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ABSTRACT
                This manual provides a variety of Peace Corps
trainers with a training model that deals with work-related
frustrations of volunteers. Materials are designed specifically to
address the need for training volunteers in the subtleties of working
with host country bureaucracies and counterparts. Although intended
for inservice training, the materials can be incorporated into
preservice training. A trainer reference for bureaucratic
effectiveness and working with counterparts is designed to help the
trainer become familiar with the manual. It also offers guidelines on
how to prepare oneself for the role. Sections cover methodology,
structure, responsibilities of the trainer, suggestions for the
trainer, training techniques, assessment, and glossary of training
terms. The two modules--bureaucratic effectiveness and working with
counterparts--are each divided into sessions. Each session is divided
into rationale for training session, goals, trainer preparation for
session, materials needed, prepared newsprint/blackboard, handouts,
and procedures. Any required handouts are provided. Topics of
bureaucratic effectiveness are introduction, dominant features of the
bureaucracy, and strategies for bureaucratic effectiveness. The
module on working with counterparts includes theories of motivation,
action strategies for increasing effectiveness of counterpart
relationships, and counterpart management and feedback. (YLB)

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Peace Corps

WORKING AS COUNTERPARTS

A Peace Corps In-Service

Training Manual

Designed and Written By:

Dick Vittitow
and
Jan Elster

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PEACE CORPS

INTRODUCTION

The Office of Training and Program Support (OTAPS) is working to provide generic training materials that meet the expressed needs of PC training staff. The manual on <u>Working As Counterparts</u> is an example of our efforts. Our intention in developing this manual was to provide a variety of PC trainers with a clear and simple training model that deals with work related frustrations of Volunteers.

Although this manual is intended for the In-Service training programs, experienced trainers can adapt or modify some of the materials for use during the Pre-Service training programs. We are planning to develop introductory sessions on these topics which would be more appropriate for PST. However, until such time we encourage you to use these materials where you feel they best meet your needs, and to keep us informed as to their overall usefulness and any modifications that you make. A brief critique sheet is included for this purpose. After using any or all of the sessions in this manual, please complete the critique sheet and return it to the Training Division of OTAPS, room M-707, Washington.

Recognizing that many PC trainers may be recently re-turned PCVs, with limited training experience, we have care-fully detailed all sessions, including notes on the prepar-ation and delivery of each session. We have also included a Trainer's Reference Section which provides information on the

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manual, its format and methodology and which defines many of
the terms used in PC training. This information is provided
to assist less experienced trainers. More experienced train-
ers may find this information useful but may not need the
extensive detailing included for each session. We therefore
encourage the more experienced trainer to review these ses-
sions for content and exercises and to prepare their sessions
referring to the detailed sessions as needed.

Critique Sheet
for
Working As Counterparts

Please complete and return to Office of Training and Program Support, Room M 707 Washington.

TRAINER REFERENCE SECTION

1. What did you find most helpful in this section? _____

_____

_____

2. What did you find least helpful? _____

_____

_____

3. In future drafts, what would you like to see included in this

section? _____

_____

1. Which sessions did you actually use? _____

_____

2. Did you use them as they were written? Yes/No

3. Were they used during PST or IST? _____

4. How did you find the goals of sessions? a) very clear, b)

clear, c) average, d) confusing, e) very confusing

If you found them confusing, please comment on how they could

have been made clearer:_____

_____

5. Were the trainer preparation notes a) very helpful, b) help-

ful, c) not helpful, d) distracting, e) not read.

If they were not helpful, please explain why. _____

_____

6. Were the sessions a) very easy to follow, b) easy to follow, c) average in difficulty, d) difficult to follow, e) very difficult to follow.

If they were difficult to follow, please explain what could have made them easier to follow._____

_____

7. How would your rate the appropriateness of the sessions to Volunteers needs?   1 - Very appropriate
                    2 - moderately appropriate
                    3 - appropriate
                    4 - not appropriate
                    5 - inappropriate

8. Please explain any problems you had with the sessions. _____

_____

_____

9. What would you change about the manual for future use? _____

_____

10. What additional sessions would you like to see included in any future revisions? _____

_____

11. Additional remarks about the sessions or manual _____

_____

_____

_____

_____

_____

Thank you for completing this critique sheet.   August 1983

PREFACE

For over 20 years Peace Corps Volunteers have been living and working in countries around the world. One of their major tasks has been to work within the constraints of their host country's bureaucracies. Even when successful, PCVs have experienced frustrations in trying to understand and act within the boundaries and idiosyncracies of the host country organizations whether they have been a large ministry, a health care center, a school, an office or agency.

Up to this point there has been no organized effort to design training materials to prepare volunteers in how to work more effectively in host country bureaucracies with counterparts. One obvious drawback is that PCVs cannot easily be trained for such situations until they have had first hand experience with the host country bureaucracies. This means that such training should be done in-service and probably in the first 3-6 months.

We hope that use of these materials in in-service training will help Peace Corps Volunteers do their jobs effectively and with a greater understanding of the systems around them. We have had a wide-range of training experience with Peace Corps staff, both host country and American, and Volunteers in all stages of their service. It has been encouraging for us to see training and adult learning move from a sometimes hit-and-miss support function to an on-going requirement of Peace Corps effectiveness. We recognize these materials are unique in style and subject matter. We hope they set a precedence for many more to follow.

The materials in this manual have been developed specifically to address the need for training Volunteers in the subtleties of working with host country bureaucracies and counterparts. They have been designed for use in in-service training, although the more experienced trainer can incorporate some of the basic concepts into pre-service training. They were prepared for use by both novice and experienced trainers. However, the individuals who were consistently kept in mind as the sessions were being developed are those Peace Corps Volunteers who so sincerely want to do their jobs well, yet out of frustration find themselves saying "you can't get anything done here."

Dick Vittitow   and   Jan Elster

July 1983

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TRAINER REFERENCE

for

Bureaucratic Effectiveness and Working with Counterparts

Jan Elster and Dick Vittitow

SUMMARY

TRAINER   REFERENCE

The Trainer Reference is designed to help you, as trainer, become familiar with the manual. It also offers you guidelines on how to prepare yourself for your role. This section should be read thoroughly before reviewing the modules or attempting to run any of the sessions.

The sections of the Trainer Reference are as follows:

Part I   Introduction

Part II   Methodology

Part III   Structure

Part IV   Responsibilities of the Trainer

Part V   Suggestions for the Trainer

Part VI   Training Techniques

Part VII   Assessment

Part VIII   Glossary of Training Terms

Supplement 1   Readings

"   1A Experiential Learning

"   1B From Freedom to Learn

"   1C The Effective Trainer

"   1D Discussion Group Leadership

"   1E What to Observe in a Group

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TRAINER REFERENCE

I. **INTRODUCTION**

This manual has been developed especially for Peace
Corps trainers overseas. One advantage for the less
experienced trainer is that its design offers step
by step procecures on how to run each session contained
in the manual. Therefore, it can be used by individuals
with limited training experience as well as adapted
for use by more experienced trainers. In either case,
if you choose to use it with your trainees or volunteers,
you need to familiarize yourself with the structure,
style and content of the sessions. This section will
help you in familiarizing yourself with how to manage
and conduct the sessions.

II. **METHODOLOGY**

The lesson plans in the manual do not use traditional
classroom techniques. Based on the theory that adults
learn most effectively by "doing" rather than "seeing"
or "hearing", the approach is experiential and parti-
cipatory. You will be more of a facilitator of
exercises, discussions and events than a traditional
lecturer or teacher imparting information. Much of the
information, conclusions and strategies that the parti-
cipants take with them after the sessions will help
them draw conclusions and plan strategies. The basis
for your work will be the many structured exercises
contained in the manual. There is a good deal of group
work, exercises and discussions and a minimum of
lecture. Non-formal education techniques are applied
so that you can use the manual with individuals of
varying levels of knowledge and experience.

III. **STRUCTURE**

The two sections of modules contained in the manual
represent a workshop that takes approximately 12 1/2
hours to complete. There are a number of ways you
can present the training, and it is up to you, the
trainer, to choose the most appropriate for your group.
For example:

1. One approach is to present both modules consecu-
   tively as one workshop during a 2-3 day IST
   retreat or workshop. For instance, start on a
   Friday evening, working for 3 hours, continue for
   4-5 hours on Saturday and 4-5 hours on Sunday.

2. The sections are called modules because they are
   modular and can be used separately. Therefore,
   a second approach is to split them and do one
   during one In-service training (IST) workshop
   or retreat and the other at a later date.

The modules are sequenced as follows:

   I   Bureaucratic Effectiveness   - 3 sessions

   II Working with Counterparts   - 3 sessions

Each module follows the same format. The first page
summarizes the contents of the module and time
necessary to complete it. Each of the sessions
contained within each module is structured with
these components:

● **Rationale for Training Session** - Gives the reasons
  for why the session was developed and any background
  information that might help you to explain why you
  are spending time on the topic.

● **Total Time** - Indicates the total amount of time,
  including breaks, the session will take to complete.

● **Goals** - Outlines the 3-5 purposes of the module.
  Also serves as a basis for you to make newsprint
  on goals to use at the beginning of each session
  so the participants will clearly understand what
  they will learn and what is expected of them.

● **Trainer Preparation for Session** - Tells you what
  you personally need to do to get ready to lead
  the session.

● **Materials Needed** - Lists all of the resources you
  will need to run the session. Materials such as
  newsprint and markers will be indicated first.
  There will also be a list of handouts for parti-
  cipants to take with them to learn more about a
  certain subject.

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● <u>Prepared Newsprint</u> - Tells you how many newsprints to prepare, and which steps within the lesson plan calls for newsprint.

● <u>Procedures</u> - The procedures in each lesson plan are explicit and detailed so as to literally walk you through the steps of making the lesson happen. There is a two inch column on the side of the page next to the instructions which allows you to take notes and/or summarize each step in your words. This is crucial to you being able to lead the session comfortably when the time comes.

● <u>Notes to Trainer</u> - Will list any special things you should do to make the session work well. Notes to trainer are found within the body of the lesson plan.

● <u>Symbols</u> - Three different symbols are used at specific points in each session.

   + - reminds you that (1) the step being taken is an appropriate time to use various host country resources for background information; and/or (2) it would be appropriate to integrate the concepts into language and cultural sessions.

   ** - indicates that you can look for an explanation of the concept in the trainer reference.

   * - tell you that the word is defined in the glossary at the back of the Trainer Reference.

IV. <u>RESPONSIBILITIES OF THE TRAINER</u>

   You, as workshop leader or trainer, have four basic responsibilities:

   1. Become familiar with the content and methodology of the manual.

   2. Train yourself on how to use it as is, and/or adapt sessions to meet you and your volunteer's special needs.

   3. Incorporate ideas and opinions of host country nationals.

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4. Prepare other trainers and co-facilitators on how to use the manual.

5. Run the sessions.

Responsibility 1: <u>Become familiar with the content and approach of the manual.</u>

The easiest step to help you obtain an overview of the entire manual is to read the first page of each module which summarizes its content. It is also important that well before you present each module, you become thoroughly familiar with the exercises and handouts so that you have achieved mastery of the contents and process. You are given a possible script to use which appears in *italics*. You need to adapt the script to your own words so that your presentation is comfortable for you. Use the margins that have been provided for you to do this.

The knowledge that you have of adult learning theory, group development and leadership techniques can enhance both your comfort level in being the trainer as well as your ability to lead the sessions. You do not have to be an expert to lead the sessions as they are explained in the manual. However, your interest in and knowledge of innovative, experiential and nontraditional (opposite from classroom approaches) will help you utilize the manual more comfortably. Since you will be the primary trainer or leader, a self-instructional learning packet is provided here for your use. It contains readings on learning theory and group development and are attached in this section as Supplement 1. Read them before you delve into the modules themselves. If additional trainers will be running any of the other modules, ask them to also read the articles so that you have some common grounds in your knowledge of the theory on which the manual is designed. Keep in mind that these readings represent only a very <u>basic overview</u> of the topics they represent and are <u>not meant to</u> make you an "expert". Seek further resources if a certain subject interests you or you need more background. The articles are as follows:

   1A   "Experiential Learning"
   1B   "From Freedom to Learn"
   1C   "The Effective Trainer"
   1D   "Discussion Group Leadership"
   1E   "What to Observe in a Group"

Responsibility 2A: <u>Train yourself on how to use the</u>
<u>manual.</u>

If you are new to the field of training or have limited
experience, become familiar with the style in which
the manual is written. Review how the instructions
appear and the format that is consistently used for
each module and session. The manual is designed to
work <u>for</u> <u>you</u> and to help you work with ease. Remember
that as you read the lesson plan in each module, look
at the <u>Notes to Trainer</u> which appear throughout that
remind you of special steps that need to be taken.

Keep in mind that the ~~training sequence within~~ each
~~module is designed~~:

1.   To provide participants ~~basic information~~ or an
     introduction.

2.   To ~~allow them~~ to work through an activity (be it
     individual or group) to reinforce basic information
     or experience; and

3.   To provide ~~a processing phase~~. The processing
     phase is to help them ~~reflect on what they~~
     ~~have learned,~~ to generalize the learnings; and
     ~~to discuss how they can~~ apply these learnings
     ~~to their work~~ situations and community. (See
     <u>Training Techniques</u> for more on processing.)

It is important to remember that <u>each of these phases</u>
<u>is important.</u> In fact, the lesson will not have its
intended impact unless all the phases are implemented.
Do not try to cut corners by cutting out a phase.
It will affect the attainment of the intended objectives.

Responsibility 2B: <u>Adapt the sessions to fit both</u>
<u>you   and your participant's needs.</u>

If you already have extensive training background,
you may find that the step-by-step style in which the
sessions are explained is oversimplified for your
needs. In this case, consider scanning the sessions
for basic concepts and/or exercises and adapting them
to your neds. (You can also use the Trainer Reference
and/or detailed lesson plans to train other less
experienced staff).

Responsibility 3: <u>Incorporate ideas and opinions of</u>
<u>Host Country Nationals</u>

The manual has been designed to be easily used by
trainers in any country. It provides the framework
for conducting sessions about bureaucracies and
relations with host country counterparts. The key
to the sessions being culturally specific and appro-
priate, however, is your ability to present the
information so that it reflects the host country.
There are many opportunities to do this throughout
the sessions and your responsibility is to incorporate
this country specific information, opinions, trends,
cultural aspects.

Some of the most effective means of doing this are
for you to:

● <u>Review the sessions with host country individuals</u>
<u>and "interview" them regarding topics.</u> One example
is Module I session 1 which calls for an overview
of the changing trends in bureaucracies in the
Host Country. The ideas of more than one host
country national are important since everyone
brings varied information and perspectives. You
can present a collective overview during the session
since you may be the only trainer there.

● <u>Invite host country nationals to the session and use</u>
<u>them as a resource to answer questions and/or</u>
<u>give opinions.</u> Use language teachers, technical
and cultural coordinators, office staff or
individuals from the community.

● <u>Ask language and culture teachers to integrate</u>
<u>the topics covered in your sessions into their</u>
<u>language classes.</u> For example, if you are covering
topics such as characteristics of the bureaucracy,
see that language and culture teachers talk about
the history of bureaucracies in the host country
or the cultural norms of a bureaucracy in the host
country in their classes.

However you decide to incorporate the ideas and infor-
mation of varied host country individuals, remember
that doing this is the key to the appropriateness
of these materials. They can be used anywhere Peace
Corps Volunteers are being trained. How effective
they are in terms of country specific information
depends on how much you utilize the resources around
you to make country specifc entries. Throughout the

sessions, the symbol + will be used to remind you
that you are at a point where it would be possible
and beneficial to use host country persons as resources
or for them to make sure the issues are included in
language and/or cultural sessions.

Responsibility 4:   <u>Train other trainers and co-
                    facilitators on how to use the
                    manual.</u>

The majority of exercises can be run by one person
in front of the group. However, in order to monitor
small group work and so that you have others to help
you with materials, handouts, and intricate, cultur-
ally specific topics or topics that merit various
points of view, it is a good idea to have at least
one or two backup people, or you may want to share
the lead trainer responsibility with another trainer.
However, if you decide to do this:

1) Make sure that you are on the same "wave length"
   with both your co-trainer and your backup people.
   That means that you are a "team" and understand
   the goals and how you will reach them.

2) Ensure that all staff members understand their
   responsibilities whether they be to lead sessions,
   to monitor groups, to prepare handouts or to act
   as resources. It is up to you to determine these
   roles and to clearly communicate them to the
   individuals involved.

In your responsibility of determining who will be
doing the up-front training and who will be backups,
you must also build a team among yourselves and
prepare the team members to perform their respon-
sibilities. One way to do this is to hold a meeting
before conducting the sessionswith all of the staff
that will be assisting you. Make sure to cover the
following areas:

        - Time for staff to become acquainted
          (if necessary)

        - Overall goals of the session(s)

        - How the session will be run

            ● methodology

            ● structure

- Agendas (schedule for session(s)

- Roles (include one for everyone)

- Answer any questions, clarify any concepts.

Another way to help staff work effectively as a team is to hold a brief staff meeting at the end of each training day. Discuss the following topics:

- Feedback for trainer and co-trainer
  (what he/she did well, poorly);

- Achievement/non-achievement of workshop
  goals;

- Problems, special issues;

- Review (walk through) of how the
  next day's (week's) session will be
  run and who does what.

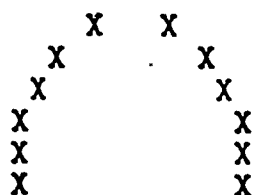Responsibility 4: <u>Run the sessions.</u>

If you have done your homework so far, the fulfillment of this responsibility should be second nature to you! However, the next section, "Suggestions for the Trainer" will provide you with information that may help even more in running effective sessions.

V. <u>SUGGESTIONS FOR TRAINER</u>

<u>In preparation for each session:</u>

1. Remember that group needs always vary.
   Research your audience to make sure the materials
   in the manual are appropriate to use with them.
   In some cases, the materials will need to be
   modified because of varying levels of expertise,
   sophistication, background and experience of a
   given group. Be cautious in examining the
   materials throughout. Think how each exercise
   will be viewed and/or accepted given the group.
   It is up to you to modify materials as necessary
   to meet the needs of the group. These materials
   are especially designed for In-Service Training
   and to be used with Volunteers who have at least
   3 months experience in the field if not more.
   You will need to adapt them considerably for use
   in Pre-Service Training.

2. Become familiar enough with each session so that you understand the exercises and contents well enough to run it with ease. If you do not feel comfortable with a certain exercise, alter it so that it suits you, yet still meets the objectives.

3. Prepare an outline, or notes in the margin to help you remember important points.

4. Make sure you have all the necessary equipment, prepared flip charts and other materials.

5. Complete the following tasks before the participants arrive:

   a) Set up the seating arrangement in the fashion that best suits the group and number of participants. Avoid using desks and tables. They can get in the way of group movement and interaction. Keep them on the sides of the room in case participants want to use them for writing when they are working on individual or small group tasks.

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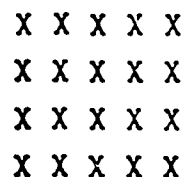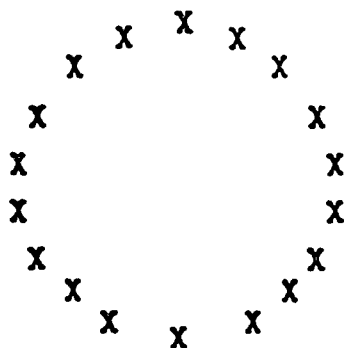
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     X           X
       X  X   X                 XX          XX

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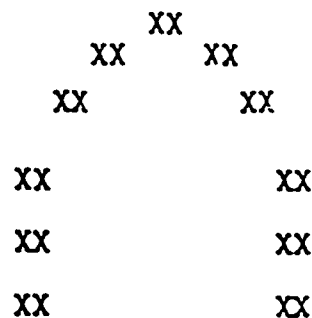
b) Put the newsprint stands or chalkboard in a place where everyone can see them and where you can use them to write comfortably.

c) Hang your prepared newsprint on the stand, covered by sheets of blank paper, or hang the newsprint on the walls folded with the bottom half covering the top so that they will be readily available when you need them.

d) Place the exercise sheets and handouts you will be using in order on a shelf or table so you can reach them easily when you want to distribute them.

