committee (ELFC).

EXPECTED OUTPUTS



- A 5-Year Strategic Financial Plan including updated revenue generation strategies
- Operational plans, M&E Plans, for Years 1 and 2
- An updated/ expanded Local Finance Committee

40 DAYS

The activity requires approximately 40 coaching days.

10-15 PAX

- Participants should be in positions that are directly related to the Fiscal Management functions in the Provincial LGU; Division & section heads would be best suited for this level of activity. Heads of economic enterprises should can be included if they are to become part of the expanded local finance committee. They should have the relevant experience and the knowledge in public fiscal management.
- Ideally, the necessary knowledge, and frameworks in public fiscal management should have been acquired by the participants during a prior training. Some experience in benchmarking the best practices of other government units will also facilitate the process significantly.
- Participants should have been able to do some initial work in assessment and identification of priorities during previous training components
- It would be best if the group is gender balanced, and have prior experience working together as

MATERIALS & RESOURCES

- Copy of the approved Coaching Design
- Technical Inputs for the Financial Plan
  - Fiscal Management Capacity Assessment Results for the past four years
  - Initial Workshop outputs from training component (e.g. the SWOT/SOAR Analysis, traditional and non-traditional practices in revenue generation)
  - Benchmarking outputs (identified fiscal management best practices from other LGUs)
  - Draft Contents of the Five-Year Strategic Financial Plan
- Secretariat and Welfare Materials
  - Attendance sheet
  - Camera
  - Writing Pad/Bond Paper
  - Ballpen, pencil
  - Meals
- Participant Materials
  - Calculators
  - Computers/Laptops

FACILITATOR REQUIREMENTS

- Two fulltime coaches with technical competencies on fiscal management and good governance, with good understanding and background on change management and with interpersonal/people and process skills.
- The 2 Coaches have to be involved on the previous components/activities of the project to build familiarity and rapport with participants; they should have a good understanding of entire coaching process and targets, and the PAHRDF Capacity Development Framework to ensure sustainability of outputs and Re-entry Plans.
- Additional subject matter experts on Facilitation and Presentation Skills, and on Technical Writing will be mobilized. This will facilitate readiness of participants during the series of presentation to different stakeholders, and for them to enhance their writing skills that would be applied in finalizing their Strategic Financial Plan.

PHYSICAL SETTING

- Conference room for a plenary discussion for all participants with enough space, working table, and good lighting. An LCD Projector, and a white screen is necessary for occasional presentations.
- Small table during workstation discussion
- Meals are served during the for plenary sessions of the coaching period.

PRE-COACHING

- Have the coaches familiarize themselves with the workplace development objectives for the activity. At the onset, the terminal outputs should be clear to the coaches, most of all.
- Validate identified participants to the coaching component.
- Ensure that the intermediate outputs from the previous training component are complete (see Materials and Resources). These are a product of the participants' hard work; they will provide the starting material for the completion of the final outputs.
- Orient top management and supervisors of participants on the coaching objectives, planned processes and content.
- Review and agree on provincial counterpart re: computers, printer, LCD projector and other supplies
- Prepare attendance sheets and other supplies and materials

- Members of the Expanded Local Finance Committee who are the approved participants to the project can include the following:
  - Treasurer
  - Assessor
  - Budget Officer
  - Accountant
  - Head of the Economic Enterprise
  - Provincial Planning and Development Coordinator
  - SP Chair on Finance and Appropriation
  - Provincial Health Officer
  - Provincial Environment and Natural Resources Officer (PENRO)
  - Provincial Engineer
  - Provincial Agriculturist
  - Head Provincial General Services (Property Officer)
  - Provincial Tourism Officer
- Note: Assistant Department Heads or next in rank staff are welcome to attend the coaching activities.

ORIENTATION & PLANNING

- Expectation setting on the first day for participants and coaches to agree on roles, responsibilities and other administrative requirements within the coaching timetable.
- Thorough review on the approve Coaching Design: objectives, flow of activities, methodologies and expected outputs.

Outputs are the Agreed Coaching Plan and Expected Outputs among participants, supervisors and coaches.

- Presentation of PAHRDF M&E framework and Workplace Development Objectives of the overall HR Training interventions as guide in the implementation of this HR activity and its sustainability.
- Culling –out on the Updates on assignments made regarding their workshop outputs for them to be ready on their references.
- Technical writing and presentation skills workshops during the 1st week of coaching component.

COACHING FOR THE PROVINCIAL GOVERNMENT OF ABC:

DAILY PLENARY SESSIONS

A daily plenary session was done where all participants attended including the observers from five municipalities. Agreed session time was 9-12 AM and 1:30-4:00 PM. During break time, participants were also allowed for a one-on-one consultation.

A review on the previous day outputs/ strategies were presented for finalization. Each participant was encourage to share issues and concerns within heir respective areas of responsibility and possible solutions for everybody to interact.

Review, validation and finalization of the four-year Fiscal Management Capacity Assessment

Results wee done in plenary for everybody to understand and analyze their fiscal operations.

Much of the coaching time was allotted in this activity for them to learn and appreciate the process.

Editing/enhancement of the draft Strategic Financial Plan was done always in plenary directly using the laptop and LCD Projector.

FACILITATING BUY-IN OF TOP MANAGEMENT

Presentation of weekly outputs to the Provincial Administrator was done to generate comments, enhancements, buy-in. It also provides a basis for his regular update to the Governor. The Provincial Administrator was also consulted immediately to address critical issues and concerns.

A one-day orientation to all department heads about the project and its deliverables, and initial coaching outputs were done for them to validate, provide suggestions and buy-in. After the presentation the participants discussed and agreed on the suggestions provided.

A one-day presentation and discussion of the outputs with the different stakeholders through the Provincial Development Council was also done to get feedback and support. Comments and suggestions were incorporated in their draft plan.

Review and enhancement of the draft five-year strategic Plan was done by a high official from the Bureau of Local Government Finance through email. This was done prior to the presentation to the Governor.

Presentation to the Governor was done prior to the presentation to the Sangguniang Panlalawigan (SP).

Presentation to the SP was done for two days due to lengthy discussion on the non-traditional strategies on revenue generation and resource mobilization and on the projected cash flows.

Coaching outputs/Draft Strategic Financial Plan was provided two days before the consultation/presentation to the Governor and SP Members for them to review in advance.

Each participant was encouraged to be familiar on the content of their draft Strategic Financial Plan for them to be ready during the presentation. Each one then was challenged to answer the questions raised during the series of consultation/presentation.

COACHING FOR THE PROVINCIAL GOVERNMENT OF BCD:

In BCD, almost the same coaching methodologies in ABC were applied. Among the modifications were:

- Issuance of a Special Order from the Governor for the attendance of participants on the entire coaching activity.
- Participants were divided into small groups according to function for the assignments. They have to brainstorm and present outputs in plenary for critiquing.
- Project orientation and presentation of initial outputs to all department heads and SP members were done on the first week of the coaching period. Generated were their suggestions and commitments in implementing the Five-year Strategic Financial Plan. Another round of output presentation to all department heads was done on the 5th week for validation and enhancement.
- Consultation of outputs to oversight agencies in Caraga Region, like the Department of the Interior and Local Government (DILG), Bureau of Local Government Finance (BLGF), Commission on Audit (COA), and the National Economic and Development Authority (NEDA).

COACHING FOR THE PROVINCIAL GOVERNMENT OF CDE:

GROUP	MEMBER
Revenue Generation	•Provincial Treasurer and Head-Collection Section •Provincial Assessor •Assistant Provincial Assessor •Head of the General Services
Resource Allocation and Utilization	•Provincial Accountant and Assistant Provincial Accountant •Budget Officer and Officer
Planning	•Provincial Planning and Development Coordinator •Planning and Development Officers •Sangguniang Panlalawigan Members
Economic Enterprise	•Tourism Head •Provincial Health Officer •Head Nurse •Provincial Environment and Natural Resources Officer •Drug Treatment and Rehabilitation Center Head •Provincial Agriculturist •Provincial Aquamarine Park •Provincial Enterprise Development and Research Center Head

In CDE, almost the same coaching methodologies in ABC and BCD were used except for the following innovations:

- Coaching was done in 3 modes: a plenary, small group and workstation visitation.
- Participants were divided into small groups:
- Plenary presentations and discussions were scheduled every Tuesday and Thursday. Special plenary sessions were done to discuss urgent critical issues.
- Small groups were tasked to discuss assigned issues and concerns, and proposed strategies for presentation during the plenary for critiquing and enhancements.
- Workstation visitation/discussions were done to assist participants and staff in identifying strategies. All staff within the section/unit participated the discussion, understood the process, and identified issues/concerns and suggestions.
- A series of presentations to the Governor on their initial outputs were done after their Monday meeting at the Provincial Function Hall. For this the Governor was well updated on the progress of their outputs.