During each session:

1. To establish a tone of comfort, start each session with some sort of climate building opening, be it a statement of yours, an anecdote, an 'icebreaker' exercise or a review of the previous session.

2. Acknowledge everyone's experience and try to encourage participation. Quiet participants might be drawn out with questions like: "What has your experience been?", or "How do you feel about it?"

3. Remember your role as a facilitator. Allow individuals time to make their points. Your role is to encourage their learning, not to dominate discussions.

4. Try to maintain the schedule and time frames as much as possible. Keep control of what is happening and be firm, yet not abrupt, if you need to bring people back onto the subject.

5. Make sure your co-trainers or host country resource people understand their roles and what you expect of them so they can respond as needs arise.

VI. TRAINING TECHNIQUES

The following paragraphs describe some of the training techniques required in the sessions. Read them as an introduction and refer to them later as you study how to run the respective exercises.

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1. <u>STRUCTURED EXPERIENCE</u>. Almost all of the activities
   in the manual are structured exercises.
   A ~~structured exercise~~ is ~~an~~ experiential ~~learning~~
   ~~activity~~ ~~that is designed~~ ~~to~~ ~~achieve a certain~~
   ~~purpose.~~ Based on the theory that individuals
   learn most effectively by "doing", structured
   exercises are designed to allow the learner to
   participate in an activity. You, ~~as trainer,~~ may
   ~~help~~ facilitate the learning, ~~but~~ the participant
   ~~discovers the learning~~ for him/herself. This
   method is based on the premise that guided exper-
   ience (the structured exercise you will facilitate)
   is the best teacher. After a structured exercise,
   you, as trainer, must allow enough time to help
   the participants in the 'processing' stage. This
   is where you help them discover what they have
   learned so that they are sure to share, integrate
   learning and apply what they have learned to their
   daily lives.

2. <u>PROCESSING</u> is ~~the~~ technique you will use to help
   participants make generalizations,* discuss what
   they have learned, and verbally state how the
   learnings can be used in their respective work,
   community or home situations. The learning in
   each session is designed to take place in the fol-
   lowing sequence:

   1. Introduction or information is provided

   2. Participatory activity (structured exer-
      cise) takes place

   3. Processing is done

   It is important that the processing stage never
   be deleted. Every exercise provides you with
   basic processing questions you can use. Your
   role is to ask questions, carefully listen to the
   responses, and help people come to conclusions
   about what they have learned.

   Besides using the questions with which you are
   provided data for processing, you can also ask
   participants:

   - What they have learned?

   - What they discovered?

   - What they noticed?

*See glossary

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- What they realized?

- How they can use this information/knowledge in their work place or community.

When responding to such questions, ask participants to respond with "I learned", "I discovered", etc. The key in processing is to ask open-ended questions that make people think about their responses instead of a simple 'yes' or 'no'.

3. LECTURETTE. A lecturette is a brief, carefully prepared oral presentation of information which you offer for the purpose of having others understand the information or to motivate or influence the attitudes of the listeners. Sometimes your opening statement which explains what the group will be doing during the session or the explanation of the topic is done in lecturette form.

4. GROUP DISCUSSION. Group discussions are conversations and deliberation about a topic among 2 or more participants under the guidance of a trainer. It is a time for the individual participant to share his/her ideas and experiences with others.

Because two of the purposes of the manual are to help participants share information and give them the opportunity to jointly design strategies, you will see it used often as a technique. It is useful for involving the entire group, to pool the abilities, knowledge and experience of all to reach a common understanding, conclusions or strategy.

When you are leading a large group discussion with all the participants, it is your responsibility to keep it going, to ask the questions and to keep participants on track. Each time an exercise necessitates processing with the entire group, you are given questions to use. You should try to establish and maintain an atmosphere where participants feel they can comfortably disagree, to try out new ideas, to discuss their own experiences and to propose conclusions, solutions and strategies.

There are many cases of small group discussions where groups of only 4-7 work on a task. In this case, your responsibility is to make the instructions clear and let the groups work on their own.

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A natural leader will usually emerge in each group. However, you and other co-trainers can "float" from group to group to make sure the assignment is being done correctly. At the end of the small group discussion, the conclusion or ideas from each group are usually reported to the large group.

5. ROLE PLAYING. Role playing is a training technique where, without a script, participants act out a situation in front of the rest of the group. In order to decide what they will say and do in the role play, participants are given a situation described in detail and assigned a role to play. Role players and observers are aware of the general situation, but individual role players may be the only ones aware of the intricacies of their respective role. The intricacies are either told to the role players individually, or written on a slip of paper for each role player. After the role play is completed, it is discussed by the entire group.

Role playing can be used to examine delicate problems, to explore solutions and to provide insights into attitudes differing from those of participants.

Sometimes participants are too self-conscious to role play. Others tend to 'overact'. Allow people to volunteer for roles, never assign or appoint them to roles. In briefing the role players, tell them to try to stay as close to the role and to act it out as realistically as possible.

When people have finished role playing, it is important to de-role them and to <u>tell them they are no longer in role</u> before discussing the role play. "De-roleing" can be done by asking the players to move out of their seats or situations, and if they had a role name to take it off. Tell them clearly the role play is over and they are to go back to being themselves.

6. BRAINSTORMING. Brainstorming is when you, as trainer, ask the group to generate ideas, words or phrases about a given topic. Spontaneous thinking is encouraged, and as the participants offer their ideas rapidly and spontaneously, you will often write them on a flip chart. No idea is dismissed or criticized, for the purpose is to obtain as many ideas as possible and to stimulate thinking and participation.

7. __PARAPHRASING.__ Paraphrasing is restating in your own words or behavior what another person's statement means to you and for them to agree that's what they meant. This helps that person clarify what s/he said and indicates your understanding of what s/he said.

   Too often people add to what others say without being really clear that they understand what a person means.

   An example of paraphrasing:

__Participant:__	"I find this training is terrible!"
__Trainer:__	"Oh, you really don't like these activities."
__Participant:__	"No, I like these activities, I just find it uncomfortable remembering how I onced acted in an organization."
__Trainer:__	"You like the training, even though you feel uncomfortable about parts of it."
__Participant:__	"Yes."

VII. __ASSESSMENT__

An important role you play as trainer is to remain aware of how you are doing in your role, to continually survey the progress of your sessions and to remain aware of the attitudes, needs and interests of your participants. Because you already have so many time-consuming responsibilities inherent in your role, you often must expend additional energy to seek feedback from the participants on how they perceive the training they are receiving. Daily Assessment Form is a sample tool you can use to help you obtain this feedback. You may want to alter it to suit your needs by changing the questions to get information you specifically need or want. At the end of each day or two of training, ask the participants to spend 5-10 minutes and fill out the form. From the responses you get you will be able to determine which methods are working and/or what needs to be changed for the next day or next workshop. Stress to the participants that they do not have to sign their names.

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D A I L Y   A S S E S S M E N T

PLEASE RATE THE SESSION USING THE SCALES
PROVIDED AND ADD ANY COMMENTS.

1. Clarity of the objectives of the day's sessions.

```
1    2    3    4    5    6    7    8    9
Unclear                               Very Clear
```

Because _____

_____

2. Achievement of objectives.

```
1    2    3    4    5    6    7    8    9
Very poor                             Well done
```

Because _____

_____

3. Effectiveness of lead trainer.

```
1    2    3    4    5    6    7    8    9
Very poor                             Excellent
```

Because _____

_____

4. Effectiveness of methods used.

```
1    2    3    4    5    6    7    8    9
Ineffective                           Very effective
```

Because _____

_____

5. Usefulness of exercise sheets and handouts.

```
┬───┬───┬───┬───┬───┬───┬───┬───┬
1   2   3   4   5   6   7   8   9
Not useful                          Very useful
```

Because _____

_____

6. Usefulness of the day's sessions to help you in your workplace or community.

```
┬───┬───┬───┬───┬───┬───┬───┬───┬
1   2   3   4   5   6   7   8   9
```
Largely   Highly
irrelevant   useful
to my work   for my work
& life as a   & life as a
PCV   PCV

Because _____

_____

7. In the space below, write any comments or criticism you would like to give the staff as individuals or as a group.

_____

_____

_____

_____

_____

8. What could have made these sessions more worthwhile for you in relation to the job you have in your workplace and/or community?

_____

_____

_____

9. What specific sessions or activities did you
   find most helpful to you in your work and life?

   _____

   _____

   _____

VIII. GLOSSARY OF TRAINING TERMS

Each time a new training term is used in the manual, it will be highlighted with the symbol * to remind you to refer to this glossary.

'Break into groups' - When one large group is divided into several small groups or pairs.

Bridge - The statement the trainer makes that ties sessions together. That is, a reference in a current session that shows how it is related to the prior session.

Co-Trainer or Co-Facilitator - Individual who assists trainer in any capacity.

Flip Chart - A large (e.g. 27" x 34") piece of news-print that the trainer has prepared as a chart illustrative of a point he/she wants to make.

Float - When trainers visit small groups for a short time to ascertain what is going on or if participants have understood instructions. Floating means generally spending a small amount of time with each group without becoming a member of any one of them.

Generalization - A conclusion about an experience or idea.

Goal - A statement of the general learning outcome or topics to be covered.

Group process - The complex forces which cause persons in a group to behave the way they do. Group process is concerned with "how" people work in groups, given certain conditions and certain human behaviors; content or task focuses on "what" people do; it is not concerned with moral issues of how people ought to behave.

Handout - A supporting document the trainer gives participants that offers additional information on a subject introduced during the session.

Ice-breaker - An opening exercise that is used to motivate the group and establish a comfortable atmosphere for learning.

Intervention - An interruption of an ongoing activity that influences the direction, content, behavior, or affect in a group.

Lead Trainer - Person who assumes most of the responsibility for the implementation of the workshop.

Learnings - Points, aspects of items participants learn from an experience or session.

Newsprint - The large pieces of paper that usually come bound on large cardboard pads. (Called newsprint because newspapers use it for publishing their papers.)

Non-formal education - An approach that uses non-traditional techniques not typically used in the classroom. Adults often are involved in non-formal training.

Objective - A statement of learning outcome in terms which specify an observable behavior, an accepted standard of achievement, and the conditions under which the behavior is to take place.

Participant - (Learner) The person for whom the training activity is created and presented.

Reality Test - To share a strategy with someone else and have them react to how feasible the plan would be given the situation in which its going to be used.

Report Out - The report on progress or results that one small group gives the rest of the groups after completing an exercise, solving a problem or planning a strategy.

Resource Person - (a) an individual who attends the session to act as a resource about a specific topic(s) or (b) a person with whom you discuss a specific topic before the session in order to get country/culture specific information. Specifically for these materials, resource people are host country individuals with staff, language and culture trainers, community representatives, etc.

Rounds - A structure in which participants rotate in taking turns.

Trainer - A guide or facilitator who arranges learning experiences for others.

Triad - A group of 3 people.

EXPERIENTIAL LEARNING

Experiential learning is based on the premise that
people learn more effectively by 'doing' rather than
'seeing' or 'hearing'. Experiential learning, there-
fore, uses techniques that actively involve the
learner in structured experiences that help him/her
to acquire new knowledge and skills. Unlike more
traditional types of classroom education where the
teacher is the focal point, experiential learning
focuses more on the learner's experiences. Instead
of having the learner see a demonstration or hear a
lecture and then leave the learning situation, struc-
tured experiences are used to involve the person
more in his/her own learning to make it more relevant.
This is done by seeing that the learner experiences
various phases. For instance, typical phases are:

1. Information is presented or a situation
    is experienced.

2. Learners discuss what they have learned
    or gained.

3. A forum is provided for learners to judge
    how they can/will use this information
    when they leave the learning situation.

4. Practice may (if time allows) be given to
    provide learners with the opportunity to
    practice new skills before leaving learning
    situation.

The types of techniques that may be used to faci-
litate the above steps are lecturettes, role plays,
case studies, panels, simulations, skits, small
group discussions and problem solving, to name a
few. There is always a processing stage where
learners are encouraged to reflect upon, analyze,
evaluate and discuss their learnings and appli-
cability of these learnings to their real situa-
tions.

Some of the structured experiences that are used
in experiential learning allow the learner to:

- experience situations similar or analogous
  to those which might be encountered in the
  situations where the learnings will be
  applied (work, school, community)

- identify and analyze problems

- explore alternative solutions to these problems and the probable consequences

- examine real feelings and reactions in the various problems and situations presented

- examine personal values, beliefs, attitudes, assumptions and expectations and the problems these might be creating

- generalize from the training learning experience to the job, school or community

- identify the kinds of information needed to solve new problems or skills needed to be effective

- identify and learn to make use of available resources to meet needs

These examples demonstrate that experiential learning provides the opportunity for the learner to acquire new skills and practice these skills in a laboratory, a safe environment, before trying them out in the "real world".

The method assumes that the learner is able to accept the major responsibility for his/her own learning, and will, if given the opportunity, establish personal learning goals. It promotes 'learning how to learn' from experience. It is what we do all our lives outside the classroom.

Because many people are much more familiar and comfortable with the traditional modes of memorizing from lectures and reading assignments, completing assignments and taking tests assigned by the instructor, experiential learning may be awkward at first. It requires more effort, more participation, more investment and more responsibility. It also produces more relevant learning that people often retain and use more than didactic methods allow.

In the experiential approach, the trainer serves primarily as a facilitator, catalyst or resource. He/she has the responsibility to structure the training to follow the appropriate sequence and process to help learners analyze what has happened and to draw conclusions. The responsibility for the learning, however, is for the learners themselves.

Some of the other differences between experiential learning and traditional didactic learning are:

Traditional	Experiential
1. Teacher decides on objectives. They may be more implicit than explicit and may or may not be communicated to the learners.	1. Trainer and learner decide on objectives, using provisional objectives established by trainer as base.
2. Teacher conducts demonstration or lecture. Learners observe.	2. Learners identify and make use of available resources (including other learners) to obtain information they need to solve problems.
3. Trainer assigns practical exercises or problems. Learners complete the assignment.	3. Learners explore alternative solutions to problems.
4. Teacher prepares tests for knowledge and understanding. Learners take the test.	4. Trainers and learners examine possible consequences and evaluate relative effectiveness of various solutions.
5. Teacher evaluates learner's performance.	5. Learners reflect on, evaluate and conceptualize the total experience.

In summary, the experiential approach makes primary use of inductive discovery and critical thinking modes of learning rather then the classical modes of presenting rules or principles, giving examples or illustrations, assigning one-right-answer-type exercises or problems, and testing for retention, the modes typical of the traditional system.

Adapted from staff training material
from P.C. Latin America Region, 1977

FROM FREEDOM TO LEARN
by Carl Rogers

Though it may be considered unseemly for me to say so, I like this chapter very much, because it expresses some the deepest convictions I hold regarding those who work in the educational field. The essence of it was first presented as a lecture at Harvard University, but that essence has been revised and enlarged for this book.

I wish to begin this chapter with a statement which may seem surprising to some and perhaps offensive to others, It is simply this: Teaching, in my estimation, is a vastly over-rated function.

Having made such a statement, I scurry to the dictionary to see if I really mean what I say. Teaching means "to instruct." Personally I am not much interested in instructing another in what he should know or think. "To impart knowledge or skill..." My reaction is, why not be more efficient, using a book or programmed learning? "To make to know." Here my hackles rise. I have no wish to make anyone know something. "To show, guide, direct." As I see it, too many people have been shown, guided, directed. So I come to the conclusion that I do mean what I said. Teaching is, for me, a relatively unimportant and vastly overvalued activity.

But there is more in my attitude than this. I have a negative reaction to teaching. Why? I think it is because it raises all the wrong questions. As soon as we focus on teaching the question arises, what shall we teach? What, from our superior vantage point, does the other person need to know? I wonder if, in this modern world, we are justified in the presumption that we are wise about the future and the young are foolish. Are we really sure as to what they should know? Then there is the ridiculous question of coverage. What shall the course cover? This notion of coverage is based on the assumption that what is taught is what is learned; what is presented is what is assimilated. I know of no assumption so obviously untrue. One does not need research to provide evidence that this is false. One needs only to talk with a few students.

But I ask myself, "Am I so prejudiced against teaching that I find no situation in which it is worthwhile? I immediately think of my experiences in Australia, not so long ago. I became much interested in the aborigine. Here is a group which for more than 20,000 years has managed to live and exist in a desolate environment in which modern man would perish within a few days. The secret of the aborigine's survival has been teaching. He has passed on to the young every shred of knowledge about how to find water, about how to track game,

about how to kill the kangaroo, about how to find his way through the trackless desert. Such knowledge is conveyed to the young as being the way to behave, and any innovation is frowned upon. It is clear that teaching has provided him the way to survive in a hostile and relatively unchanging environment.

Now I am closer to the nub of the question which excites me. Teaching and the imparting of knowledge make sense in an unchanging environment. This is why it has been an unquestioned function for centuries. But if there is one truth about modern man, it is that he lives in an environment which is continually changing. The one thing I can be sure of is that the physics which is taught to the present day student will be outdated in a decade. The teaching in psychology will certainly be out of date in 20 years. The so-called "facts of history" depend very largely upon the current mood and temper of the culture. Chemistry, biology, genetics, sociology, are in such flux that a firm statement made today will almost certainly be modified by the time the student gets around to using the knowledge.

We are, in my view, faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to learn; the man who has learned to adapt to change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than upon static knowledge, is the only thing that makes sense as a goal for education in the modern world.

So now with some relief I turn to an activity, a purpose, which really warms me--the facilitation of learning. When I have been able to transform a group--and here I mean all of the members of a group, myself included--into a community of learners, then the excitement has been almost beyond belief. To free curiousity: to permit individuals to go charging off in new directions dictated by their own interests; to unleash the sense of inquiry; to open everything to questioning and exploration; to recognize that everything is in process of change--here is an experience I can never forget. I cannot always achieve it in groups with which I am associated but when it is partially or largely achieved then it becomes a never-to-be-forgotten group experience. Out of such a context arise true students, real learners, creative scientists and scholars and practitioners, the kind of individuals who live in a delicate but everchanging balance between what is presently known and the flowing, moving, altering problems and facts of the future.

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Here then is a goal to which I can give myself wholeheartedly.
I see the facilitation of learning as the aim of education, the
way in which we might develop the learning man, the way in which
we can learn to live as individuals in process. I see the faci-
litation of learning as the function which may hold constructive,
tentative, changing, process answers to some of the deepest per-
plexities which beset man today.

But do we know how to achieve this new goal in education, or is
it a will-o'-the-wisp which sometimes occurs, sometimes fails to
occur, and thus offers little real hope? My answer is that we
possess a very considerable knowledge of the conditons which
encourage self-initiated, significant, experiential, "gut-level"
learning by the whole person. We do not frequently see these
conditions put into effect because they mean a real revolution
in our approach to education and revolutions are not for the
timid. But we do, as we have seen in the preceding chapters,
find examples of this revolution in action.

We know--and I will briefly describe some of the evidence--
that the initiation of such learning rests not upon the
teaching skills of the leader, not upon his scholarly know-
ledge of the field, not upon his curricular planning, not
upon his use of audiovisual aids, not upon the programmed
learning he utilizes, not upon his lectures and presentations,
not upon an abundance of books, though each of these might
at one time or another be utilized as an important resource.
No, the facilitation of significant learning rests upon
certain attitudinal qualities which exist in the personal
relationship between the facilitator and the learner.

We came upon such findings first in the field of psychotherapy,
but increasingly there is evidence which shows that these
finds apply in the classroom as well. We find it easier to
think that the intensive relationship between therapist and
client might possess these qualities, but we are also finding
that they may exist in the countless interpersonal interactions
(as many as 1,000 per day, as Jackson [1966] has shown) between
the teacher and her pupils.

QUALITIES WHICH FACILITATE LEARNING

What are these qualities, these attitudes, which facilitate
learning? Let me describe them very briefly, drawing illu-
strations from the teaching field.

Realness in the Facilitator of Learning

Perhaps the most basic of these essential attitudes is realness
or genuineness. When the facilitator is a real person, being
what he is, entering into a relationship with the learner without
presenting a front or facade, he is much more likely to be effec-
tive. This means that the feelings which he is experiencing are
available to him, available to his awareness, that he is able to

live these feelings, be them, and able to communicate them if appropriate. It means that he comes into a direct personal encounter with the learner, meeting him on a person-to-person basis. It means that he is being himself, not denying himself.