MANAGEMENT OF LEARNING AND OUTPUT PROGRESS CHECKS

How do you feel today? Are you happy with your outputs? What are your comments on yesterday's session? How are you going to resolve the issues/ concerns? Are there any suggestions? Are their additional strategies to address identified issues and concerns? Who will be responsible in talking/discussing with the concerned data source? Are you sure you can generate immediately the needed data? What would be your alternative strategies?

Outputs were always validated to ensure applicability and ownership among participants, supervisors, governor and other stakeholders. Because of this, approval of the SP was easily achieved (Only one presentation to the SP was done).

COACHING TIPS

- Conduct regular debriefing/ feedback sessions among partners
- Conduct regular assessment of coaching processes, progress and effectiveness of the participants
- Orient members of Expanded Local Finance Committee who are not participants to the HR Activity
- Consult with BLGF, COA, DBM, and Provincial DILG Director about the project, its progress and outputs

For the provincial government, ensure:

- Active participation of focal person and participants
- Support of the Governor, SP, and Department Heads
- Provision of agreed counterpart
- Facilitation of focal person in finalizing schedules of presentations to the department heads, Provincial Development Council, Governor, and SP members

CHALLENGES & STRATEGIES

1. Active participation of participants for the entire coaching activity, for this Special Order from the Governor will be ensured.
2. Understanding and ownership of all participants on the strategies/strategic plan
3. For workstation coaching, involve/include section heads and staff in the discussion for common understanding and support
4. Buy-in among stakeholders by providing regular consultation and updates on the outputs.
5. Provide copies of the draft plan to Department Heads, the Provincial Governor and Sangguniang Panlalawigan (SP) members at least three days before presentation.
6. To gain support from the SP, there should be one-two SP members who are participants to the HR Activity

TRIANGULATION

GENERAL AREA OF APPLICATION

The Triangulation Workshop can be used to simulate the presentation of the Final Outputs to the major stakeholders of the institution. It is one of the critical activities during the coaching component; it serves as a pre-test on the impact of the change management plans to the participants' internal customers. The activity is entitled Triangulation because the plan or presentation is validated from at least three (3) different perspectives, namely the coaching participants, their Superiors (Decision Makers) and customers.

LEARNING OBJECTIVES

At the end of the Triangulation Workshop, the participants will be able to:

- Enlist the support of their superior and eventually serve as their Champions in the implementation of the Change Management Plan.
- Draw out reactions, suggestions and improvements from their internal customers to be incorporated in the Final Change Management Plan.
- Develop better appreciation of the Change by knowing the impact of the plans being implemented.
- Develop their presentation and facilitation skills.

EXPECTED OUTPUTS

- Change Management Plan (CMP)
- Action Plans to be incorporated to the Final CMP document

3-4 HRS

Invitation and confirmation of guests and participants takes about two (2) weeks. Preparation for the activity including the drafting of the presentation documents takes a day. Normally, these are assigned tasks to be done outside the coaching hours. Actual triangulation, which includes presentation, open forum and action planning take about 3-4 hours.

10-20 PAX

The group must include people who are part of the Coalition for Change. They are as follows:

- Change Agents - the ones who are tasked to implement the change; during the activity, these were the members of the Provincial Management Team
- Decision Makers - people whom we need approval and support
- Champions - people whom we can depend on to champion the change and influence others to embrace it
- Customers - people who will be directly affected by the change to be implemented

MATERIALS & RESOURCES

- Pre-Final Change Management Plan
- Session Hall
- Laptops, LCD projector and screen
- Presentation handouts, Easel sheets/manila paper, worksheets
- Whiteboard, easel stands and markers
- Snacks

FACILITATOR REQUIREMENTS

The course leader overseeing the coaching component and a co-facilitator is necessary to run the workshop. Additional facilitators will be needed if there are more than 20 participants involved in the Change Planning. Facilitators need to have previous experience in OD and change planning for effective delivery.

PHYSICAL SETTING

Tables are best arranged in a U-shaped, with seats arrange in the outer part of the set-up. The room must be free from distraction (unnecessary noise and non-participants), well-ventilated and well-lit. Equipments such as computers, a projector and a screen, an easel stand/white board shall be placed in the front. Room must have space for break-out groupings.

PRE-TRIANGULATION

- It is assumed that the team has been able to draft the Change Management Plan (CMP) during the preliminary parts of the coaching component.
- The CMP must initially be presented to their superior for critiquing and feedback.
- Feedback/s from superior must be incorporated to the CMP to be presented during the Triangulation.
- Agree on the list of participating internal customers with the Superior and members of the PMT.
- Tasking on the Roles the team members will perform during the activity.
  - ◇ Attendance: To ensure that all participants are reminded of and are present during the Triangulation Workshop.
  - ◇ Facilitation: To take the lead in the discussions during Triangulation. This may be individual or tandem facilitation mode, depending on the agreement of the team.
- Craft a programme for the Triangulation Workshop to be presented and discussed with the Coach.

ACTUAL TRIANGULATION

- Participants must be able to anchor the relevance of the Triangulation Workshop to their coaching sessions. They must be able to explain the objective/s of the activity.
- Together with their superior, they must be able to explain to the internal customers why the change needs to be done. It must be presented in a "What's in it for me to participate in this CMP?"
- Change management team must be able to draw-out responses to process questions to solicit participants' views, reactions and feelings.
- Responses must be properly documented.
- The group can be divided into 3 sub-groups to come up with action planning. Discussions are led by team members together with other members of the Coalition for Change.

POST TRIANGULATION

- Action plans and agreements with the participants during the Actual Triangulation must be incorporated to the Final CMP presentation.

ORIGINS

This activity was used as one of the activities during the coaching component in the project entitled Strengthening the Provincial Management Team (PMT) Towards Sustained Gains and Outcomes. It was utilized to gather feedback from internal customers prior to the finalization of the Change Management Plan.

CHALLENGES & STRATEGIES

1. Challenge: Having Participants that are not Decision Makers and were just last minute substitute of original targeted participants.
   - Strategy: Ensure that you pay the Superior a visit to level-off expectations and objectives. This way, we are giving importance to them and may even convert them to serve as champions for the change to be implemented.
2. Challenge: Unavailability of the participants/cohorts to attend coaching sessions.
   - Strategy: From the beginning, especially during Component 0, stress the importance of the cohorts' participation and obtain, superiors' commitment to support their subordinates time-away from work. We can have a signing of a Document of Commitment by all Heads of Offices.
3. Challenge: Non-participation of Cohort/s in the coaching activity.
   - Strategy: Set a meeting / appointment with the cohort concern and try to identify measures to address hindrances to participation. If after this, there was no effort exerted to change, you may refer this to HR Contact of the organization for actions.

SECTION 3

DOCUMENT TEMPLATES

TRAINING TIMETABLE

Annotated

MAGIC FIVE TIPS FOR EFFECTIVE COURSE DESIGN

The PAHRDF uses a standard training timetable template for designing its various interventions. In one of its sessions for training service providers (TSPs), the Facility developed five sets of tips for each of the five training elements in the table. This resulted to better submissions from TSPs afterwards.

TRAINING TIMETABLE ELEMENTS

- Day & Time
- Session Objectives
- Topics & Content Highlights
- Teaching & Learning Approach and Methodology
- Nominated Facilitator / Training Team