Seen from this point of view it is suggested that the teacher can be a real person in his relationship with his students. He can be enthusiastic, he can be bored, he can be interested in students, he can be angry, he can be sensitive and sympathetic. Because he accepts these feelings as his own he has no need to impose them on his students. He can like or dislike a student product without implying that it is objectively good or bad or that the student is good or bad. He is simply expressing a feeling for the product, a feeling which exists within himself. Thus, he is a person to his students, not a faceless embodiment of a curricular requirement nor a sterile tube through which knowledge is passed from one generation to the next.

It is obvious that this attitudianl set, found to be effective in psychotherapy, is sharply in contrast with the tendency of most teachers to show themselves to their pupils simply as roles. It is quite customary for teachers rather consciously to put on the mask, the role, the facade, of being a teacher, and to wear this facade all day, removing it only when they have left the school at night.

I trust I am making it clear that to be real is not always easy, nor is it achieved all at once, but it is basic to the person who wants to become that revolutionary individual, a facilitator of learning.

Prizing, Acceptance, Trust

There is another attitude which stands out in those who are successful in facilitating learning. I have observed this attitude. I have experienced it. Yet, it is hard to know what term to put to it so I shall use several. I think of it as prizing the learner, prizing his feelings, his opinions, his person. It is caring for the learner, but a non-possessive caring. It is an acceptance of this other individual as a separate person, having worth in his own right. It is a basic trust--a belief that this other person is somehow fundamentally trustworthy. Whether we call it prizing, acceptance, trust, or by some other term, it shows up in a variety of observable ways. The facilitator who has a considerable degree of this attitude can be fully acceptant of the fear and hesitation of the student as he approaches a new problem as well as acceptant of the pupil's satisfaction in achievement. Such a teacher can accept the student's occasional apathy, his erratic desires to explore by-roads of knowledge, as well as his disciplined efforts to achieve major

goals. He can accept personal feelings which both disturb and promote learning - rivalry with a sibling, hatred of authority, concern about personal adequacy. What we are describing is a prizing of the learner as an imperfect human being with many feelings, many potentialities. The facilitator's prizing or acceptance of the learner is an operational expression of his essential confidence and trust in the capacity of the human organism.

A further element which establishes a climate for self-intitiated, experiential learning is empathetic understanding. When the teacher has the ability to understand the student's reactions from the inside, has a sensative awareness of the ay the process of education and learning seems to the student, then again the likelihood of significant learning is increased.

This kind of understanding is sharply different from the usual evaluative understanding, which follows the patterns of, "I understand what is wrong with you." When there is a sensitive empathy, however, the reaction in the learner follows something of this pattern: "At least someone understands how it feels and seems to be me without wanting to analyze me or judge me. Now I can lcossom and grow and learn."

This attitude of standing in the other's shoes, in viewing the world through the student's eyes, is almost unheard of in the classroom. One could listen to thousands of ordinary classroom interactions without coming across one instance of clearly communicated, sensitively accurate, empathetic understanding. But it has a tremendously releasing effect when it occurs.

If any one teacher set himself the task of endeavoring to make one non-evaluative, acceptant, empathic response per day to a student's demonstrated or verbalized feeling, I believe he would discover the potency of this currently almost non-existent kind of understanding.

_____

1) Source - From the Field, World Education, Inc., New York,

It is a revised version of a presentation first published in Humanizing Education, ed. R. Leeper, ASCD, NEA, 1967. Copyright by the Association for Supervision and Curriculum Development, NEA. Freedom to Learn, Carl Rogers. Charles Merrill Co. 1969, pg. 103-112.

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THE EFFECTIVE TRAINER

The following are some suggested general characteristics of effective trainers.
For a person considering taking the trainer role, this list of characteristics
can be treated as guideposts for planning. The more intensive or formal the
program is, the more importance these guidelines assume. They are listed in
approximate order of priority.

1. Openess to change. Because the trainer role is not simple, and re-
quires 'sensitive use of the self', the prospective trainer must be willing
to look at him/herself, question things he/she does and has always taken for
granted. The person whose views of him/herself are unchangeable will have
considerable difficulty in working as a trainer.

2. Reasonable 'comfortableness'. To do a good job as a trainer, one must
be secure enough to try out new things. Training, like teaching, or any form
of human interaction inevitably gets one off base, and into puzzling situations
for which there are no ready made answers. An effective trainer needs to be
comfortable with him/herself as a person, be comfortable with others, and be
reasonably able to cope with new situations without getting upset.

3. Desire to help. The effective trainer needs to have genuine motiva-
tion for helping people learn. The person who tries out the trainer role only
because it is 'interesting', or because the role was assigned by a superior,
is unlikely to get very far before things freeze up or the group becomes apa-
thetic. A thoughtful self-appraisal of one's reasons for wishing to try out
the trainer role is strongly suggested.

4. Being seen as helpful. The trainer must be seen by the members of
the training group as being potentially (and actually) able to help them learn.
This seems obvious, but is easily overlooked. Without acceptance of one's
trainership by group members, little learning is possible.

Most persons markedly lacking in the other characteristics listed here will also
tend to be seen by potential members of the training group as being unable to
provide training assistance. This boils down to: "Do people in the group think
I am competent to help?"

5. Role flexibility. It helps if the trainer is a person who can do
different kinds of things in group situations without too much difficulty. He/
she need not be a super-member or an unusually skilled individual, but he/she
ought to be able to handle him/herself with a minimum of strain in group situ-
ations.

6. Sensitivity to groups. A good trainer notices things in group situ-
ations. He/she picks up what is going on, can see objectively and accurately
what is happening. If he/she has not learned this sensitivity, it will be
difficult to help members develop it.

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7. <u>Understanding of the training process.</u> A good trainer has a reasonably clear picture of how people can learn in an inductive, experience-centered way.

8. <u>Formal and practical knowledge about groups.</u> It helps if the trainer knows something about group dynamics, and is comfortable with concepts in this area. Background experience with different kinds of groups is also useful.

9. <u>Methodological knowledge.</u> For effectiveness, the trainer needs to be familiar with the teaching method being used.

Again, these are open-end criteria. Even an accomplished trainer could show improvement on all of them. The person who is experimenting with the trainer role for the first time can use these criteria as guideposts to evaluate and improve his/her performance as he/she proceeds. Three qualities to always strive for, however, as an effective trainer are:

- <u>Genuineness:</u> An effective trainer is non-phony, nondefensive, authentic and natural in his/her encounters with learners and other trainers.

- <u>Warmth:</u> An effective trainer is able to provide a non-threatening, safe, trusting or secure atmosphere through his/her own acceptance, positive regard, valuing and acceptance of others.

- <u>Understanding:</u> An effective trainer is able to understand, 'be with', 'grasp the meaning of' or have a high degree of empathy with the learners.

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DISCUSSION GROUP LEADERSHIP

The best discussions take place when everyone in the
group assumes responsibility for group maintenance
(that is, helping the group move toward the goal for
its discussion activity).

What are some of the characteristics of effective
discussion leadership? What are some of the things
you should do and be alert to if you are to fulfill
your responsibility to the group, whether or not
you are designated as the leader?

1. The smaller the group the more the inter-
action. Groups over 10 create barriers to full
participation. Some people talk whether the
group is large or small. Others will get in-
volved only in a smaller group. The tasks of
group maintenance and leadership are more dif-
ficult as the group gets larger.

2. Be sure everyone is comfortable and can look
eye-to-eye at everyone else in the group. Na-
turally, that usually means a circle. Whether
on chairs or on the floor, communication can be
facilitated by proximity.

3. Ask questions and listen. That's harder than
it sounds. The first impulse is to offer one's
own opinions, especially if we have more exper-
ience or expertise on the subject at hand. How-
ever, that can stifle expression by others.

4. Make sure everyone is involved. This can
usually be done by being alert to the silent
members and drawing them in. Sometimes it may
be necessary to ask someone to give others a
chance or suggest a rule that no one can speak
twice until everyone else has spoken once (or
until two others have spoken, or only to ask
a question or some similar device to encourage
full participation).

5. Keep the discussion on track. This can often
be done through questions or playback summaries,
e.g., "What I've been hearing in this discussion
is......Is that how it sounds to you?"

6. Avoid sarcasm. This is the temptation of
the clever and witty, but it can kill dis-
cussion or at least "knock out" the victim.
Save it for your closest friends or enemies.

7. Encourage humor. Don't take yourself too
seriously for pompousness and formality smother
discussion. "Up-tight" people can sit for
lectures, but they have to loosen up for a
successful discussion. Relax and enjoy.

8. Remember the problem-solving paradigm:
many discussion subjects (not all) can best
be approached this way--clarify the problem,
suggest alternatives, identify criteria for
discussion, and test the alternatives against
the criteria.

9. Set time limits. Practice has shown
that small groups tend to use whatever time is
available, but move more quickly toward the
goal if time is a factor.

10. Learn to observe process. How a discussion
proceeds and how the group members interact may
be more important than what is said. Discussion
is more relating than debating.

Adapted from staff training materials used by Peace Corps Latin
America Region, Washington, D.C.

WHAT TO OBSERVE IN A GROUP

All of us have spent our lives in groups of various
sorts--the family, gang, team, work group, etc., but
rarely have we taken the time to stop and observe
what was going on in the group or why the members
were behaving the way they were. One of our main
goals here is to become better observers and better
participants.

But what do we look for? What is there to see
in a group?

I.   Content vs. Process

When we observe what the group is talking about,
we are focusing on the content. When we try to
observe how the group is handling its com-
munication, i.e., who talks how much or who
talks to whom, we are focusing on group process.

Most topics about the back-home situation
emphasize the content -- "what is good leader-
ship," "how can I motivate my subordinate,"
"how can we make meetings more effective," and
concern issues which are "there and then" in
the sense of being abstract, future or past
oriented and not involving us directly. In
focusing on group process, we are looking at
what our group is doing in the "here and now,"
how it is working in the sense of its present
procedures and organization.

In fact, the content of the conversation is often
the best clue as to what process issue may be
on people's minds, when they find it difficult
to confront the issue directly. For example:

CONTENT	PROCESS
1. Talking about problems of authority back home may mean	that there is a leadership struggle going on in the group

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2. Talking about how bad
group meetings usually
are at the plant may
mean .... that members are dis-
satisfied with the
performance of their
own group

At a simpler level, looking at process really
means to focus on what is going on in the
group and trying to understand it in terms
of other things that have gone on in the
group.

II. Communication

One of the easiest aspects of group process to
observe is the pattern of communication:

1. Who talks? For how long? How often?

2. Who do people look at when they talk?
   a. Single others, possibly potential
      supporters
   b. Scanning the group
   c. No one

3. Who talks after whom, or who interrupts whom?

4. What style of communication is used
   (assertions, questions, tone of voice,
   gestures, etc.)?

The kinds of observations we make give us clues
to other important things which may be going on
in the group such as who leads whom or who
influences whom.

III. Task - Maintenance - Self-Oriented Behavior

Behavior in the group can be viewed from the
point of view of what its purpose or function
seems to be. When a member says something,
is he/she primarily trying to get the group
task accomplished (task), or is he/she trying
to improve or patch up some relationships among
members (maintenance), or is he/she primarily
meeting some personal need or goal without
regard to the group's problems (self-oriented)?

As the group grows and member needs become
integrated with group goals, there will be less
self-oriented behavior and more task or main-
tenance behavior. What kinds of categories can
be identified?

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Some types of behaviors relevant to the group's
fulfillment of its task that you will note
participants manifesting are:

1. Initiating: Proposing tasks or goals;
   defining a group problem; suggesting a
   procedure or ideas for solving a problem.

2. Seeking information or opinions: Requesting
   facts; seeking relevant information about
   group concern; Asking for expression of
   feeling; Requesting a statement or estimate;
   Soliciting expressions of value; Seeking
   suggestions and ideas ....

3. Giving information or opinion: Offering
   facts; Providing relevant information about
   group concern; Stating a belief about a
   matter before the group; Giving suggestions
   and ideas ....

4. Clarifying and elaborating: Interpreting
   ideas or suggestions; Clearing up confusions;
   Defining terms; Indicating alternatives and
   issues before the group ....

5. Summarizing: Pulling together related ideas;
   restating suggestions after the group had
   discussed them; Offering a decision or con-
   clusion for the group to accept or reject...

6. Consensus testing: Asking to see if group
   is nearing a decision; Sending up trial
   balloon to test a possible conclusion....

Some types of behavior relevant to the group's
remaining in good working order, having a good
climate for task work, and good relationships
which permit maximum use of member resources,
i.e., group maintenance that you will see
participants manifesting are:

1. Harmonizing: Attempting to reconcile dis-
   agreements; Reducing tension; Getting people
   to explore differences ....

2. Gate keeping: Helping to keep communication
   channels open; Facilitating the participation
   of others; Suggesting procedures that permit
   sharing remarks.

3. Encouraging: Being friendly, warm, and res-
   ponsive to others; Indicating by facial ex-
   pression or remark the acceptance of others'
   contributions ....

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4. Compromising: When own idea or status is involved in a conflict, offering a compromise which yields status; Admitting error; Modifying in interest of group cohesion or growth ....

5. Standard setting and testing: Testing whether group is satisfied with its procedures or suggesting procedures; Pointing out explicit or implicit norms which have been set to make them available for testing ....

Every group needs both kinds of behavior and needs to work out an adequate balance of task and maintenance activities.

IV. Emotional Issues: Causes of Self-Oriented Emotional Behavior

The processes described so far deal with the group's attempts to work, to solve problems of task and maintenance, but there are many forces active in groups which disturb work, which represent a kind of emotional under-world or under-current in the stream of group life. These underlying emotional issues produce a variety of emotional behaviors which interfere with or are destructive of effective group functioning. They cannot be ignored or wished away. Rather, they must be recognized, their causes must be understood and as the group develops, conditions must be created which permit these same emotional energies to be channeled in the direction of group effort.

What are these issues of basic causes?

1. The problem of identity: Who am I in this group? Where do I fit in? What kind of behavior is acceptable here?

2. The problem of goals and needs: What do I want from the group? Can the group goals be made consistent with my goals? What have I to offer to the group?

3. The problem of power, control and influence: Who will control what we do? How much power and influence do I have?

4. The problem of intimacy: How close will we get to each other? How personal? How much can we trust each other and how can we achieve a greater level of trust?

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What kinds of behaviors are produced in response to these problems?

1. Dependency-counterdependency: Leaning on or resisting anyone in the group who represents authority, especially the trainer.

2. Fighting and controlling: Asserting personal dominance, attempting to get own way regardless of others.

3. Withdrawing: Trying to remove the sources of uncomfortable feelings by psychologically leaving the group.

4. Pairing up: Seeking out one or two supporters and forming a kind of emotional sub-group in which the members protect and support each other.

These are not the only kinds of things which can be observed in a group. What is important to observe will vary with what the group is doing, the needs and purposes of the observer and many other factors. The main point, however, is that improving our skills in observing what is going on in the group will provide us with important data for understanding groups and increasing our effectiveness within them.

Adapted from staff training materials used by Peace Corps Latin America Region, Washington, D.C.

SUMMARY OF MODULE I

BUREAUCRATIC EFFECTIVENESS

(Total Time: Approximately 6 1/2 hours)

SESSION #1:   Introduction to Bureaucratic Effectiveness
              (1 hour 15 minutes)

              Participants read about, and discuss a
              historical overview of bureaucracies,
              their purpose and function. Together
              they examine their experiences with
              bureaucracies in the United States.
              Through individual work they then begin
              to focus on their reactions to current
              experience (frustrations, learnings,
              confusions) with bureaucracies in their
              host country. In this general introduction,
              the need for work on learning more about
              bureaucracies in the sessions that follow
              is established.

SESSION #2:   Dominant Characteristics of a Bureaucracy
              (Approximately 1 hour 35 minutes)

              The trainer provides a lecturette on the
              dominant characteristics of a bureaucracy
              and how both the formal and informal
              features impact on how the bureaucracy
              functions. Using an exercise with prepared
              cards, participants analyze and compare
              the differences and similarities between
              a North American and a host country
              bureaucracy. With the assistance of the
              trainer, participants begin to isolate
              characteristics of the bureaucracy which
              might be causing some of the frustrations
              and confusions identified in Session 1.

SESSION #3:   Strategies for Bureaucratic Effectiveness
              (2 hours 35 minutes)

              The group defines what bureaucratic effec-
              tiveness means in terms of the Peace Corps
              volunteer. By individually isolating and
              in pairs analyzing instances in which they
              were bureaucratically ineffective, partici-
              pants examine their personal styles of
              dealing with bureaucracies. They individ-
              ually build strategies for applying their
              learnings and becoming more bureaucrat-
              ically effective in their work.

INTRODUCTION TO SESSIONS ON

BUREAUCRATIC EFFECTIVENESS

The first records of bureaucratic organizations are made at what is considered the birth of "civilization" - some 5000 years ago. At that time the transition was being made from a migratory, grazing economy to a seed planting, cultivating society. There was a need on the part of farmers and governments to control the great river deltas such as the Nile, Tigris and Euphrates, the Indus and the Yellow Rivers.

According to John King Fairbanks, all these great river societies were "organized under centralized monolithic governments in which bureaucracy was dominant in all aspects or large-scale activity... The institution of compulsory labor by the people at the behest of the government usually became well-established." This made possible the construction of large public works which still amaze us, like the pyramids of Egypt, or the Great Wall of China.

These ancient organizations soon developed the characteristics most often associated with bureaucracies:

- each person had a prescribed role - skilled laborers, peasant workers, artisans, etc.;

- loyalty and obedience to the organization's goals was expected and promoted;

- recruits were systematically enlisted and trained;

- step-by-step promotions were made based on seniority and formal examinations;

- written records became the controlling force of human effort and the scribes who kept the records had special privileges and power;

- a military-type chain-of-command (with supervisors, middle-managers, and senior managers) was increasingly tailored to meet bureaucratic goals and direct human energy to those purposes.[1]

These basic bureaucratic forms continue to be used by all governments for carrying out their policies and delivering services to their publics.

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[1] Steinberg, Rafael. Man and the Organization. N.Y.: Time-Life Books, 1975.

In the United States most of us are born in hospitals -
bureaucracies set-up to handle our health care. By the age
of six, we end our exclusive relationship with our family
and enter the first of a series of educational experiences
in bure.ucracies. The major challenge for the individual
during this period is to demonstrate bureaucratic
competencies - the skills and abilities to accomplish a
variety of assigned tasks. Those who do "well" in school
are encouraged to join organizations. 83% of the working
population will spend their work life in small and large
organizations, a large number of which will resemble to a
large extent those bureaucracies established in the ancient
kingdoms.

Most persons working in bureaucracies are deeply
impacted by the routines, standardizations, and lack of
interest expressed in individual uniqueness. Many of these
"bureaucrats" will become apathetic and passively accepting
of the bureaucratic climate and experience. Others, a
small minority will attempt to change the bureaucracy.

There are two basic strategies that persons interested
in changing the bureaucracy tend to use. One, is to focus
their work efforts on changing the very nature of the
bureaucracy itself. Here the interest may be in changing
the structures, hierarchies, norms and relationships so the
bureaucracy becomes more personal and responsive to individual
values.

The second strategy involves the individual in learning
the skills and approaches for increasing his or her own
bureaucratic effectiveness. Here the interest is to look
at one's own relationship with the bureaucracy and determine
ways to increase one's influence and make certain that
important tasks and commitments are realized. Small
informal task groups, for example, may be utilized to solve
problems which the formal structures could not handle.

The following series of training sessions are an attempt
to explore ways to increase skills and identify the attitudes
that will allow each of us to increase our bureaucratic
effectiveness. This will be done by analysis of how bureau-
cracies - in both the United States and host countries -
function and work. The focus will be to help individuals
identify their own style, as well as patterns that become
their own unique approach to bureaucratic work relationships.
Sessions are designed to help individuals develop new
approaches for becoming more effective and skillful within
the bureaucracy through practicing new skills, consulting,
and helping others to work and develop new ways of becoming
more effective.