DAY/TIME	SESSION OBJECTIVES	TOPICS & CONTENT HIGHLIGHTS	TEACHING AND LEARNING APPROACH & METHODOLOGY	NOMINATED FACILITATOR/ TRAINING TEAM
Observe realistic pacing of activities	Must be aligned with workplace development objectives and drawn from the training needs identified	* Topics are the subject matter that will be covered, content highlights are the key messages Use the Success (6S) Process and the Sexy Test Sensitivity: Identify and address training needs and workplace development objectives, be sensitive to context	Consider adult learning principles and the workplace training context, the learning styles of the cohort , training style of the training team and the time available	Spell out names of resource persons and provide CVs with relevant information for the nominated training team
Consider 'graveyard shift' peaks and throughs when scheduling activities	Must be achievable after the session. Use active (rather than passive) voice	Sustainability: Determine desired outputs and workplace expectations to appreciate context of content requirements	Use practical, current and creative methodologies – for example, structured learning exercises that will encourage participation. Avoid traditional, teacher-centred activities (chalk and talk approach)	Use practitioners with practical grounding on the subject matter
Allocate sufficient time: long enough to relay the message, short enough to avoid boredom	Session objectives should spell out specific output participants are expected to produce in a given session /activity as well as what they will become/ be able to do after the session (learning outcome).	Structure and Sequence: Develop a framework, storyline to demonstrate an integrated approach and logical flow	Describe the learning process – that is how the methodology used will lead to the achievement of the session objectives and coverage of key messages	Consider complementation of team expertise. Use process conscious and results oriented training team
Allocate time for learning management, energizers and processing, and breaks	Must be concise, specific and measurable	Scope: Determine appropriate, practical scope considering time factor and session objectives. Highlight core messages.	Use a wide range of methodologies to prevent boredom	A Course Leader is critical in managing learning and ensuring that the subject matter is processed and integrated
Consider audience when scheduling – don't start too early and finish too late	Start with this column: Session objectives are critical in determining appropriate content and methodology	Self evaluate using the Sexy (6C) Test: Is it Clear? Is it Coherent? Is it Congruent? Is it Comprehensive? Is it Connected to the WDO? Is it Creative?	Self evaluate using the Sexy (6C) Test: Is it Clear? Is it Coherent? Is it Congruent? Is it Comprehensive? Is it Connected to the WDO? Is it Creative?	Consider team teaching , avoid one-person shows

COACHING TIMETABLE

Template

BACK-HOME APPLICATION THROUGH COACHING

Almost a misnomer, coaching in PAHRDF involved a variety of non-classroom approaches. Participants are coached in the application of new skills in the workplace while simultaneously being mentored in the ways of change management. Designers of the coaching component use the Coaching Timetable Template to describe the daily and weekly events, as well as the milestones that should be achieved for each period. The template is replicated below.

DURATION	DESCRIPTION OF THE PROCESS (specific actions to achieve expected outputs)	EXPECTED OUTPUT/S	DESIRED ORGANIZATIONAL OUTCOMES	FACILITATOR / COACH

RE-ENTRY ACTION PLAN (REAP) FORM

Annotated

THE PAHRDF REAP

"The PAHRDF has established a mechanism, through the Re-entry Action Planning, to ensure that the learning gained from the training and other HR support activities of the employee-candidates are significantly applied to their respective institutions. It is a proactive process that facilitates discussions and agreements between the participants and heads of their respective offices on the focus and the strategy of the plan to ensure that the plan will contribute to the change agenda of the institution.

The Re-Entry Action Planning promotes commitment building from both the employees and the supervisors to address the identified development concern of their institutions. This means that the development of the plan requires iterative consultation during its preparation."

>> from the Introduction to the PAHRDF REAP Form

1. OBJECTIVES & ACTION STEPS

Code	<<from PAHRDF database>>
Activity Title	<<from PAHRDF database>>
Individual Learner or Nominated Learning Cohort	<<If it is a group re-entry action plan, write the names of the members of the group from the database but select who will be the lead. If it is for an individual, just write your name.>>
Workplace Development Objective	<<from PAHRDF database>>
REAP Title	<<Provide a brief but descriptive title of the REAP. The title should give the reader a good idea of the nature of the REAP.>>
Plan Objective **SMART - Specific, measurable, attainable, result-oriented and with timeframe**	
Expected Output of the REAP	
Direct Customer of the REAP	<<Who is the main user or beneficiary of the output of the REAP?>>
Institution capacity area which the REAP will help improve	☐ Planning and Policy ☐ Project Development ☐ Administrative Service Procedures and Systems ☐ Information and Communications Technology Management ☐ Revenue Generation ☐ Leadership and Teamwork ☐ Human Resource Management ☐ Human Resource Development ☐ Service Delivery Procedures and Systems ☐ Partnership Building

Please write those that are:
- *Realistic and achievable in a particular time- (i.e., within months, one year). If the Re-entry Plan focuses on the implementation of a training output (e.g., Performance Evaluation System or GMP Manual), you may select doable sections that will bring in impact given the timeframe. In addition, implementation of a system can be broken down into phases or components.*
- *Objectives must refer to results not activities or processes.*
  - *Example:*
  - *"By end of Re-entry Action Plan implementation, target supervisors are using the new Performance Evaluation form and are providing feedback to their subordinates."*
  - *Instead of: "To train supervisors on the use of the new Performance Evaluation Form."*
- *Finally, remember that your plan should support the Workplace Development Objectives…particularly the Institution Outcomes*

Identify the expected output or product of the REAP. For instance, a revised manual, guidebook, policy, business process documentation, plan, etc.