SESSION #1

INTRODUCTION TO BUREAUCRATIC EFFECTIVENESS

Rationale for Training Session:

Many of us will spend all of our work life
in bureaucratic organizations. We begin our
contact with bureaucracies in grade school,
and continue through other levels of schools
and colleges and often then seek work in an
organization of some kind. At this time in
the Peace Corps Volunteer's Service, s/he
has had considerable life and work experience
in bureaucracies in the United States and
now is beginning to experience work and life
in connection with host country bureaucracies.
This session is intended to give each partici-
pant an opportunity to discuss his or her
present involvement in the host country
bureaucracy with which s/he works. By
identifying some of the characteristics of
bureaucracies which stimulate or frustrate
work efforts, individuals will begin a
process of identifying the unique style they
bring to their work and relationships within
organizations. (Read handout #1 as complete
introduction to this module)

TOTAL TIME: Approximately 1 hour 15 minutes

Goals:

1. To review a perspective on the history
    of bureaucracies and their purpose
    and function from the beginning of
    the agricultural revolution to the
    present.

2. To identify participant's reactions
    (frustrations, learnings*) to
    involvement with both the host-country
    and the Peace Corps bureaucracies
    to date.

*See glossary

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Notes/Summary

3. To identify similarities and differences in reactions participants have to their current bureaucratic experience.

Trainer Preparation for Session:

1. Brief other trainers on their roles in and expected outcomes of the session.

2. Read Handout #1 on "Bureaucratic Effectiveness". Since you will lead a group discussion on the topic, as you read the article, prepare your thoughts on: +

   ● your own experience in working within host country bureaucracies. Trainer Note: You might talk about how you have functioned within the bureaucracy, e.g., feelings about slowness of change or the importance of hierarchy. A host country perspective is important, so you may want to talk to language teachers, cross-cultural coordinators and other host-country staff to gain their perspective before the session.

   ● trends and changes that seem to be affecting host country bureaucracies at the present and how they may have remained the same over time, particularly if impacted by a previous colonial influence

     Trainer note: Examples of typical trends and changes that seem to be affecting host country bureaucracies might be that

     - the bureaucracies are getting larger
     - they are more decentralized
     - they have more women working in them

   ● your own observations about frustrations, confusions and positive aspects you have observed of Volunteers working in host country bureaucracies

+ Utilize various host country resources

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Notes/Summary

Trainer Note: Your role as trainer in this session is not to solve the problems and issues which Volunteers confront in working within the Peace Corps and host country bureaucracies. Your role is to create a climate for full discussion of these issues. Therefore your ideas on the 3 major points mentioned are important.

3. Prepare necessary newsprint/blackboard and handouts

Materials Needed:

  - newsprint
  - markers
  - pencils and paper

Prepared Newsprint/Blackboard

  - session goals (step 1)
  - task for identifying reactions to host country bureaucracies (step 3)

Handouts

I. Introduction to the Session on Bureaucratic Effectiveness (Step 2a)

Procedures

1. Opening Statement   [3 minutes]

    Begin the session by explaining to the participants that one of the largest sources of frustration for many Peace Corps Volunteers is working within bureaucracies to get things done. Tell them that the next 3 sessions will focus on

    ● defining and examining bureaucracies
    ● identifying some of the problems as well as successes people may be having and
    ● designing personal strategies for being effective in working with host country bureaucracies

    Read the session goals from a prepared flipchart/blackboard.

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Notes/Summary

Tell participants that one way to start examining bureaucracies is to look at them from a historical perspective.

[2 minutes]   2a. <u>Handout/Reading</u>

Pass out the Handout #1 "Introduction to Bureaucratic Effectiveness" and ask them to read it as an introduction to this session.

[5 minutes]   2b. Participants individually read handout.

[10 minutes]   2c. As everyone finishes reading, help the trainees react to the article by leading a brief discussion.** Ask the following questions:

     1. What are some general reactions to this article?

     2. What are some of the different bureaucracies that you have been involved with in the U.S.?

     3. How have these bureaucracies in which you have been involved influenced you both positively and negatively? (Increased frustration, apathy, lack of interest or sense of identity, contribution, learning.)

2d. As the discussion ends, briefly remark on the comments you prepared (see trainer preparation before session) which cover:

[5-10 minutes]

     ● your own experience with <u>host country bureaucracies</u>

     ● trends you have seen changing with host-country bureaucracies

     ● your observations of how Peace Corps Volunteers working within host country bureaucracies (frustrations, confusions, positive aspects, etc.)

**See Trainer Reference

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3. Identification of Current Feelings

Now that you have offered your obser-
vations, ask participants to each
identify the host country bureaucracies
in which they are involved, and on a
piece of paper to identify their current
feelings about their experience to date
working as a Peace Corps Volunteer in
that bureaucracy. For instance you
might say:

[3 minutes]

*"You have heard some of my observations.
But you have your own experience. You
have now been a Peace Corps Volunteer
working in a host country bureaucracy
(or bureaucracies) for ____ (period of
time). Let's name some of those bur-
eaucracies."* (Participants will offer
responses such as ministry of agriculture,
elementary school, a health center, etc.)
*"On a piece of paper, write down your
major experiences and reactions or
feelings you have had working in that
bureaucracy. Make two columns - in one
column list the positive reactions - in
the other column list the negative
reactions. Identify what has been
frustrating, confusing, stimulating and
what you have learned. After a few
minutes, we will discuss your reactions."*

You can use the following newsprint/
blackboard outline to explain the task.

Sample Newsprint/Blackboard

```
TASK:

Identify your major experiences so
far, reactions and feelings about
working with your host country
bureaucracy.

List positive/negative responses
in two separate columns, the
list might include:
     ● frustrations
     ● learnings
     ● confusions
     ● stimulations
     ● anything else that describes
       your experience
```

Notes/Summary [5 minutes]	4. Participants work individually to identify reactions and experiences
[25-30 minutes]	**Large Group Discussion** **

5a. Begin the group discussion that covers the following points:

- ask individuals to describe some of their frustrations. It is important you give participants an opportunity to freely explore and share their frustrations. You can help by paraphrasing* what you hear and encouraging the group to see if they can be as specific as possible about the causes and type of frustrations. It is more important that their frustrations are understood than that they are "correct".

    <u>Trainer note</u>: As an alternative, you can list their frustrations, confusions, etc. on newsprint or blackboard so that similarities/differences can be seen. Newsprint can be used in BE Session III when discussing strategies.

After frustrations have been described, direct the discussion through:

- what they have found <u>stimulating</u> about their experience in the host country bureaucracy.

- what they have found <u>confusing</u> (difficult) to understand about the bureaucracy.

[10-15 minutes] 5b. End the discussion with the questions:

- *"What have been the most important things you have learned about working in your host-country bureaucracy for _____ (period of time)?"*

- *"What would be important to tell new arrivals about working in host country bureaucracies?"*

** See Trainer Reference
* See Glossary

As participants offer responses, write each of their "learnings"* on newsprint/ blackboard. Encourage participants to each make notes in their notebooks.

Continue with the final question:

- *"Based on your learnings, what one thing do you see yourself as doing differently, continuing to do, or changing in relating to working within the host country bureaucracy?"*

Listen to a few (6-7) responses and then lead into closure.

6. Closure   [2 minutes]

Remind participants that they have begun to look at bureaucracies in general (past & present) and also to explore and compare their reactions to their current experiences with host country bureaucracies. Explain that this was the first step toward further examination of bureaucracies and the characteristics that might be causing some of the reactions they have described. *"We will continue this in the next session."*

End Session.

* See glossary

INTRODUCTION TO

DOMINANT CHARACTERISTICS OF A BUREAUCRACY

Historically, bureaucracies have shared a number of common qualities or characteristics. Generally they have been male-managed and oriented, developed patterns of communication with more down through the organization rather than up and structures have been established which tend to provide a sense of stability in a changing environment. In this session we will be working with five dominant characteristics. Mission, Rewards, Authority and Status, Relationships, and Norms and Values.

1. <u>Mission</u>. The organization's mission is the purpose for or reason why an organization exists. It is the basic mission that should determine the goals and objectives of the bureaucracy and how its structures are established and resources allocated. Often organizations lose their "sense of Mission". When this occurs, organization members can lose their own sense of purpose, find it difficult to agree with others about the <u>real</u> mission, or work on their own agendas as though these were the mission. When missions are clear and agreed upon by members, organizations tend to be seen as more dynamic, alive, and successful.

Examples of organizational missions: An elementary school - To educate and support children in becoming effective adults in the community; An agricultural department - To provide resources farm families require to make nation self-sufficient in food; and specifically the Peace

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Corps - To.provide a means for people of the United States to work with other citizens of the world in learning about and solving basic human problems.

2. <u>Rewards</u>. Rewards are those ~~gifts~~ or ~~acknowledgements~~ made to persons resulting from some behavior or activity valued within the bureaucracy. A reward can be material, as in a salary increase for time working in a bureaucracy. It can also be immaterial as when people are rewarded with a "pat on the back" or thanked for doing something seen as special. Additionally, bureaucracies can reward by failing to apply its rules equally. Sometimes people are given salary increases because of friendship rather than merit, or because of their position, not expected to do the same things as others such as submit reports or show-up at work on time.

3. <u>Relationships</u>. Relationships in bureaucracies are most often determined by <u>functions</u> - what one is to do and <u>roles</u> - how one is to do work. There is a tendency, as well as pressure, for persons with the same roles and functions - e.g., secretaries, supervisors, unit heads, to share common views of the bureaucracy and its problems and accomplishments. In some bureaucracies relationships are seen and felt as very important so a lot of time might be spent in cultivating and maintaining relationships both within and outside of specific work groups. In some organizations relationships are more formal and stiff while in others there is a relaxed, informal atmosphere.

Roles tend to determine how one sees the bureaucracy and its strength and weaknesses. How one feels about relationships and who one relates to are influenced by one's role. Managers, for instance, will tend to maintain a similar view of the bureaucracies effectiveness and issues. They will generally feel freer to relate with and share their perspectives with other managers than with those who work for them.

4. Authority and Status. All bureaucracies have levels of authority and status. Authority is generally delegated by a governing body (Congress, Board of Directors, Membership) to an executive and allows for what can and cannot be done by the executive in the name of the organization. Authority is then delegated downward. Status involves the symbols and attachments we give to the authority to carry out the demands of his or her office. In the U.S. government, for example, all public employees are given a grade level which attests to their authority as well as the supports required for their status. Status determines the size of one's office, the tables, flags, pictures, and wastebaskets required, and the personnel needed - secretary, chauffer, cooks, etc.

5. Norms. Norms are the set of expectations held by members of a bureaucracy about how a person should act. Norms involve a correct way of behaving and a wrong way. Norms are specific to a bureaucracy and require time, observations, and experience to learn. Norms may involve

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time - how late one can be to a meeting without people

looking at him or her with disapproval; attitudes -

how one is expected to support others in the office (smile,

have a cup of coffee, pitch in on work); dress - how one

is supposed to look especially given status.

Formal and Informal Features -

One other thing about characteristics in bureaucracies...

They are both formal and informal in nature. They can be

strongly formal - that is - each of the characteristics

very clearly defined by rules, regulations, policies, and

they can be strongly informal - each characteristic can

be understood by members as important and they may or may

not agree with the formal rules.

For example, the formal mission of an agricultural

department may be to develop the nation's self-sufficiency

in food. A research unit of that department may on its

own define its mission as being to discover a new rice

seed which will double the country's production of rice.

In doing so, the unit exceeds the department's mission of

self-sufficiency and is endeavoring to create an abundance

of rice for export. In this case the unit's mission

becomes an informal one because it is not sanctioned by

the organization as a whole.

In another example, the formal authority in a bureau-

cracy may have considerable power to administer but

because of his or her personality or approach, the members

may ignore orders and have little fear of consequences.

Instead they may look to an aide for guidance and approval
because even without formal delegation the aide has learned
how to use the authority of the executive and informally
is allowed to do so.

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DOMINANT CHARACTERISTICS OF A BUREAUCRACY

Characteristics of Bureaucracies	Formal Features	Informal Features
1) Mission: Purpose for an organization.	- Usually stated in documents (legislation or organization papers). Goals and objectives, when met, will fulfill the Mission.	- May be very different from stated purpose, yet agreed upon by bureaucracies members. For example, informal mission may be to provide status and rewards for career bureaucrats.
2) Rewards: Acknowledgements, material and immaterial, to members for service performed.	- Rules and policies usually specify performance to be rewarded and nature of reward, e.g., at the end of 30 years service an employee will be given a watch or plaque.	- Rewards may be given as favors from the boss not as merit but because of personal taste. Rewards can be for non-performance as well as achievement.
3) Authority and Status: Persons are empowered with measures of control and symbols of standing given their position in the bureaucracy.	- Authority for action in the name of the bureaucracy is generally granted to the executive and then is delegated downward through the organization. Status is generally given to those based on amount of authority granted.	- In bureaucracies persons often gain informal authority. For example, a secretary can "know how to get things approved by the boss." Status can be given for age, number of children, ability to get things done.
4) Relationships: These are most often determined by the kind of work one does and the role one is expected to take in the bureaucracy.	- People tend to develop relationships around the work they do and in the units they do it. There are usually guidelines about how people in different positions and responsibilities are to relate to one another.	- Cultures vary about the importance and attention given to relationships. Often informal relationships can develop in bureaucracies where persons who went to same schools, related by marriage or family, or who feel "simpatico" with others develop close, on-going relationships.

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DOMINANT CHARACTERISTICS OF A BUREAUCRACY (CONT.)

Characteristics of Bureaucracies	Formal Features	Informal Features
5) <u>Norms</u>. Behaviors expected of members in a bureaucracy.	– Norms can be regulated by rules. What time to come and leave work, the kind of dress one should maintain, and the kind of attitude one should have with others.	– Most norms are informal and traditional to the bureaucracy. Although the rules may require a starting time for work, the norms may allow for 20-30 minutes lateness. Norms tend to make people comfortable when they are followed and create discomfort in the group when violated.

SESSION #2

DOMINANT CHARACTERISTICS OF A BUREAUCRACY

Rationale:

Peace Corps Volunteers often find themselves
frustrated with their inability to "get
things done" in the host-country bureaucracy.
They tend to see the organization they work
with as a cumbersome "machine" more inter-
ested in paper and status than people and
action. Some begin to blame the cultural
aspects of the particular country and
complaints such as, "You can't get anything
done here" are common.

This session is designed to help the
Volunteer become aware of the fact that any
organization in the United States or in
another country has a number of similar
and dominant characteristics. By being
able to analyze these and other character-
istics, the Volunteer has a better oppor-
tunity to determine potential problem
areas and to decide how s/he needs to behave
within the parameters of that bureaucracy
in order to be effective. The Volunteer
can even find ways that the structure of
the bureaucracy might work to his/her
advantage if s/he understands it.

Total Time: Approximately 1 hour 35 minutes

Goals:

1. To identify the dominant characteristics
    of bureaucracies and to analyze what
    purposes these characteristics serve.

2. To discuss how both formal and informal
    aspects of the organization impact on
    how a bureaucracy functions.

3. To describe the differences and simil-
    arities between a North American
    bureaucracy and a bureaucracy in the
    host country.

Notes/Summary

4. To help Volunteers examine the
    characteristics and purpose of the
    bureaucracy with which they are
    currently working.

5. To ~~identify those characteristics~~ that
    might ~~be~~ causing the Volunteer frustra-
    tions in his/her work, and to begin to
    develop strategies·for working within
    the characteristics of the bureaucracy.

Trainer Preparation for Session

1. Brief other trainers on their roles,
    responsibilities and expected outcomes
    of the session.

2. Familiarize yourself with the information
    in the handout "Dominant Characteristics
    of a Bureaucracy" so you can deliver a
    lecturette* that explains the concepts.

3. Prepare enough sets of cards with
    characteristics of the bureaucracy on
    them so that each participant has a
    green set of 5 (one card for each
    feature) and a yellow set of 5. If
    yellow and green are not available, choose
    any two colors. A complete set of cards
    would look like this:

| Mission | Rewards | Authority & Status |

| Relation-ships | Norms |
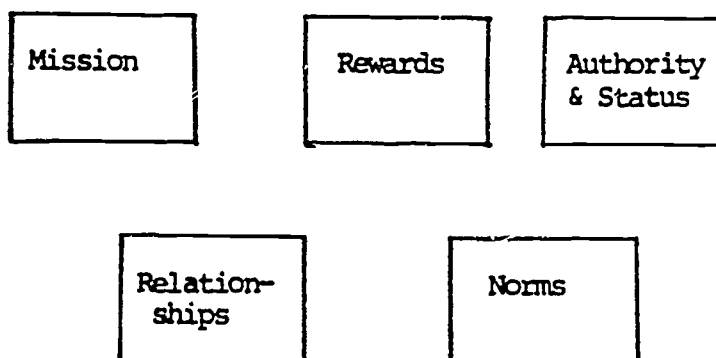
* See glossary

4. In Step 3b participants are asked to
    examine how they perceive Peace Corps
    as an organization expends its time and
    energy in terms of the 5 dominant
    characteristics. The group task is to
    discuss,   with you as facilitator,
    which characteristics Peace Corps sets
    as its highest priority and which it
    sets as lowest, etc. Therefore, it is
    important that you be able to assist
    the participants in doing this. You need
    to think through your own experience
    with Peace Corps and determine how you
    might rate the priorities. As an
    example, you might believe that

    1. "Mission #1 - People in Peace Corps -
       both volunteers and staff - talk so
       much about goals and objectives and
       what Peace Corps is supposed to be
       doing... and this becomes a big part
       of conversation with host country
       people. I don't believe people
       necessarily agree on the mission, they
       just talk about it a lot."

    2. "Authority #2. I think authority is
       always a major conflict area for
       Americans - wanting and not wanting
       others to have it. In a volunteer
       organization where there are real
       distinctions between staff and
       volunteers and what it means to be
       either, authority has to be a big
       concern."

    3. "Norms #3. As they say, whenever you
       get around Peace Corps people you
       know it because of the shared ways
       of behaving and looking at things.
       Norms are a big item in the Peace
       Corps because of the formal mandate
       to relate to and live effectively
       with host country people."

    4. "Relationships #4. In some ways,
       relationships should be #1 because
       they are so central to Peace Corps
       experience. I only put them #4
       because everyone has to recognize
       that relationships are most often
       only temporary. All of us must also
       be prepared to leave and to let go."

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5. "Rewards #5. If you're talking about the formal rewards of money and promotion, forget the Peace Corps. If we're talking about the informal rewards of learning, friendship, giving that is all very important - yet often they have to be postponed - maybe even being felt after service is over. This is why I put it last."

Trainer Note: These are only examples and not necessarily the ones you should use. Read the materials and rely on your experience as well as the perceptions.

5. Prepare necessary newsprint and handout.

Materials:

- chalkboard, blank newsprint (or locally available materials)
- masking tape
- markers
- 2 sets of "Characteristics of the Bureaucracy Cards" (green or yellow or 2 different colors) for each participant

Prepared Newsprint

- Goals of Session (Step 1)
- Newsprint of Formal & Informal Dominant Characteristics of a Bureaucracy (save this to use also in Session 3) (Step 2a)
- Task for Bureaucracy Card arrangement (Step 4c)

Handouts

1. Dominant Features of a Bureaucracy (Step 2a)

Procedures:

1. Opening Statement and Goals

Introduce this exercise by saying something to the effect that "We earlier discussed how bureaucracies form and evolve. Next we will look at some features or characteristics that are

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common to all bureaucracies. This overview will help us in our analysis of bureaucracies, their function and how we can work within them as Volunteers." Read the goals from newsprint.

2a. <u>Lecturette/Discussion</u>

<u>Alternative I</u>

Basing your information on the handout "Dominant Characteristics of a Bureaucracy",conduct a lecturette that covers the following points:

[20 minutes]

* Although there are many characteristics common to a bureaucracy, in these sessions we will be working with 5:

     - mission
     - rewards   } define
     - relationships   } each of
     - authority & status } these
     - norms

* Describe the difference between formal and informal features

* Give examples of formal and informal features for each characteristic

* Provide time for questions and comments

<u>Trainer Note</u>: Use the handout during the session as background material. You can prepare newsprints with definitions of characteristics and samples as formal and informal features.

<u>Alternative II</u>

Use the article as basis for a discussion. Tell participants that they will be reading an article about the dominant characteristics of a bureaucracy.

Using prepared newsprint, ask them to read the article and to:

[20 minutes]

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Notes/Summary

Sample Newsprint

```
┌─────────────────────────────────────┐
│               TASK:                  │
│                                      │
│ ● Focus on the definitions and       │
│   examples of characteristics of a   │
│   bureaucracy and their formal and   │
│   informal features                  │
│                                      │
│ ● Underline what they see as most    │
│   important                          │
│                                      │
│ ● Note any questions                 │
└─────────────────────────────────────┘
```

When they finish reading, ask the following
questions:

- Are there any questions or comments
  on the definitions of the 5
  characteristics?

- What are some of the most important
  points made in the article?

As you end the discussion, mention that
these 5 characteristics and their formal
and informal features will be used in
the analysis of bureaucracies during
this session.

Dominant Features of a North American
Bureaucracy

[3 minutes]

3a. Explain that the next task is to begin
to identify how these 5 dominant
characteristics influence how bureau-
cracies function both in the United
States and in the host country. Pass
out one set of green cards and one
set of yellow cards to each person.
Tell them that the green set of cards,
each with a characteristic, represents
important characteristics of North
American bureaucracies. Mention that
since everyone is familiar with Peace
Corps, you are going to use Peace Corps
as an organization for analyzing a
North American bureaucracy.

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Trainer Note: If you feel that using
Peace Corps as an example would be
inappropriate for your group, or would
open a discussion that focused on
anxieties PCVs might be feeling about
Peace Corps, you can use another example
instead of Peace Corps. An American
high school or university are ones with
which everyone will be familiar. However,
using Peace Corps might allow people to
express and share feelings. Your choice
of sample should depend on your comfort
level with working with the group's
feelings.

3b. Ask everyone to lay the 5 cards out
    in front of them on a desk, table or
    the floor in some order or ranking of
    priority. The purpose of this is to
    help participants explore the meaning
    and uses of such concepts in a real
    bureaucracy and to begin to appreciate
    the fact that all bureaucracies put
    more importance to certain aspects and
    develop unique organizational patterns
    and attitudes.

[20 minutes]

Give the group the following task:

*"Think about the definition of the
5 characteristics and their formal
and informal features we discussed.
Using your experience, think for a
few minutes about which of these
characteristics is most important
to Peace Corps as a bureaucracy.
That is, where does Peace Corps
concentrate it's time and energy:
on the mission, rewards, authority
& status, relationships or norms?
After reflection, then place the
cards in front of you in a priority
ranking as to which characteristic
you see as most important to Peace
Corps members. After everyone has
rank ordered their cards, then with
a show of hands determine which
characteristic is first, etc."*

Notes/Summary

(In a group of 18 it might look like
Mission 6, Authority & Status 5,
Relationships 5, Norms 2, and Rewards 1.)

1. "How many saw Mission as most important -
Count the number out loud and ask
1-2 people to explain why..."

2. Next you might ask, "Now that we have
determined the priorities as you
see them, lets discuss why you
ranked them as you did. It may be
as a result of discussion we might
want to change the ranking. let's
begin with 1 - and go on through...
why that priority and let's hear
agreements and disagreements."

3. Next you might ask, "We've looked at
Peace Corps as a bureaucracy. How
typical is it of other North American
bureaucracies you are familiar with?
Compare with other government agencies,
schools, business organizations."

4. Next you might ask, "Are there some
important characteristics that are
prevalent in North American bureau-
cracies that we have left out?"
(e.g. communications, structure,
etc.)."

[1 minute] 3c. It is important to remind the Volunteers
that there are no right or wrong answers
as to how people relate to bureaucracies.
So much is determined by individual
reactions and dynamics in relationship
to organizations.

[1 minute] 3d. Summarize discussion by identifying the
two or three major ideas that have
emerged from the discussion. Tell
participants that it is now important
to move from the look at Peace Corps
as an example of a North American
bureaucracy to look at host-country
bureaucracies.

**Host-Country Bureaucracy Dominant
  Characteristics**

4a. Ask participants, for the purposes of
the next exercise, to move into groups
of 3 around a table or on the floor.
If possible, they should get together
with 2 other people who have the same or
similar jobs or work with the same
bureaucracy. (For instance, 3 teachers
tog. ther, 3 PCVS who work with the
Ministry of Agriculture together, etc.)
Move into groups of 3.

[3 minutes]

4b. When they get into their groups of 3 ask
them each to lay out their yellow cards
(they used their green cards for looking
at the Peace Corps bureaucracy, and it
would be helpful for them to each keep
them in front of them or at least in
order of priority so they can refer to
them later). They would each lay out
the 5 yellow cards in front of them in
order of priority - top most important,
bottom least important. (If there is
enough work room in front of them they
can also lay the cards out allowing space
between cards to indicate the various
strengths of the characteristics. For
instance, if Mission is _really_ strong,
then the individual may want to create
distance with the second characteristic
to indicate that strength.) An arrange-
ment might look like

[3-10 minutes]

```
┌─────────────────┐
│    Mission      │
└─────────────────┘


┌─────────────────┐
│    Norms        │
└─────────────────┘

┌─────────────────┐
│  Authority      │
└─────────────────┘

┌─────────────────┐
│ Relationships   │
└─────────────────┘


┌─────────────────┐
│   Rewards       │
└─────────────────┘
```

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Notes/Summary

<u>Trainer Note:</u>   You can demonstrate this if
you like by putting tape on the back of your
cards and sticking them in the order you
like on the blackboard or wall.

Reinforce the task using prepared newsprint.

Sample Newsprint:

> Task: Bureaucracy   Card Arrangement
>
> 1. Lay out the 5 characteristics
>   with distance and placement
>   indicating priority of
>   importance.
>
> 2. Be prepared to explain why you
>   placed them as you did.

[5-10 minutes]   4d. Participants individually arrange yellow
    cards.

[10 minutes]   4e. Ask the 3 people in the same group to:

●   Explain to each other why they
    placed and spaced the character-
    istics as they did

●   Identify the similarities and
    differences in their choices

Processing	Notes/Summary

4g. Request that participants move back into the large group. Ask the following questions of everyone: [20 minutes]

    1. What <u>differences</u> did you find between the North American Peace Corps bureaucracy and the bureaucracy you analyzed in this country?

    2. What <u>similarities</u> did you find between the Peace Corps bureaucracy and the bureaucracy you analyzed in this country?

    3. What does this analysis show you about how you have been working effectively and/or becoming frustrated in your work to this point? (What specifically did you identify in your small group about some of these characteristics that might be causing your fraustration?)

    4. Given all this, do you think your focus should be on trying to change the bureaucracy or working effectively within that bureaucracy? What are the implications?

    5. Based on what we have discussed so far, how will the analysis we've done about bureaucracies affect how you go about your work in the future? Some things you see yourself doing differently?

5. Closure

Close with a statement such as *"Working within any bureaucracy is difficult. It can cause frustrations, such as those we identified in both the first session and this one. Yet if we continue to analyze bureaucracies and look at our own behaviors, we will begin to become more bureaucratically effective. We will continue to do this in the next session."* Answer any questions.

End Session.

SESSION #3

STRATEGIES FOR BUREAUCRATIC EFFECTIVENESS

Rationale:

An important goal for Volunteers is to
become bureaucratically effective. This
means to function productively with minimum
frustrations within the constraints and
limitations of the bureaucracy in which they
are working.

This session stresses examination of the
participant's personal style of approaching
bureaucracies and some of the conflicts
that their style might have caused in the
past. Since Volunteers need to constantly
be examining the situations around them
as well as their own behavior, this session
is designed to help begin and continue
that process.

Total Time: Approximately 2 hours
              20-25 minutes plus
              additional 15 minute break

Objectives:

1. To define the term "bureaucratic
    effectiveness", and to discuss the
    need for being bureaucratically
    effective as a Peace Corps Volunteer.

2. To examine personal styles of dealing
    with the bureaucracy and the
    appropriateness of continuing or
    altering those styles.

3. To continue to develop personal
    strategies for dealing with
    bureaucracies.

Trainer Preparation for Session

1. Brief other trainers on their roles,
    responsibilities and expected outcomes
    of the session.

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Notes/Summary

2. Prepare necessary newsprint

<u>Materials</u>

- chalkboard
- blank newsprint (or locally available materials)
- masking tape
- markers

<u>Prepared Newsprint</u>

- Goals of session (Step 3)
- Task on Bureaucratic Ineffectiveness (Step 4a)
- Newsprint of Formal and Informal Dominant Features of a Bureaucracy (use the one from Session #2) (Step 4c)
- Task for explaining bureaucratic ineffectiveness in pairs (Step 4d)
- Checklist for common responses (Step 4f)
- Task for Action Planning (Step 4h)

<u>Handouts</u>

- Action Planning Form for Bureaucratic Effectiveness (Step 6a)

[3 minutes]   <u>Procedures</u>

<u>Opening Statement & Goals</u>

1a. Remind participants that they already spent time looking at the makeup of bureaucracies in terms of characteristics and structure. Talk about the need for <u>personal strategies</u> within the bureaucracy. Mention something to the effect that *"We've completed the first step toward reducing frustrations in working in the bureaucracy by examining our understanding of characteristics and structure. The next step is to look at how we, as individuals, can utilize this information to be more effective. Additionally, we all have acquired certain patterns of behavior based on what we have been taught, what we have experienced, our attitudes,*

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feelings and emotions. We now need to each examine those patterns to see how they might be appropriate or inappropriate for working within the host country bureaucracies. We will also begin to develop specific strategies for being more bureaucratically effective."

Notes/Summary

1b. State that the overall goal of this session is to look at ways to apply what we have worked on so far about bureaucracies and come up with strategies for increasing the Volunteer's bureaucratic effectiveness as it has been defined here.

[2 minutes]

Read the session goals from prepared newsprint.

2a. <u>Definitions of Bureaucratic Effectiveness</u>

[5 minutes]

Tell participants that before going any further you want to share some definitions of bureaucratic effectiveness. Using prepared newsprint read the following definitions or others you may want to add.

SAMPLE NEWSPRINT

A Volunteer who is bureaucratically effective:

- can work within the boundaries of a system and produce/generate results.

- can support the overall goals & purpose of the bureaucracy rather than use it for personal gain or need.

- has the ability to adopt new strategies as old ones prove ineffective or inappropriate

- has the ability to work with others to encourage new activities or approaches (helping host country counterparts increase their effectiveness).

- etc.

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Notes, Summary [3-5 minutes]	2b. Ask participants if they can add to the list of definitions and/or provide specific examples of when they have seen or experienced bureaucratic effectiveness.
[5 minutes]	3a. <u>Personal Patterns</u> Explain that the first step in the session will be to examine personal patterns in working with a bureaucracy and then to develop strategies. Mention that "*our goal is to try to become more bureaucratically effective. One way to approach how to be effective is to look at the exact opposite... <u>ineffectiveness</u>. Bureaucratic <u>ineffectiveness</u> is what often causes us to feel frustrated and not get things done.*" Tell participants "*There are situations when all of us feel bureaucratically ineffective (and appropriately so).* Ask them to take a few minutes to reflect on situations where they have experienced themselves as being bureaucratically ineffective and to describe the feelings coming from that situation by completing the sentence "*I feel bureaucratically ineffective when...*" Some examples you can give to help people complete the sentence are "*I feel bureaucratically ineffective when I make promises beyond my ability to deliver and people in the organization get disappointed.*" "*I feel bureaucratically ineffective when I am impatient and need something done <u>today</u> although I know every task takes more time here*".

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"I feel bureaucratically ineffective when I let someone else in the organization make me angry, and I get verbal although I know anger is not dealt with positively in this culture.

Notes/Summary

3b. Tell participants to spend a few minutes to complete and write down the sentence

[5 minutes]

"I feel bureaucratically ineffective when.....

3c. Ask 5-6 people to each share their sentences. Ask others if theirs are similar.

[5 minutes]

3d. After participants have identified some of their feelings ask them what generalizations*or observations they might come to by looking at their feelings. Some observations they might make are that some feelings seem to be more common than others. *"Anger seems to be a common experience for us."* Or *"Control of our feelings is something we share."* - Other observations might involve: *"Even though we all work in different situations, we seem to have common reactions." "So much of what we experience seems to result from caring too much, or getting too involved in the outcome of the situation."*

It is helpful to give the participants an opportunity to see if they can gain some understanding about their feelings and to gain some common links to others. The importance here is that often our feelings are "normal" reactions to a complex situation or event.

4a. Tell participants that it would be useful to see if by describing situations of bureaucratic ineffectiveness it would be possible to identify some structures or elements in a bureaucracy that might provoke ineffectiveness. You might say *"what I would like to ask is that each of you describe in two or three paragraphs a situation in which you have been bureaucratically ineffective. I will ask a partner then*

[3 minutes]

* See glossary

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Notes/Summary

to work with you to see if any of the characteristics we looked at in the last session might be involved in the situation."

Use the following newsprint to explain task:

SAMPLE

Newsprint/Blackboard to Explain Task

> Identify a situation in a host
> country bureaucracy in which you
> were bureaucratically ineffective.
> Write 1-2 paragraphs that describe
> the situation and some of the
> dilemmas.

[15 minutes] 4b. Participants write paragraphs on their situations.

[3 minutes] 4c. As the participants finish writing their paragraphs, review the 5 characteristics of a bureaucracy. (Mission, rewards/incentives, authority/status, relationships, norms/values). Use the handout on "Dominant Characteristics of a Bureaucracy" from Session 2, Step 5. Or you can use the same newsprint you used in Session 2.

[5 minutes] 4d. As they finish writing their paragraphs, ask participants to pair up with one other person. Use the following prepared newsprint to explain that the task is done in rounds.*

*See glossary

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SAMPLE NEWSPRINT

Round 1	Person A	Person B
	-Explains situation and dilemma -Discusses partner's opinions to see if they can gain agreement.	-ask questions -paraphrases -gives his/her opinion which characteristics of the bureau- cracy that caused difficulty
Round 2	-ask questions -paraphrases -gives his/her opinion which characteristics of the bureau- cracy that caused difficulty	-explains situation and dilemma -discusses part- ner's opinions to see if they can gain agree- ment.

Explain that the task is in Rounds.   [5 minutes]
Each person in the pair takes the
letter A or B. Person A listens
to person B's situation and gives
his/her opinion about which charac-
teristics of the bureaucracy in
which s/he had difficulty. For
instance, if person B talks about
how s/he could not get a response
from the chief doctor at the hospital
regarding treatment of people in his/
her village, then person A might ask
some questions and then give his/her
opinion that the dilemma was caused
by chain-of-command or relationship
problems. After person B's situation
has been discussed, Round 2 begins
and person A then explains his/her
situation to person B who then helps
identify the areas of difficulty.

Notes/Summary
[20 minutes]

4e. Participants work on task in pairs.

[5 minutes]

4f. When they complete their work in pairs, ask participants to come back to one large group. The purpose of this step is to identify common patterns the Volunteers have in dealing with characteristics of the bureaucracy. Have this newsprint prepared so that common responses can be checked.

Sample Newsprint

Checklist	
Mission	
Norms/Values	
Relationships	
Rewards/Incentive	
Leadership/Authority	

Ask participants to come up to the chart and check off the characteristics which they feel caused them difficulty in the situations they discussed.

Your completed newsprint may look
like this:

Check list		
Mission 111		
Norms	T̶H̶1̶1̶ T̶H̶1̶1̶ H̶1̶1̶	
Relationships 11		
Rewards/Incentives	11	
Leadership/Authority	T̶H̶1̶1̶ T̶H̶1̶1̶ T̶H̶1̶1̶ 111	

4g. <u>Diagnosis of Personal Patterns</u>

[20 minutes]

After all checks are made, look at how
they appear.

Ask participants:

1. What common threads or shared patterns,
   if any, do we have here?

2. What conclusions can we draw that
   the results of this exercise
   might demonstrate about North
   Americans and their relationships
   to bureaucracies in general?

3. What do these patterns say about
   host country bureaucracies in
   general? In terms of cultural
   problems?

4. How are these types of problems
   unique to Peace Corps Volunteers
   because of their roles?

5. BREAK - mention that after the break,
   more emphasis will be put on strategies
   to cope with some of these problems or
   difficulties.

[15 minutes]

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Notes/Summary

[5 minutes]

6a. Action Planning

Remind participants that before the break they compared problem areas in dealing with bureaucracies.

State that "many of these problems or difficulties are due to attitudes or lack of skills. For instance, someone who consistently has difficulty with authority might have the <u>attitude</u> that authority should be challenged. On the other hand, they may simply lack <u>knowledge</u> of the best way to appropriately approach someone in authority in another culture. The next step, then, is to look at patterns and determine if the difficulties have been a <u>knowledge/ skill</u> or an <u>attitude/value problem</u>."

Ask participants to work individually to design a plan of action for dealing with the characteristics of the bureaucracy that they identified as causing them the most difficulty. Use this prepared newsprint to explain this portion of the task.

ACTION PLANNING

1. Review areas of difficulty.

2. Decide whether they were/are knowledge/skill or attitude/value problems.

3. Decide which skills need to be acquired and which attitudes need to be reviewed.

4. Choose 1-2 skills/attitudes to work on and determine some ACTION steps you will take to work on these areas. Complete the Action Plan Form.

5. Be prepared to present your plan.

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	Notes/Summary
Distribute "Action Planning Forms for Bureaucratic Effectiveness"	
5b. Participants work on task individually.	[15 minutes]
5c. Ask participants to meet in their original pairs to share their plans of action and receive feedback. Task is to:	[15 minutes]

- listen to the other person's plan of action
- comment on feasibility
- make suggestions for improvement

7. <u>Summary & Closure</u>   [20 minutes]

When pairs have finished re-working both strategies, ask the following questions of the total group:

- Would several persons share an area of difficulty and some of the action steps you plan to take which you think may be important for the rest of the group to know about?

- Are there some areas of difficulty that some of you worked with which you still feel unresolved about?

- Do you see some ways you might be able to work with your counterparts to increase your bureaucratic effectiveness?

- If, as a group, you were advising new Peace Corps Volunteers on how to be bureaucratically effective, what 5 skills or attitudes would you see as most important?

As you close the session, mention that

- *In this session on bureaucratic effectiveness, we have:*

  - talked about the frustrations of being a PCV working in a bureaucracy

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Notes/Summary

- *looked at how bureaucracies evolve and why they exist*

- *identified the dominant features of a bureaucracy*

- *compared North American bureaucracies to those in this country*

- *determined what it means to be bureaucratically effective*

- *examined personal patterns and/or difficulties in working within bureaucracies*

- *begun plans of action for acquiring skills to make you more bureaucratically effective.*

Stress that these plans of action are important. The analysis of the bureaucracy, seeing what we need to do to fit in, making training happen in a culturally sensitive way is a constant task. The experiences in these sessions should establish a foundation. It is up to the individual Volunteers to continue the process.

END SESSION

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Action Plan for Bureaucratic Effectiveness			
Area of Difficulty	Skill I need to acquire to make me more effective	Attitude I need to change to make me more effective	Action Steps I will take to improve area of difficulty

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WORKING WITH COUNTERPARTS

(Total Time Approximately 7 1/2 hours)

SESSION #1:   Theories of Motivation
(Approximately 2 hrs. & 30 minutes)

As a large group, participants identify
factors that motivate people in general.
They rate themselves on how important
these motivators are to them personally
as well as how they perceive the impor-
tance of the motivators for their
counterparts. Similarities and differences
between what motivates them personally and
what they perceive motivates their host
country counterpart are discussed.
Individuals then concentrate on situations
they might set up that would encourage
increased interest and participation from
their counterpart. Working in pairs,
participants test their situations for
reality, appropriateness and cultural
sensitivity.

SESSION #2:   Action Strategies for Increasing Effective-
ness of Counterpart Relationships
(Approximately 1 hour & 50 minutes)

Participants are introduced to analysis
and action strategy as a problem solving
tool. They use it as the base for a
exercise on identifying strategies for
increasing the effectiveness of the
relationship between Volunteers and
Host Country counterparts. Groups
develop action plans for implementing
their strategies.