Check/ tick off only one that is the primary target of the plan. The default target capacity area for the REAP is the same as that of the training activity. For instance, if the training activity was targeted to improve Leadership and Teamwork, the participants' REAPs will likewise target the same capacity area.

Identify success indicators or measures of success	
REAP Start Date	<<Indicate the start date for the implementation of the REAP.>>
Action Steps	

What will serve as evidences of success? This can be in terms of quantity, quality and time? This may include% of usage of specific system or process; change in behaviours of users or customers; improvements in the institution's processes (and when possible, change in customers' condition; increase in revenue, etc. (This has to be consistent with the plan objectives set.)

ACTIONS	PERSONS RESPONSIBLE	TARGET DATE
Write specific steps to be undertaken relative to the plan. It should be arranged in logical and sequential order	Identify who (name of person if possible) will do each action cited in the first column. Please do not simply write –"PPD Office" or "the community/partners" or "DAR"	Specify date(s) not just month for conducting each action cited. Preferably with start and end dates

2. REQUIRED RESOURCES

Provide specific details of the physical and human resources required to successfully implement the Action Plan	
Provide specific details of the budget resources required to successfully implement the Action Plan	
Describe the risks that might impact on the success of the Action Plan and how you plan to manage these to ensure success.	

Indicate physical HR support for the plan – from what offices; what facilities, materials, equipment, personnel are necessary in implementing the Re-entry Action Plan?

Specify needed funds and for what expense item(s)/activity. How much? This will give the Head of Office or approving officer (s) a view of costs for implementing the plan

- *Identify factors that will block/limit/slowdown accomplishment of intended results or lessen quality of outputs. Some examples are:*
  - *Change in leadership and priorities*
  - *Waning interest of stakeholders*
  - *Delay in flow of required funds*
  - *Intervening activities or other urgent concerns overlapped schedule of Re-Entry Action plan implementation*
  - *Etc.*
- *Indicate how these will be addressed.*

SIGNATORIES
The Re-Entry Action Plan is always signed by the participant and a representative of the Institution (usually a direct supervisor). This enhances the ownership of both parties

COMMUNICATION AND RISK MANAGEMENT PLAN

Sample

OVERALL RISK MANAGEMENT PLAN FOR THE AGENCY STRATEGIC HRD PLAN (ASHRDP)

The Overall Risk Plan laid out in this section serves as the general risk management plan for the whole ASHRDP as differentiated from the Risk Management Plans created for each of the Agency HR Subsystems.

LEGEND

- WBS - Work Breakdown Structure
- S - Seriousness (High, Medium, Low)
- P - Probability (High, Medium,Low)

WBS TASK	POTENTIAL PROBLEM	S	LIKELY CAUSES	P	PREVENTIVE ACTIONS	CONTINGENCY ACTIONS	TRIGGERS
1.Creating and Sustaining the Sense of Urgency Present Strategic HRD Plan to Management to gain management support in the implementation of HR initiatives	MANCOM will not approve the plan	H	DG will decide to wait for the incoming director to decide on the fate of the plan MANCOM has different priorities	M M	Highlight urgency of the plan as evidenced by FGD results. Seek Directors' support on the priority programs prior to final presentation to MANCOM	Break down plan into initiatives and ask MANCOM to choose from initiatives that they are willing to support	Management disapproves or expresses reservation on the viability of the proposal.
2. Strengthening and broadening the guiding coalition Seek management support by participating in committee meetings and training, and sending participants as needed.	They are unwilling to participate or send participants	H	Not their priority Conflict of schedule Staff personnel are unavailable	M H M	Clarify line managers' role in the success of the program Workout schedules that are acceptable to most Emphasize the benefits of sending participants to briefings and training Hold several batches of meetings to accommodate as many as possible	Do a one-on-one session with those who are unable to participate in meetings and or send participants to training	They express refusal to participate.
3. Review the change vision and strategy Ensure that plans are on track	Work is behind schedule	M	Other Priorities Low commitment of participants Unrealistic deadlines	M L M	Be strict in complying with deadlines	Reassess plan and adjust schedule as needed.	Development is behind schedule
4. Communicate change vision and gains to sustain change Announce development updates through N Online, Lotus Notes, Flag Ceremony	feedback regarding progress, etc.		Lack of understanding Lack of information	M M	Regular and more frequent updating. Create feedback mechanism so the core group can respond to inquiries and concerns	Create forum so questions and concerns can be addressed	Manifestations of issues and concerns by employees.