SESSION #3:   <u>The Role of the Volunteer as Manager</u>
(Approximately 3 hours)

In Part I, Counterpart Management,
(1 hour 35 minutes plus break) parti-
cipants ~~recall managerial styles they~~
~~have seen and/or experienced~~. Given
an instrument, the Schmidt-Tannenbaum
Leadership Continuum, they analyze
work situations in the host country in
which they are serving as managers and
~~they determine~~ their managerial styles.
They next examine other managerial styles
that might be appropriate for the work
they do.

In Part II, Feedback, (1 hour 35 minutes),
participants re-examine criteria for
feedback and improve the criteria for
use in their work situation based on
experience they have gained in the host
country. ~~They practice~~ utilizing the
~~"improved"~~ criteria by choosing situations
~~which are~~ difficult ~~but~~ require feedback
by role playing. They then determine
how to apply learnings to their work
situations.

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SESSION #1

THEORIES OF MOTIVATION

Rationale for Training Session:

Volunteers often find themselves enthus-
iastic about a project, yet disappointed
because they perceive that their host
country counterpart isn't as enthusiastic.
Volunteers may have certain expectations
about how enthusiastic and motivated their
counterparts "should be". When those
expectations are not met, the Volunteer
experiences frustration. Some become
judgmental about the commitments of
counterparts.

This session is designed to help Volunteers
look at motivation and the varying factors
that motivate people. Motivation can best
be understood as something people do for
themselves rather than have done to them.
We can support and encourage others rather
than motivate them. Motivating others is
an extremely difficult task. Encouraging
others to do things may be more realistic.

This session, then, is designed to help
Volunteers realize that although they might
not have the ability to motivate counter-
parts, they can set up situations that may
encourage their counterparts to become
more interested, involved, and committed.

Total Time: Approximately 2 hours
               15 minutes plus additional
               15 minute break

Goals:

1. To examine some of the similarities
   and differences in motivation for
   Peace Corps Volunteers and their
   host country counterparts.

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Notes/Summary

2. To identify some of the ways volunteers
   might encourage the involvement of the
   people with whom they work.

Trainer Preparation Before Session

1. Brief other trainers on their roles
   (especially as a resource person
   for strategies on Step 3c) in and
   expected outcomes of the session.

2. Think of 1-2 examples of motivators
   or strategies for increasing motivation
   of people that would be appropriate in
   your culture to use in Step 4a.+

3. Prepare Newsprint.

Materials Needed

- newsprint or blackboard
- writing paper & pencils for participants

Prepared Newsprint

- Objectives of Session (Step 1)
- Analyzing Motivators (Step 2a)
- Task for Explaining Motivators (Step 3a)
- Task for Strategy Plan (Steps 6a, 6c)

Handouts

None

[3 minutes]

Procedures

1. Opening Statement

   In order to introduce the session, explain
   something to the effect that these next
   three sessions are designed to deal
   with issues that confront many Peace
   Corps Volunteers in their role of working
   with others. *"We will discuss various
   aspects of working with counterparts
   and touch on issues such as theories of
   motivation, management and ways to
   improve how you are received by your
   host country counterparts."*

+Utilize various host country resources
 for information.

Notes/Summary

"It seems that many Volunteers are frustrated because they can't seem to get their counterparts to do something they may feel as necessary. Let's look at that more closely in discussing theories of motivation."

Trainer Note: If Volunteers feel their counterparts are highly motivated then they can contribute to this session by sharing some of the reasons why their relationship seems to be working and their counterparts so highly motivated.

Read the session goals from newsprint.

2a. Analyzing Motivators   [10 minutes]

Tell participants that one way to start looking at motivation is to analyze the nature of their own motivation. Ask them to think about all the things that personally motivate them in their everyday work as Peace Corps Volunteers. You can give an example such as "One thing that motivates some Volunteers in their everyday work is a sense of altruism...wanting to help someone else. Another example might be some Volunteers are motivated by a sense of accomplishment and results. Learning and mastering a language may give such a sense."

Their task is to share out loud the different things that motivate them. Write their responses as they are given on newsprint. The completed newsprint with their responses might look like this:

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Notes/Summary

Sample Newsprint

What motivates me in my work as a PCV?

- altruism (doing something for others)

- a sense of accomplishment

- personal gain (language, experience)

- affiliation (to work with others who share my same values)

- security (a job for 2 years)

- survival (if I don't do my work, they's send me home).

Note: These are only samples. The Volunteers in your group may come up with different "motivators". You may need to add some that you've observed which seem important for Volunteers.

[5 minutes]

2b. When the newsprint is complete, ask the group to select the 5 most important. Through open discussion in the large group decide which 5 are most important to them. Take no more than 5-7 minutes for deciding.

[5 minutes]

3a. Rating Motivators

The next step is to help the partici-pants rate on a scale (a continuum) to see exactly how important the 5 motivators are for them. Have them each rate on a scale of 1 to 5 for each of the 5 motivators.

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On a piece of paper, draw five scales, one for each of the motivators. Place numbers 1 through 5 under each scale. 1 is low, 3 is medium, and 5 is high in terms of "really motivating me." Each scale will look like...

```
|-------|-------|-------|-------|
1       2   .   3       4       5
```

Low   High
Motivation   Motivation
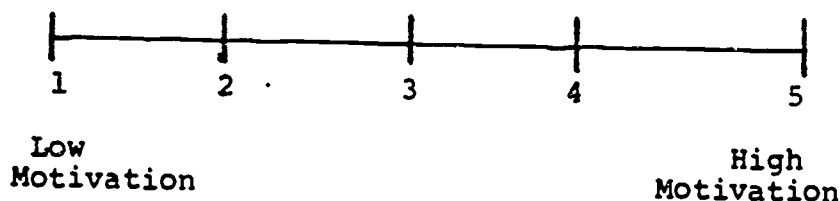
After drawing the scales, then title each with a motivator. You can explain it using newsprint.

Sample Newsprint

```
+-----------------------------------------------+
|          Sense of Accomplishment              |
|                                               |
|  1       2         3         4         (5)    |
|  Is not            Is currently    Is currently|
|  currently         an average      motivating  |
|  motivating me     motivator       me very much|
|                                               |
|                   Affiliation                 |
|                                               |
|  1      (2)        3         4          5     |
|  Is not            Is currently    Is currently|
|  currently         an average      motivating  |
|  motivating me     motivator       me very much|
+-----------------------------------------------+
```
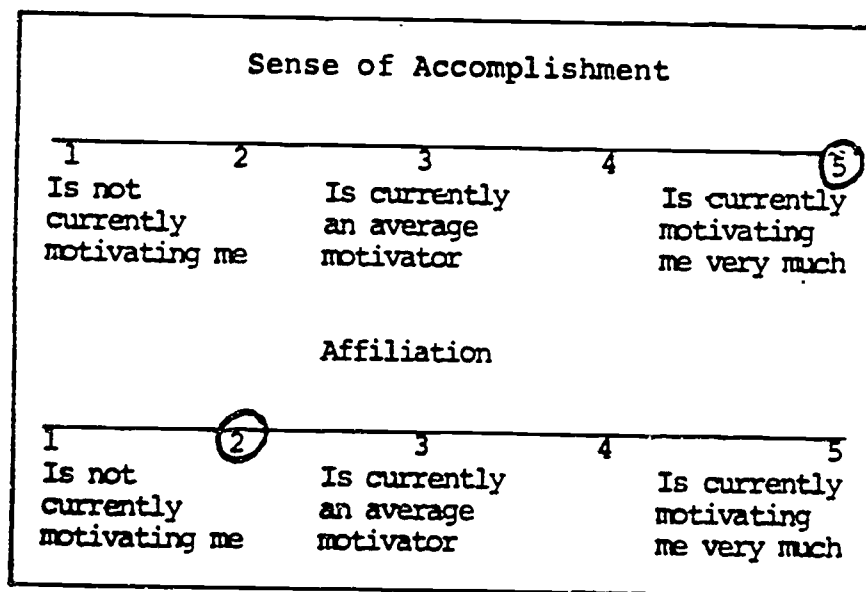
Explain the newsprint by stating:

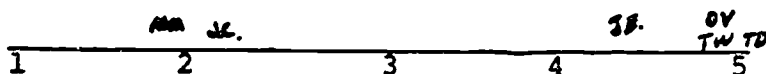| Notes/Summary	
	"Rate yourself on each scale. I might rate myself 5 on a scale of 5 for sense of accomplishment because I've gotten a group of women to work a small plot of land and our vegetables are just coming up. Or, I might rate myself quite low on affiliation because in my work being with others is not as important as getting the job done. We all focus on task."
[1 minute]	3b. Ask the participants to draw scales for themselves, to fill them out and be prepared to explain their ratings.
[10 minutes]	3c. Participants work individually to draw their scales. While they are working individually, you should draw on large newsprint five scales that will allow them to indicate their individual markings on this group chart.
[5 minutes]	3d. As participants finish, ask them to come up to the large newsprint and mark (using their initials) where they rated themselves. Newsprint will begin to look like this:

Sense of Accomplishment

```
       MM  JL.                        JB.     OV
                                             TW TO
  |_____|_____|_____|_____|
  1         2          3          4          5
```

[5-10 minutes]	3e. After everyone has put up their own ratings, help participants look at similarities and differences in their responses. In order to do this:
	• point out patterns as they appear like many people at 5, or everyone scattered between 1-5.
	• ask the person who rated the highest on a certain motivator why s/he chose that rating

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• ask the person who rated the lowest
  why s/he chose that rating.

<div align="right">Notes/Summary</div>

• ask participants why they think there
  are similarities and differences

3f. As a means of closure to this phase of
work, ask participants to review the
chart and based on what they see and
have heard what might they do as
managers of these participants to support
and enhance their motivation.

<div align="right">[10-15 minutes]</div>

4a. <u>Perceptions of Counterpart Motivators</u>

This next step is to help the participant
begin to examine how they perceive the
motivation of their counterparts.
Explain that examining what we perceive
to be factors that motivate counter-
parts is important to Volunteers for
several reasons:

<div align="right">[3 minutes]</div>

• It can help Volunteers reassess
  expectations of others when they
  realize that not everyone is
  motivated by the same factors.

• It allows us to begin to concentrate
  more on figuring out strategies
  that might help encourage counter
  parts and thus help us to look at
  situations <u>positively</u>. ("What can
  I do to <u>involve Joe</u>". Instead of
  "I can't get Joe to do anything!"

• It can help lessen frustration and
  a feeling of burden that Volunteers
  sometimes experience.

Ask them to now start another page
and rate their host country counterpart
or the host country person with whom
they work the closest on the <u>same</u>
<u>motivators</u> as they rated themselves.

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Notes/Summary

They can also add 1-2 new motivators
that are not included in the 5
already chosen. *"As you have done
for yourselves, now draw 5 scales
for how you perceive the motivator
of your host country counterpart or
the host country person with whom
you work the closest. How important
do you think these 5 motivators are
to him/her? After you rate these
5 motivators you can add 1-2 new
ones that you feel motivate your
counterparts. Be ready to share your
perceptions."*

[10 minutes]

4b. Participants draw scales and work on
their own showing their perceptions
of their counterpart motivators.
As participants work individually,
you should prepare another large
newsprint with the 5 motivators and
rating scales under each one. Put
up one extra sheet of newsprint with
scales for motivators they want to
add.

[3 minutes]

4c. As participants finish, ask them to
come up to the large newsprint and
mark (using their initials) where
they labeled their counterpart on
each motivator. Tell them to use
the blank newsprint to add any new
motivators they selected for their
counterparts. Then ask all participants
to reply to the new scales that are
added.

Trainers Note: The individual marks
by the participants on the new
scales will determine which they
see as important. For simplicity,
you may want to work with only the
two or three most highly rated new
motivators.

[5-10 minutes]

4d. Hang the newsprint from step 3d that
represents the participants ratings
next to this new newsprint that
represents how they perceive their
counterpart's ratings. Ask

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participants:

* what similarities and differences they
  see in Volunteer's ratings and host
  country counterpart's ratings.

* what general statements they can make
  about motivators for counterparts.

Summarize by mentioning that "*We are not
saying here that you have the ability
to figure out exactly what your counter-
part's motivation is, and therefore
you can motivate him/her. What is
important is that we do have some
perceptions about the differences and
similarities between what motivates us
and what motivates others. We can then
use some of those perceptions to help
us to set up situations that might
encourage the involvement, participation
and interest of others.*" Explain that
after the break, we will look at some
of those strategies.

5. BREAK

[15 minutes]

6a. <u>Strategies</u>

[3 minutes]

Explain that the next step is to look
at some of those strategies for
encouraging the involvement of
counterparts. Based on the scales
the participants drew indicating their
perceptions of their counterpart's
motivators, have them try to think of
some situations they could set up to
increase their counterpart's motivation
in an area they have perceived to be
important for that person.

Give an example:

"*For instance, if I have perceived that
my counterpart is motivated by status,
perhaps some of the things I could
do to increase the possibility of
status for him/her would be:*

Notes/Summary

1. To introduce him/her to the governor (or other person of high status) as an important individual in my project.

2. Invite him/her to a special social event and introduce him/her to others.

3. To have him/her assist me with an article and have both your names appear in the local newspaper.

Perhaps if the counterpart is recognized more and thus his/her status is increased, s/he will be more encouraged to be involved and participate."

Note to Trainer: These are just samples. Make up some that would be specific to your country. +

Explain the first part of the task:

> Design some strategies based on one motivator you chose for your counterpart--- these are not formulas. They are ways for you to encourage the involvement and participation of your counterpart(s).

Ask participants to work individually to develop their strategies. Tell them they will be expected to reality test* their strategies with another person.

[20 minutes]   6b. Participants individually develop strategies.

[3 minutes]   6c. Ask that each participant pair up with someone else. You can read the next task or explain it using a prepared newsprint.

*See glossary

+Utilize various host country resources for information

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Sample Newsprint   Notes/Summary

> **TASK:**
>
> 1. Explain your strategy to one other person.
> 2. Let the other person react as to the reality of feasibility of your strategy.
> 3. Ask the other person for suggestions about further strategies.
> 4. Switch roles and do the same.

6a. Participants work in pairs to reality test strategies with each other and with available host country staff.+   [15 minutes]

7. Processing
                                                                    [20 minutes]
   Ask participants to come back into large group. Ask the following questions:

   1. What were the different motivators you worked on? (Get show of hands on each motivator to see how many chose each motivator).

   2. Looking first at the motivators the largest number worked on, what were some of the different strategies people are proposing? (Ask group as they listen to react in terms of whether they hear the question as being culturally appropriate). +

      Let's look at several of the strategies on some of the motivators only a few responded to. Review a few.

   3. Let's compare our strategies that we used for Volunteers and those we are proposing for host-country persons. What are some of the similarities and differences?

+Utilize various host country resources for information

Notes/Summary

4. Looking at all the strategies we are proposing - what problems in motivation do you see for yourselves in implementing them?

[1 minute]

8. <u>Closure</u>

Close the session by stating that *"understanding motivators is an important part of being effective in working relationships with others. Our next step is to look at a problem solving process that can be applied to not only improving relationships with our host country counterparts, but to improving other situations in which we are involved. We will practice this problem solving process in the next session."*

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SESSION #2

ACTION STRATEGIES FOR
INCREASING EFFECTIVENESS IN
COUNTERPART RELATIONSHIPS

Rationale for Training Session:

Analysis and Action Planning is an important
tool that can be used in a wide variety of
situations -- including problem-solving
situations with host-country nationals.
In this session Analysis and Action Planning
will be used to help the participant
diagnose his/her work relationships with
one or more host-country counterparts and
to select and design a strategy for contin-
uing improvement.

Trainer Note: "Analysis and Action Planning"
is a modified version of force field
analysis. The article "Kurt Lewin's Force
Field Analysis" has been included for
trainers who are not familiar with it or
who wish to read more about it. Use the
handout for your own background information.
If you follow the lesson plan and introduce
the concepts of "Analysis and Action
Planning", the handout is not necessary for
the participants.

Total Time: Approximately 1 hr 50 minutes

Goals:

1. To acquaint participants with Analysis
    and Action Planning and to demonstrate
    skills in application of the concepts
    toward improvement of work relation-
    ships with host-country nationals;

2. To determine factors that are helping
    or hindering participant's goal of
    increasing effectiveness in work
    relations with host-country nationals;

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Notes/Summary

3. To review change strategies and select at least one for application in participant's work situation.

Trainer Preparation for Session:

1. Brief other trainers on their roles in and expected outcome of the session. Explain Analysis and Action Planning to other trainers if necessary;

2. Prepare lecturette on Analysis and Action Planning based on information found within the lesson plan as well as the additional handout.

3. In order to clearly present Analysis & Action Planning, this lesson plan requires that the trainer prepare fairly detailed newsprint that show samples of each step. Prepare and become familiar with all your newsprints in order to present and manage them smoothly. You may also develop some of the newsprint as you do your explanations, thus varying your techniques. The important point is that you manage them well and not allow one newsprint to become unwieldly.

Materials Needed

- newsprint/blackboard
- paper

Prepared Newsprint

- Session goals (step 1)
- Steps in Analysis & Action Strategy (Step 2a)
- Select goal (step 3a)
- Helping (A) & Hindering (B) Factors (step 4a)
- Criteria for selecting change objectives (step 5a)
- Change objective (step 5a)
- Task for Reality Test (step 6a)
- Sample Action Plan (step 7a)
- Task for Critiquing Action Plans (Step 8a)

Handout

- Blank Action plans

Readings

- Kurt Lewin's "Force Field Analysis"
  (for trainers)

Procedures

1. Opening Statement, Bridging* & Goal

   Mention that in the last session everyone
   began to look at ways to increase interest
   and encourage active participation on
   the part of their counterparts. The
   next step is to examine ways to enhance
   the working relationship between
   volunteers and their host-country counter-
   parts.

   Read session Goals from prepared
   newsprint/blackboard.

2. Lecturette on Analysis & Action Planning

   Explain that "we want to look at ways
   to increase the effectiveness of the
   Peace Corps Volunteer's relationship
   with his/her host country counterpart.
   Using Analysis & Action Planning is one
   way to examine things we might do to
   achieve that effectiveness." Mention
   that the Analysis & Action Planning is
   a tool that participants can apply to
   a variety of different situations that
   need problem solving.

   Using prepared newsprint/blackboard,
   explain that there are 4 steps to
   Analysis & Action Planning, and that
   participants will have the opportunity
   to practice each step.

[3 minutes]

[5 minutes]

* See glossary

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Notes/Summary   Sample Newsprint

```
┌─────────────────────────────────────────┐
│                                         │
│  4 Steps of Analysis & Action Planning  │
│                                         │
│  1. Select Goal                         │
│                                         │
│  2. Analyze factors that are helping/   │
│     hindering achievement of goal       │
│                                         │
│  3. Determine a change objective        │
│                                         │
│  4. Action plan                         │
│                                         │
└─────────────────────────────────────────┘
```

Mention that you will now review each step
and ask participants to apply each step
to their own situations.

Stress that this activity will be an abbrev-
iated version of Analysis & Action Planning
so that the system is explained. It will
be up to the participants to apply it more
fully on their own.

3a. Analysis & Action Planning Step 1

Explain that in order to improve most
situations one needs a clear goal so
that s/he knows exactly what it is s/he
wants to improve. Ask participants to
think back on the last session when they
began to talk about strategies that
might encourage increased interest and
participation of their counterparts.
Remind them that one of the goals you
used as an example to develop strategies
in the last session was to help your
host country counterpart gain more
status on the job.

Remind them that one of the things you
used as an example that might encourage
a counterpart's interest and partici-
pation would be more status for him/her
on the project. So, for the purposes of
this exercise, in order to make your
relationship with your counterpart more
effective, your goal would be to help
him/her gain more status on the project.

Use prepared newsprint to explain:

Sample Newsprint

```
Step I:  Select Goal

Goal:   I want to help my
        counterpart achieve
        more status on the
        project.
```

3b. Ask participants to take out the
papers from the last session on which
they started to determine strategies.
They should now review those strategies
and pick out something they really
want to work on that would improve
their relationship with their counter-
part in some way. Their task is to
select one goal and to write it down
on a piece of paper as you did on the
newsprint. (Use small, notebook paper).

[1 minute]

3c. Participants individually review
strategies, select and write goal.

[3 minutes]

3d. When they are finished ask if they
have any questions. Tell them to
hold on to their goals. They will
be used in next step.

[0-3 minutes]

4a. Analysis & Action Planning Step 2

Explain that the next step is to
analyze what things or factors are
helping (working towards achievement)
and what things or factors are
hindering (working against achievement)
of the goal. Mention that if you were
going to analyze the current situation
with your sample host country/PCV
relationship, the helping and hindering
factors might look like this. (Hang
2 more sample newsprints (A&B) next
to the one with your goal so participants
can see how this problem solving process
is beginning to evolve).

[5 minutes]

Notes/Summary

Sample Newsprints

```
┌─────────────────────────────────┐
│                                 │
│   Step I:   Select Goal         │
│                                 │
│   Goal:   I want to help my     │
│   counterpart achieve more      │
│   status on the project.        │
│                                 │
└─────────────────────────────────┘
```

A	B
Factors that are helping me achieve goal:	Factors that are hindering goal achievement:
1. My counterpart is very visible working with Peace Corps.	1. My counterpart spends a lot of time away from her family.
2. Our supervisor has complimented us on our work.	2. There is jealousy in the village that we're working so closely.
3. Last time we went to the city, we met with the supervisor of schools and my counterpart gave a presentation.	3. I'm getting rewards (books & materials from PC) and she's not getting anything new.

[0-3 minutes]   Ask participants if there are any helping and/
                   or hindering factors they would add to
                   your lists.

[1 minute]   4b. Request that participants examine their
                    goals and make a list of the factors
                    that are currently helping the achievement
                    of the goal as well as another list for
                    the factors that are hindering the goal.
                    Answer any questions.

4c. Participants work individually to make their two helping/hindering lists.

4d. Ask if there are any questions. Tell them to hold on to their lists. They are an important part of step 3.

[0-3 minutes]

5a. <u>Analysis & Action Planning Step 3</u>

[5-10 minutes]

Mention that the next step in this process is to select a change objective. What this means is to look at the list of helping factors and the list of hindering factors and to choose one item, that is, one objective to change. Changing that item should ultimately help you achieve your goal. Explain (using prepared newsprint) that the selection of what to change should be based on the following criteria:

Sample Newsprint

<u>Criteria for Selecting Change Objective</u>

<u>On the hindering side it should</u>:

1. Subtract a present hindering force
2. Reduce a present hindering force

<u>On the helping side it should</u>:

1. Add a new force to the hindering side
2. Increase a present helping force

Notes/Summary

As an example of how this can work, refer to your list of hindering factors for your sample.

Factors that are hindering goal achievement:

1. My counterpart spends a lot of time away from her family.
2. There is jealousy in the village that we're working so closely.
3. I'm getting rewards (books & materials from PC) and she's not getting anything new.

Tell participants that you have decided to try to reduce hindering factor #2, that is to reduce the jealousies. So your "change objective" becomes (use prepared newsprint to explain):

Sample Newsprint

Change Objective: to reduce the possible jealousies in the village and to thus decrease my counterpart's discomfort.

[0-3 minutes]

Ask participants if there are any questions about how to select a change strategy.

[1 minute]

5b. Request that participants examine the helping and hindering lists for their particular goal. Based on the 4 criteria for selecting a change objective, they should select their change objective and write it down.

5c. Participants work individually to
select their change objective.

5d. Ask if there are any questions.

Reality Testing* Analysis

6a. Mention that now is a good time to stop
and look at what we've done to this
point.

Ask participants to pair up with one
other person. One person is A and
the other B. Explain the task as
follows (you can use prepared newsprint)

Notes/Summary
[5 minutes]

[3 minutes]

	A	B
Round 1	Share your goal, helping/hindering factors & change objectives	-Act as consultant -Ask questions to "reality test" or check feasibility of plan so far. Make suggestions.
Round 2	-Act as consultant -Ask questions to "reality test" or check feasibility of plan so far. Make suggestions.	Share your goal, helping/hindering factors & change objectives

6b. Participants work in pairs to reality
test their work so far.

Trainer Note: You and other trainers
should circulate among the pairs to
see if they are on track, to help them,
direct them, answer questions, etc.

[15 minutes]

*See glossary

Notes/Summary

[5 minutes]

7a. <u>Analysis & Action Planning Step 4</u>

Explain that this step, Action Planning, is one of the most crucial in that it will help <u>determine exactly what·steps need to be taken in order to achieve your change objective</u>. Using a newsprint sized action planning chart, explain the process based on your same example. Remind the participants that your change objective was to reduce the possible jealousies in one village and to thus decrease your counterpart's discomfort.

Point out that the next step is to determine the details of the plan by completing a chart that indicates the "what", "who", "where" and "when" of the plan. Use the newsprint to illustrate this detail.

Sample Newsprint

<div align="center">

ACTION PLAN

</div>

Change Objective: to reduce the possible jealousies in the village and to thus decrease my counterpart's discomfort.

What	Who	Where	When/ Time Frame
Hold a meeting to explain 1) what my counterpart & I are doing on the project 2) that we are now working alone, but in the future will need more volunteers 3) that we need to involve the community to get their ideas	invite the community the mayor the school principal	municipal building	next month

7b. Ask participants if they have any ideas they could add to your chart or if there are any questions about the process

[0-5 minutes]

7c. Pass out blank action planning chart to all participants. Ask them to individually complete an action planning chart for their change objective.

[10-15 minutes]

Trainer Note: Stress again that this is an <u>abbreviated session</u> of an action plan. A total analysis would mean more goals, objectives and a more complete action plan. The purpose of this exercise is to establish the concepts and show participants how to use them so they can continue when they get back to their sites.

<u>Reality Testing Action Plans</u>

8a. As they finish their individual plans, tell participants to rejoin their partner from their pair and to share their plans, critique each other and offer suggestions. A criteria they can use for critiquing each other's plans is to answer the question: Will this plan help me reach my objective?

[1 minute]

Sample Newsprint

```
┌─────────────────────────────────┐
│            TASK                 │
│                                 │
│  ● share plans                  │
│  ● critique plans               │
│  ● offer suggestions            │
│                                 │
│  "Does this plan help reach     │
│  the objective?"                │
│                                 │
└─────────────────────────────────┘
```

8b. Participants work in pairs.

[10 minutes]

Notes/Summary	Processing — Bring the group back together and:
[15 minutes]	9. Ask the following questions:

Processing — Bring the group back together and:

9. Ask the following questions:

- What was most difficult about this activity?

- What were some of the issues you focused on in this activity that gave you a new insight or perspective in working with your counterpart?

- In sharing your Action Plan with your partner, what did s/he do that was most helpful to you?

- This has been an abbreviated version of Analysis & Action Planning. How could you use this technique more fully to explore your conterpart relationship?

- Do you see some ways that you might involve your counterparts?

[1 minute]

10. Summarize by saing that "*Analysis & Action Planning can be a useful problem-solving technique in various situations. It can help you quickly generate many creative strategies. Once you have developed a number of strategies, you can decide which ones to implement and then plan how to implement them.*" You can also apply it to situations besides your relationship with your counterpart. Tell them that they have begun a plan here. It is up to them to complete that plan and try it out when they get back to their sites. A plan may have to be revised several times before successfully implemented.

Explain that the next session will go beyond this and address more issues about work relationships. "It will explore the role of the Volunteer as a manager."

End Session.

ACTION PLAN			
CHANGE OBJECTIVE:			
WHAT	WHO	WHERE	WHEN/TIME FRAME

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KURT LEWIN'S "FORCE FIELD ANALYSIS"

Change in a group or an organization means essentially an alteration in the way things get done in the system. It may mean changes in compensation methods, sales and production levels, leadership styles, or interpersonal functioning, among others. Kurt Lewin's Force Field Analysis provides a framework for problem-solving and for implementing planned change efforts around a wide range of group and organizational issues. By way of reviewing Lewin's concepts, this paper describes how a group of managers applied the method when they met to discuss their effectiveness as a work team.

In talking to each other, the group members soon recognized that their day-to-day effectiveness and their ability to improve it were hampered by the degree to which they felt free to confront each other on relevant task and interpersonal issues. Having agreed that they needed to talk more openly with each other, each individual member now waited for someone else to "be open." Much of the frustration with this technique was soon summarized in the question, "Why can't we change the way we work together?".

DEFINITION OF THE PROBLEM

At first the reason for "no change" seemed to be "that's just the way things are," but as the managers looked more deeply at the climate in which they were operating, they identified some factors or pressures that strongly supported changes in the direction of more openness: (a) the team members wanted to perform effectively for the sake of their own careers as well as the good of the organization; (b) they were functionally interdependent and had to work together to accomplish their goals; (c) there were existing work-related problems that were having an impact on effectiveness (for example, responsibility without authority and unclear job definitions); (d) some interpersonal tension already existed in the system (for example, destructive competition and passive and overt hostility).

As they continued their analysis, the managers also identified pressures that acted as powerful obstacles to change: (a') many of the group members lacked experience and skills in dealing with conflict and more open feedback; (b') the risk of the "unknown" was high in terms of "What will we open up?" and "Will we hurt each other?"; (c) there was a concern that if certain issues were brought up "things could get worse"; and (d) there were questions about whether top management would support a more open climate or whether they would respond with "That's not the way things are done around here." Thus, the definition of the problem took the form of recognizing that opposing forces like these in the environment determined the existing level of interpersonal functioning in the group.

Figure 1 summarizes this "diagnosis" of the problem. The top and bottom of the figure represent opposite ends of a continuum of a team's functioning in terms of its interpersonal climate. The environmental conditions and pressures supportive of more open-

FIGURE I.
The Force Field
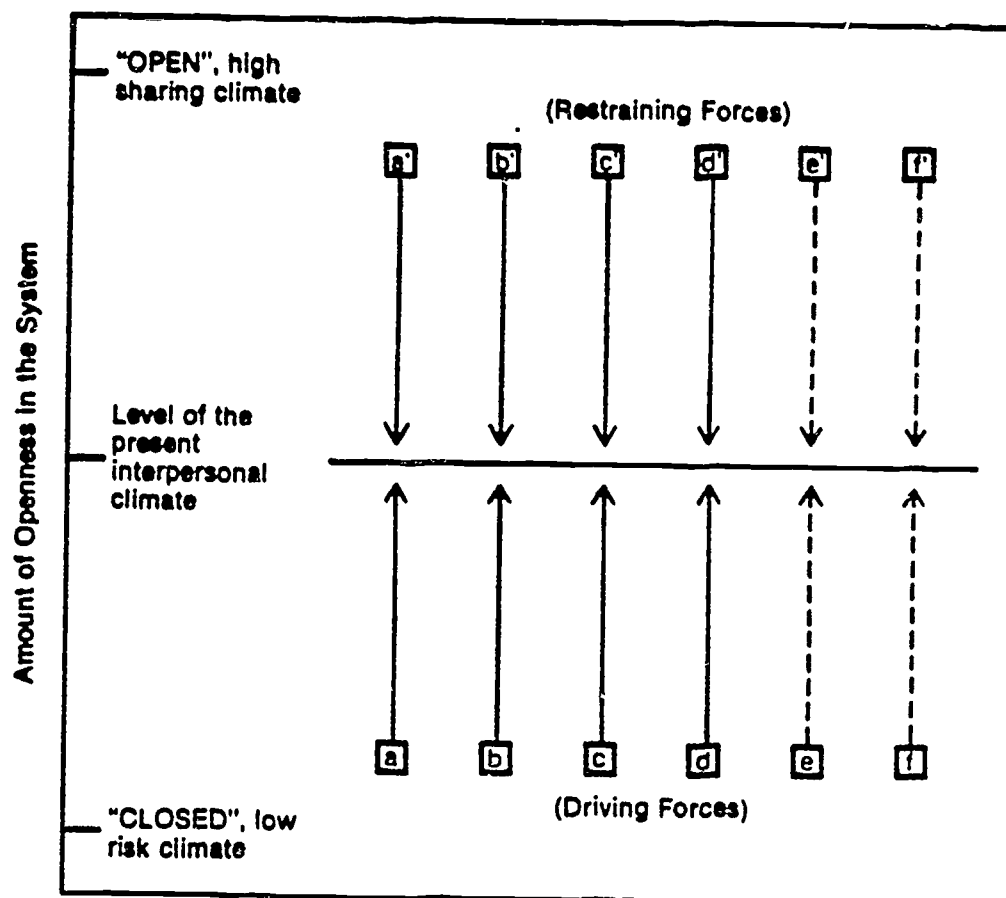
ness in the system are the *driving forces* represented by the arrows pushing upward which, at the same time, act as barriers to the team's movement backward toward a more closed system. The arrows pushing downward represent the *restraining forces* which are keeping the system from moving toward a higher degree of openness and, at the same time, are driving forces toward a climate of lower interpersonal risk.

A group of forces as shown in Figure I may be called a "force field." The length of the arrows in the force field describes the relative strength of the forces: the longer the arrow the stronger the force. For descriptive purposes, the forces in Figure I are shown as equal in strength, but a force field can be made up of forces of varying strengths. Indeed, the strength of any single force may itself vary as we get closer to either end of the continuum of openness. A group or organization stabilizes its behavior where the forces pushing for change are equal to the forces resisting change. Lewin called the result of this dynamic balance of forces the "quasi-stationary equilibrium." In our example, the equilibrium is represented in Figure I by the line marked "level of the present interpersonal climate." It is at this level of functioning that the system is not completely "closed" in terms of a total lack of openness, feedback and risk taking, but neither is there the degree of each needed to work together as effectively as might be. The arrows meeting at the line indicate that the current state is being maintained somewhere between

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the end points on a continuum of team functioning by a balance of discernable driving and restraining forces.

THE IMPLEMENTATION OF CHANGE

Since the management team is interacting at its present level because of a balance of organizational and individual needs and forces, change will only occur if the forces are modified so that the system can move to and stabilize itself at a different level where the driving and restraining forces are again equal. The equilibrium can be changed in the direction of more openness by: (1) strengthening or adding forces in the direction of change, (2) reducing or removing some of the restraining forces, or (3) changing the direction of the forces.

Any of the basic strategies may change the level of the team's functioning, but the secondary effects will differ depending on the method used. If a change in the equilibrium is brought about only by strengthening or adding driving forces, the new level may be accomplished by a relatively high degree of tension which itself may reduce effectiveness. In Figure I, the line representing the "level of the present interpersonal climate" will move upward toward more openness under the pressure of strengthened driving forces. The additional pressures upward, however, will be met by corresponding increases in resistance. The resulting increase of tension in the system will be characterized by a lengthening of the arrows pushing upward and downward at the new level.

Attempts to induce change by removing or diminishing opposing forces will generally result in a lower degree of tension. An important restraining force that requires removal in our example is the managers' lack of experience and skills in dealing with conflict. As the managers acquire new interpersonal skills, a key restraining force will be removed. Moreover, changes accomplished by overcoming counterforces are likely to be more stable than changes induced by additional or stronger driving forces. Restraining forces which have been removed will not push for a return to old behaviors and ways of doing things. If changes come about only through the strengthening of driving forces, the forces which support the new level must be stable. For example, many work groups are stimulated toward new ways of working together by participating in "team-building" sessions. only to find the former behaviors and habits re-emerging shortly after return to the day-to-day job. If the change started by the learning and enthusiasm of the team building is to continue after the session, some other driving force must be ready to take the place of the meeting's stimulation.

One of the most efficient ways to get change is to change the direction of one of the forces. If the managers in our example can be persuaded to "test" top management's support for a more open climate, they might find more encouragement than they previously thought existed. Thus, the removal of a powerful restraining force (expected top management disapproval) becomes an additional, strong driving force (actual top management support) in the direction of change.

Morris S. Spier

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SESSION #3

COUNTERPART MANAGEMENT AND FEEDBACK

Rationale for Training Session

Volunteers often find themselves in
situations where their leadership or manage-
ment of a task, project, or other individ-
uals is required. Volunteers in this
situation are sometimes not adequately
prepared for two critical aspects of a
manager's work with counterparts - the
manager's style of leadership, and develop-
ing an appropriate means for getting and
giving information about effectiveness in
work performance-feedback. This session
focuses on these two aspects.

Part I - Counterpart Management

Research indicates there is no one style
of management that stands out above all
others. Good management involves the
ability to use a wide-range of skills in
response to any, and most often, unique
situations. In Part I there is an
examination of a variety of management
styles, a review of different situations
that require managing counterparts, and an
analysis of which styles may or may not
be most appropriate in working with others.

Part II - Feedback

In examining principles of feedback (Part II)
the intent here is to use the Volunteer's
experience and knowledge of the host-
country in developing skills and approaches
for using feedback appropriately. Feedback
is the major means available to development
workers in learning how to correct errors
and to continue doing effective work.

Total Time: Part I - approximately 1 hour
                       35 minutes plus 10
                       minute break
              Part II- 1 hour 35 minutes

Notes/Summary

Goals

1. To review different styles or approaches for managing others and to identify the style most appropriate for use in work situations. (Part I)

2. To identify styles of management Volunteers feel most comfortable in using and those which they need to more easily use to increase their range of manager skills. (Part I)

3. To analyze a set of criteria for giving feedback, and to modify those criteria for more appropriate use in host country work situations. (Part II)

4. To practice new approaches to giving feedback and to test with others how effective it is based on their experience in host-country work situations. (Part II)

PART I. COUNTERPART MANAGEMENT
Trainer Preparation Before Session

1. Brief other trainers on their roles, especially as resources, and on the expected outcomes of the session.

2. Review Handout #1 "Schmidt-Tannenbaum Leadership Continuum" and decide whether you want to do a 10-15 minute lecturette on the Continuum or whether you want participants to read the handout and then discuss it.

3. Think of examples of Manager behavior on the continuum which you have seen or experienced in host-country situations. It would be helpful for you to determine ahead of time which styles you see used most often in the host country and which least and the implications of the limitations of use. +

4. Prepare Newsprint by drawing continuum if using lecturette.

+ Utilize host-country resources for various opinions.

	Notes/Summary

Materials Needed

1. Copies of Handout I (In support of lecturette or for discussion)
2. Writing paper and pencils for participants
3. Newsprint or blackboard

Prepared Newsprint

1. Goals of session
2. Schmidt-Tannenbaum Continuum
3. Task for Pie Chart Exercise - Step 3
4. Sample Pie Chart, Supervising Time, Step 3a.
5. Sample Pie Chart, Management Styles, Step 3b
6. Task for Sharing Pie Chart, Step 3c.

Procedures

Opening Statement/Goals Part I

la. In introducing this session, remind participants that roles often change within the Volunteers relationship with host-country counterparts. Sometimes the Volunteer manages a task, project or individuals. Sometimes the host-country counterpart is the manager. Sometimes you share the managerial aspects. Tell them that for this reason, it is important to look at the role of the manager in the host-country and the usual expectations and demands of the position. Read goals from prepared newsprint. You can mention something to the effect that "*often the manager is looked to for support not only in the work situation but as a supporter or sponsor for events that might happen in the community. For example, the manager might be expected to be a 'god-parent' or sponsor at a baptism+. The Volunteer as a manager must understand not only his or her own skills and approaches to management, but must have a good grasp of how his/her style is and is not appropriate within the cultural context.*"

[2 minutes]

Notes/Summary

[3 minutes]

1b. Before beginning your lecturette or having the participants read the handout, help them to focus on the subject of management styles. Elicit verbal responses from them by saying *"Looking at your own experience and observations as managers, what different styles of approaches have you seen managers use with subordinates".* Responses you might get are "sensitive and inviting ideas", some as "domineering" and some as "laissez-faire-or no management".

Lecturette/Discussion

[15 minutes]

2a. After participants have given 4-5 examples of management approaches they have seen, offer your lecturette on the Schmidt-Tannenbaum continuum or have the participants read and react to the Handout 1. If you have them read the article, tell them to make notes on the article for points that need clarification or items they want to discuss.

2b. After the lecturette or reading, facilitate a brief discussion covering the following:

* Are there any points that need clarification?

* Did some things occur to you that you hadn't thought about before?