WBS TASK	POTENTIAL PROBLEM	S	LIKELY CAUSES	P	PREVENTIVE ACTIONS	CONTINGENCY ACTIONS	TRIGGERS
5. Remove Barriers and Empower Teams for broad based actions Hold review meetings and surveys to know the concerns of stake holders and address concerns as needed.	Unwillingness of participants to attend the meeting or give feedback to surveys.	H	Other priorities Lack of commitment	M M	Seek commitment of committee members at the onset. Emphasize the importance of attendance and participation.	Allow representatives or proxies	Participants fail to attend meetings
6. Generate Short term wins Celebrate each milestone and launch the program	Disapproval of final output by MANCOM	H	Missing elements in the proposed systems	M	Hold consultation meeting with members of management to get their inputs	Rework plan based on MANCOM inputs	MANCOM disapproves proposed plan.
7. Consolidate gains and produce more changes Conduct program evaluations after implementation to find out if there are areas for improvement	Program evaluation is not done and people complain about loopholes	H	Too busy Lapse	L L	Incorporate the program evaluation in the initiatives calendar of activities.	Apologize for the lapse and then hold meeting to conduct evaluation.	Evaluation is not done
8. Anchor the change in the culture Include the new programs in Employee orientations and various communication means	Failure to make employees aware of the new programs	H	Poor communication	L	Ensure that all communication tactics are in place.	Invite managers to a meeting to identify problems and propose solutions.	Managers fail to use the system. Not all managers are using the system.

NOTE
- For Preventive Action (PA) - attend to high in S problems
- For Contingency Actions (CA) - what to do if PA fails
- For Triggers - what will tell you to implement CA

PAHRDF INSTITUTIONALIZATION PLAN

Template

SHORT WRITEUP

Before the Facility formally ended, one of its final interventions sought to enable its partner institutions to manage change and sustain the gains that resulted from previous HRD Activites. Using John Kotter's Change Framework, it facilitated the development of institutionalization plans for selected change initiatives.

PAHRDF SUSTAINABILITY ATTRIBUTES

Elements that must be present in each capacity area to ensure that implementation will be successful and sustainable.

ATTRIBUTE	DESCRIPTION
Competencies	Mechanisms to ensure that everyone involved have the required skills to perform their roles within the system, as well as mechanisms for continuous improvement of their skills.
Accountability and Ownership	Mechanisms to ensure that everyone involved understand their roles and responsibilities within the system, as well mechanisms to respond when there is need to clarify and reinforce those roles, responsibilities, and sense of ownership.
Consistency of Practice	Mechanisms to ensure clarity and consistency of processes and practices, and compliance with standards.
Continuous Improvement	Mechanisms to review processes for improvement, implement and manage changes to meet the needs of clients and other stakeholders.
Executive Sponsorship	Mechanisms to acquire and ensure continued visible management support for smooth operations and other related initiatives

PLAN OVERVIEW

CHANGE INITIATIVE	
INSTITUTION	
STAKEHOLDERS	
OUTCOMES	
EVIDENCE OF SUCCESSFUL INSTITUTIONALIZATION	

ACTION DETAILS

ACTION ITEMS (PER SUSTAINABILITY ATTRIBUTE)	TIMELINE	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	POTENTIAL PROBLEMS	PREVENTIVE ACTIONS	CONTINGENT ACTIONS	SUCCESS INDICATORS	ASSUMPTIONS
COMPETENCIES 1) 2)								
ACCOUNTABILITY AND OWNERSHIP 3) 4)								
CONSISTENCY OF PRACTICE 5) 6) 7)								
CONTINUOUS IMPROVEMENT 8) 9)								
EXECUTIVE SPONSORSHIP 10) 11) 12)								

For the Philippines - Australia Human Resource Development Facility (PAHRDF), workplace learning has been the hallmark of its 574 human resource development interventions with partner institutions from 2004 to 2010. As part of its closing activities, PAHDRF provides a glimpse of its leading practices in Worplace Learning and Performance through the documentation of a few of its memorable learning interventions both inside the classroom and in the workplace.

This guidebook is divided into three sections: Learning Methodologies, Workplace Coaching, and Document Templates, providing a rich resource for trainers, coaches, and practitioners working for national building through capacity development.