Analysis of Current/Potential Management

3a. The purpose of this next task is to help participants analyze present or potential situations in which they are likely to manage host-country national work activities. Ask them (1) to list all the different management activities in which they are presently involved with host-country nationals; (2) to make a pie-chart. The pie-chart includes showing the major activities in which they are

involved and the percentage of time
spent on each of those blocks of
activities. The task can be written
on the blackboard or on newsprint as
follows:

Notes/Summary

Sample Newprint

Task: On a piece of paper list all the
major management situations you have with
host-country nationals. (Examples: super-
vising one-to-one seed planting; team
meetings on work goals; planning & meeting
with villagers).

° After listing try and make no more than
  4-5 major categories for all situations.

° Now draw a "pie" - and with the "pie"
  representing 100% - fill out the chart
  with the % of supervising time spent on
  each set of tasks. Your pie-chart might
  look like
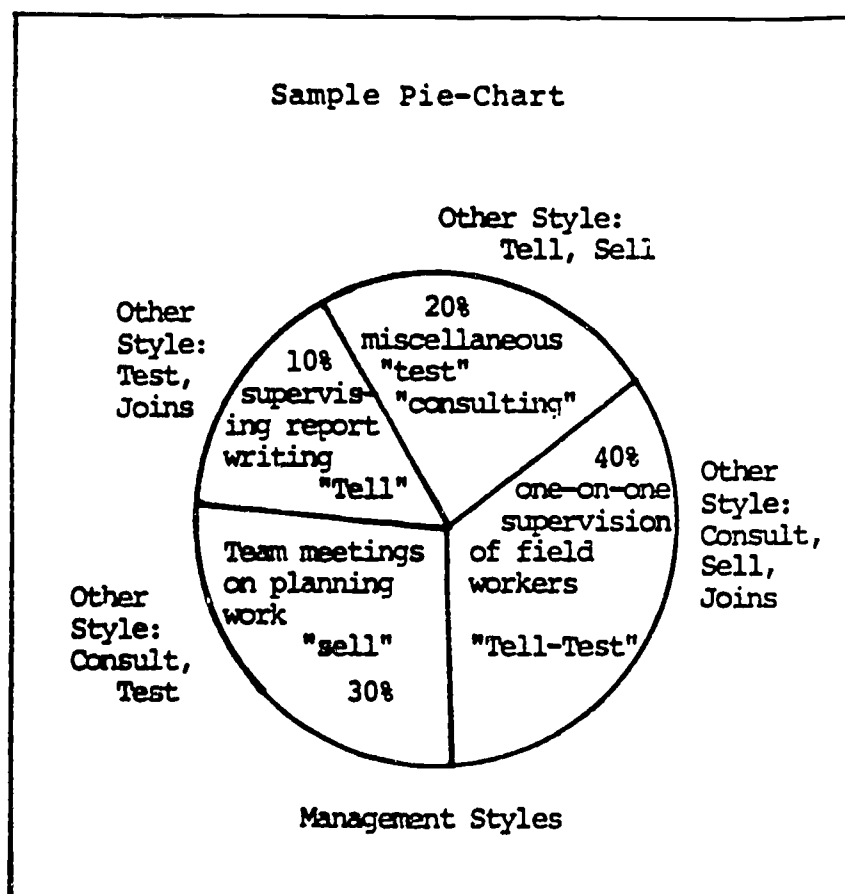
Sample Pie-Chart
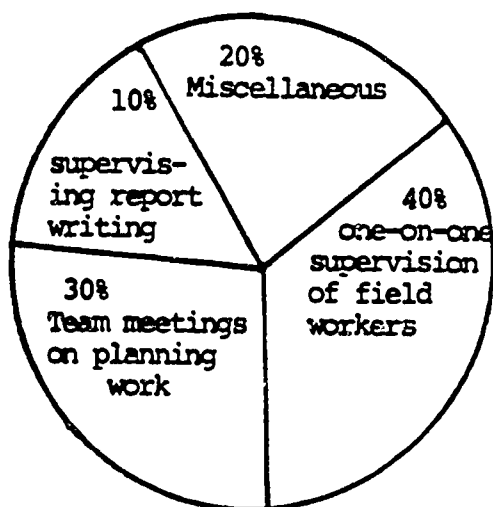
Supervising Time

Trainer Note: You can also develop a sample
"pie chart" in front of participants and
while explaining task instead of having one
already drawn.

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Notes/Summary

[5-7 minutes]

3b. In their pie-charts ask participants to write on the inside of each "slice" of the "pie", the dominant management styles s/he uses in that situation - choosing from - "Tell-Sell-Test-Consult-Join." For example in the team meetings s/he might do mostly "Sell and Test" on report writing "Tell".

On the outside of the chart next to each situation ask the participants to write what other styles might be appropriate to use in those situations. Pie-chart may now look like:

Sample Pie-Chart

Other Style:
Tell, Sell

Other Style: Test, Joins

20% miscellaneous "test" "consulting"

10% supervising report writing "Tell"

40% one-on-one supervision of field workers "Tell-Test"

Other Style: Consult, Sell, Joins

Team meetings on planning work "sell" 30%

Other Style: Consult, Test

Management Styles

3c. Ask participants to meet in triads*
and to take turns describing their
charts. Those describing should share
the situations they are involved with -
their present management style and the
other styles they think might be
appropriate. Those listening should
help to reality test** both the
appropriateness of the present styles
and the proposed styles. The purpose
of this task is to help each partici-
pant to identify more fully his or her
present style of management and to
explore possible additions. Each person
take 5-7 minutes for analysis.

You can explain task using prepared
newsprint.

Sample Newsprint

```
+-----------------------------------------+
|                 TASK                    |
|                                         |
|  Using your pie chart:                  |
|                                         |
|  1. Share your                          |
|       • current management situation    |
|       • current management style        |
|       • other styles that might be      |
|         appropriate                     |
|                                         |
|  2. Listener reality-test present       |
|     and potential styles for            |
|     appropriateness.                    |
|                                         |
|          5-7 minutes for each           |
|           person to share               |
|                                         |
+-----------------------------------------+
```

* See glossary
** See Trainer Reference

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Notes/Summary

[20 minutes]

3d. Tell participants to move back into
a large group and ask the following
questions:

- What did you discover in your small
groups? Do most of you tend to
rely on one or two styles or do you
use a wide-variety in your work?

- Looking at this culture which
management styles among "Tell-Sell-
Tests-Consult-Join" dominate.

- As development workers do you think
these different management styles
might reflect a strategy of develop-
ment which says that whenever you
can you should move from "telling"
through to "joining"?

- In your work situations which styles
do you find most difficult to use?
Why?

- How might you overcome some of
these difficulties?

- What special problems do you see
Americans as having in working
as managers in new cultures?

[3 minutes]

4. Closure for Part I

A suggested closure you can use would
include: "*Management skills involve
a life-long experience. There is
always more to learn especially when
working in complex situations such as
cross-cultural settings.*"

"*Management styles involve at least
three influencing factors - personality -
what style is most natural and
comfortable for me? situation - what
kind of management style is demanded
by the situation? socio-culture -
what do the norms and culture demand
of the manager in relation to the
subordinates?*"

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"*The effective manager usually is aware of all these competing demands and probably responds with a balancing of all three.*"

"*Today, you've had a chance to analyze your present style of response to different situations and to review with others possible additions. One, additional thought, and this is connected to feedback. When you get back to your work situation you might ask those you work with to look at your management styles with you and to see if they have some ideas for how you can be more effective?*"
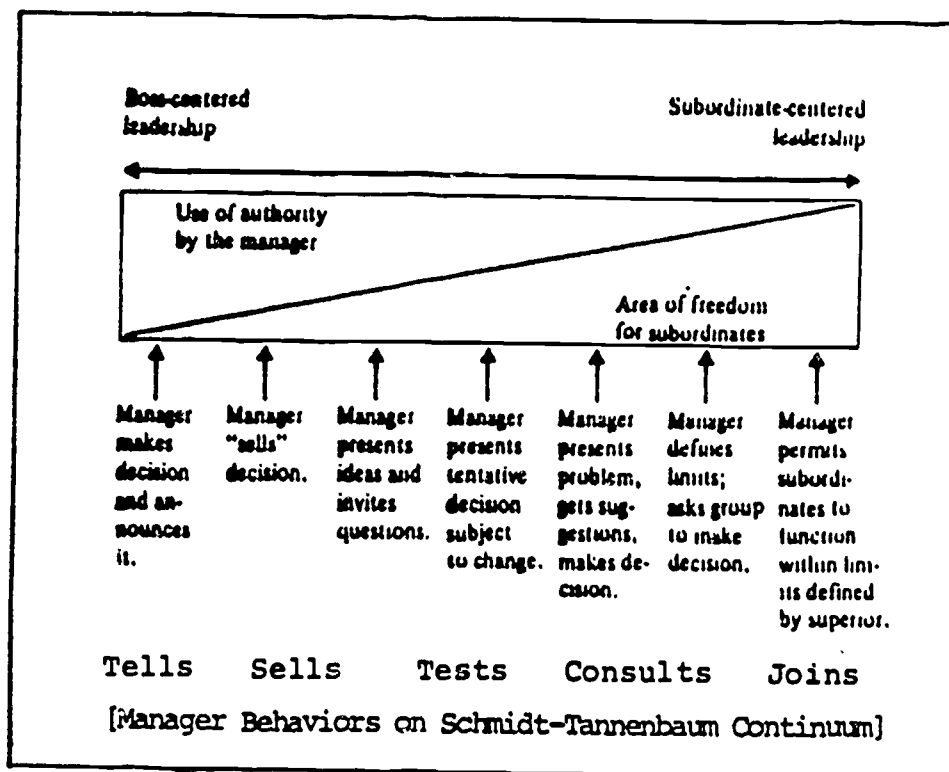
We will look at the aspect of feedback after the break.

BREAK

Notes/Summary

Schmidt-Tannenbaum Leadership Continuum[1]

Boss-centered leadership ←→ Subordinate-centered leadership

Use of authority by the manager

Area of freedom for subordinates

| Manager makes decision and announces it. | Manager "sells" decision. | Manager presents ideas and invites questions. | Manager presents tentative decision subject to change. | Manager presents problem, gets suggestions, makes decision. | Manager defines limits; asks group to make decision. | Manager permits subordinates to function within limits defined by superior. |

Tells   Sells   Tests   Consults   Joins

[Manager Behaviors on Schmidt-Tannenbaum Continuum]

This chart on different leader or manager styles was developed by Warren Schmidt and Robert Tannenbaum at the University of California Los Angeles Business School.

It has a number of important aspects. At the top of the chart in an arrow that begins with "Boss-centered leadership" and extends to "Subordinate - centered leadership." The more that the boss or manager's behavior is focused on his or her needs and interests the more "Boss-centered" it will be and will be located on the left-side of the chart. Behavior that is directed toward the needs and concerns of subordinate or person being managed will be on the right side of the scale.

The rectanglular chart identifies the manager's reliance and use of authority in working with others. The more the manager relies on authority the less freedom that

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[1]Edgar H. Schein. Process Consultation: Its Role In Organization Development. Reading. MASS: Addison-Wesley, 1969.

is left to subordinates to act and make decisions on their
own. As the manager relinquishes more authority on the
left, more freedom can be exercised by the subordinates
going along the right.

If one examines the behaviors described in manager
styles, there are five basic actions- Tells, Sells, Tests,
Consults, Joins - involving the manager in interaction
with subordinates from the left of the continuum to the
right.

Styles	Examples
• Manager makes decision and announces it.	• Manager sees that more work will be required to finish a task. Without discussion s/he tells the subordinates they will have to work overtime or on weekends.
• Manager "sells" decision.	• Manager is really excited about a new idea for involving villagers in project. S/he calls work team together and gives a real pitch for why this is important and the results it will produce and why it will be implemented.
• Manager presents ideas and invites questions.	• Manager feels good about ideas and presents them to the work team and then asks for questions and thoughts about how to make it work. (Probably not pleased if subordinate tries to make idea look inappropriate.)
• Manager presents tentative decision subject to change.	• Manager calls work team together and says s/he has come up with a decision s/he is prepared to make but wants to test it out with team and change it if necessary.
• Manager presents problem, gets suggestions, makes decision.	• Manager tells the team s/he has a problem and would like their best input. After listening to their ideas, s/he makes a decision - not necessarily in agreement with team.

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Styles	Examples
• Manager defines limits; ask group to make decision.	• Manager calls the work team together - gives them a problem and says s/he needs a solution by a certain time; the solution must be within policy guidelines and the staff must unanimously support it.
• Manager permits subordinates to function within limits defined by supervisor.	• Manager tells subordinates when they begin their job that s/he will not keep a time card on them. They must work 40 hours a week and they can set their own time to come and go.

Notes/Summary

PART II. FEEDBACK

Rationale For Part II

The intent of this session is to help
participants explore how they, as develop-
ment workers and managers, are going
to continue to learn about their work.
Critical to all learning is the skill
and practice of feedback. This is
especially true in many relationship
and all development efforts.

"Feedback" is information about how one's
behavior or action affects work and
others. Volunteers often confuse
feedback with the values of honesty
and frankness in relationships, as in
"telling somebody what you really think."
In Part II the interest in feedback is
on work performance and relationships.

Trainer Preparation Before Part II

1. Read Handout #2 and use it to help
   you develop a lecturette and approach
   for re-introducing the concept of
   feedback to Volunteers. Many of them
   have already experienced it in pre-
   service training or CAST.

2. Prepare newsprint

Materials Needed

1. Copies of Handout #2
2. Newsprint or blackboard

Prepared Newsprint

- Task for Examining/Changing Criteria,
  Step 4B

- Task for applying new criteria, Step 5A

Procedures

Opening Statement

1a. Remind participants that before the break they examined the role of the manager in terms of responsibilities and styles. "*One responsibility that every manager has is that of providing feedback to others about their work performance and relationships. You have all practiced feedback during CAST or Pre-Service Training. It is important to review those learnings because of the fact that feedback is a critical linkage to management relationships.* "You've been in this country now for ____ months. I'm sure that many of you have used or seen feedback used effectively. Can you give some examples of where you have seen feedback that you thought was really helpful - both positive and negative feedback."

1b. Get 5-6 examples from group. See what differences and similarities exist.

Lecturette

2. Provide a brief lecturette[+] on feedback based on the handout, but not on the criteria. Cover points such as:

   * definition of feedback
   * how feedback is used
   * need for feedback

3. Next, ask the group what ingredients they think make the feedback effective. For example, the feedback might have been effective because it was so tactfully done, or because the person was prepared for it, or because there is so much trust between people.

   Build a list on newsprint of what makes feedback effective.

Notes/Summary

[3 minutes]

[3 minutes]

[15 minutes]

Reviewing Criteria

4a. Pass out Handout II on feedback and ask participants to review the 8 criteria.

4b. Tell participants that these criteria are often applied to feedback in the American culture. An important step for Peace Corps Volunteers as managers is to look at these criteria in terms of the host country culture in which they are working. Their assignment is to work in triads* to look at the 8 criteria in the handout and decide how they might change them (if necessary) or add to them to make them more appropriate for use in the host culture and their work situation. Use newsprint to explain task.

Sample Newsprint

```
TASK

1. Examine 8 criteria for feedback

2. Change them (if necessary) to
   make them more appropriate to
   host country culture.

3. Be ready to report your work.
```

4c. Triads work on task.

4d. Bring all triads back together for brief total group discussion which covers the following questions:

• What kinds of changes did you make?
• What stayed the same?

Summarize their responses on the black-board or on newsprint.

*See glossary

Applying New Criteria   Notes/Summary

5a. Explain to the group that it is important   [3 minutes]
    to continually practice giving feedback.
    Their task (working in 3 groups) is to
    create a situation where giving feed-
    back in the host country culture or
    work situation is really difficult but
    necessary. They are to create the
    situation, then give a role play that
    demonstrates them using their "improved"
    criteria and its appropriateness.
    Explain task using newsprint:

                Sample Newsprint

```
+--------------------------------------+
|                                      |
|               TASK                   |
|                                      |
|  1. Think of one situation where     |
|     giving feedback in host country  |
|     or work situation is difficult   |
|     but necessary.                   |
|                                      |
|  2. Give role play that demon-       |
|     strates appropriate use of       |
|     "improved" criteria in the       |
|     situation you chose.             |
|                                      |
+--------------------------------------+
```

5b. Divide participants into 3 groups   [15 minutes]
    and have each group work on task.

5c. Bring all participants back into
    large group. As each group presents   [25 minutes-
    its role play, follow their role   approximately
    play with the following questions: 7-8 minutes
                                                  each]
    • What is your reaction to the
      roleplay?

    • What was done well in terms of
      giving feedback? Was it
      appropriate and effective?

    • What might you do differently?

Notes/Summary	Process each of the 3 group's role plays in this fashion.
	6. <u>Processing</u>
[10 minutes]	Now that they have had experience practicing with the "improved criteria", tell participants to look at the criteria once more and see if there is anything else they would change. Let them make changes. Lead a discussion asking the following questions:
	• Did you learn anything about feedback in the host country that you had not realized before?
	• How can you use what we've done here when you get back to your work situations?
	• What are some ways you can continually check yourself on giving effective, appropriate feedback.
	7. <u>Closure</u>
[2 minutes]	Remind participants that in spending time the past few hours/days on examining the Peace Corps Volunteer - host country counterpart relationship, they have covered various topics such as:
	• motivation
	• problem solving techniques
	• management styles and feedback
	"These topics we have covered in our sessions on working with host country counterparts should serve as a foundation for improving your work relationships. It is up to you to decide how and when to use the techniques we've learned."
	End Session

FEEDBACK

Feedback is information from an observer that can be used to monitor, continue, and correct behavior and activities. Feedback is critical to organizational and managerial effectiveness. Without feedback there is very limited hope that continuing errors can be corrected. Development programs require feedback particularly at the village level to be successful.

One strong means that organizational members have in "controlling" each other and preventing change from taking place is to make sure that feedback is withheld. Managers, for instance, can withhold information that subordinates need to do their work correctly thus increasing their own importance and making the subordinates look and feel less adequate. A manager might continually create "crises" which only s/he can solve or deal with - this makes him or her always central and important. More information to subordinates would prevent such crises.

On the other hand, subordinates might decide to withhold information from managers as a means of making the manager look ineffective or as an expression of resentment and anger - "let him go ahead and get into trouble - it'll serve him well."

Professor Chris Arygris at Harvard argues that the role of the change agent (or development worker) is not to change people, but to help them find valid information for planning and taking action. If this is so, then much of the work of a Peace Corps Volunteer, especially in a managing situation, is to make sure that feedback - both giving and receiving - is optimal.

Americans like to think of themselves, because of their "honesty and frankness" as being skilled at giving and receiving feedback. Too often feedback is misinterpreted as the sharing of feelings and emotions. As a culture, Americans do voice their resentments, angers, joys, and feelings in organizational settings more freely than most. Voicing feelings is not feedback.

Feedback may include feelings but it also provides the receiver with valid information about how someone else's behavior or actions are affecting someone's work performance or situation.

Some aspects of what goes into making feedback helpful and effective are listed next:

FEEDBACK

"Feedback is a way of helping another person to consider changing his or her behavior. It is communication to a person (or group) which gives that person information about how he/she affects others. As in a guided missle system, feedback helps an individual keep behavior "on target" and thus better achieve his goals.

Some criteria for useful feedback:

1. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it or to use it as he/she sees fit. By avoiding evaluation language, it reduces the need for the individual to react defensively.

2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue you did not listen to what others said and I felt forced to accept your arguments or be attacked by you."

3. It takes into account the needs of both receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

4. It is directed towards behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.

5. It is solicited, rather than imposed. Feedback is most useful when the receiver has formulated the kind of question which those observing him/her can answer.

6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior, depending, of course on the person's readiness to hear it, support available from others, etc.

7. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he/she has received to see if it corresponds to what the sender had in mind.

8. When feedback is given in a training group, both giver and receiver have opportunity to check with others in the group the accuracy of the feedback. Is this one person's impression or an impression shared by others?

Feedback then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well her/his behavior matches her/his intentions; and it is a means for establishing one's identity.

Since 1961 when the Peace Corps was created, more than 80,000 U.S. citizens have served as Volunteers in developing countries, living and working among the people of the Third World as colleagues and co-workers. Today 6000 PCVs are involved in programs designed to help strengthen local capacity to address such fundamental concerns as food production, water supply, energy development, nutrition and health education and reforestation.

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