Post Conflict Reconstruction Programme

FELLOWSHIP FOR AFGHANISTAN

Summary of Workshops II and III
22 - 29 July 2011
Abu-Dhabi, UAE
UNITAR would like to begin by acknowledging the spirit and commitment of the 2011 Fellows who are in many cases young but extremely serious about their work and in many cases very passionate about their causes. It is this commitment to learning and energy that makes the Fellowship community come together each year and work together with such dedication.

The Fellowship Program could not have been possible without the Mentors, ARPs and Coaches, and their excellent support that the Fellows and UNITAR received before and during the workshops. In Abu Dhabi and around the world, these dedicated individuals guided the teams, prepared them for the workshops, and worked hands-on with each group throughout the two workshops. It is indeed a privilege to work with such inspiring people – our thanks to them for creating this learning community, which we hope to further strengthen over the years.

The workshops proved to be very rich in content. A special thanks to all four of our lead resource persons, Lorne Jaques, Michael Fors, Phil Cox and David Eaton, for being the conductors of this incredible orchestra and bringing it all together. They are also responsible for ensuring that at the end of the day we all understand why we are there and why it matters.

UNITAR would like to express its deep gratitude to the Afghan Civil Service Commission and Afghan Civil Service Institute and to USAID for their support to the Fellowship for Afghanistan. We would also like to express our gratitude to the Hiroshima Prefecture and Hiroshima City for their consistent support through the years for UNITAR Hiroshima Office and its programmes. A special thanks to UNITAR’s partners around the world – The Singapore International Foundation (SIF), University of Texas at Austin, University of Calgary and Hiroshima University.

Finally this large undertaking could not have happened without the leadership and persistence of Alex Mejia (the Head of Hiroshima Office), and the creativity, problem solving abilities and stamina of the UNITAR teams. We would like to thank our colleagues in Hiroshima and Geneva and our volunteers in Abu Dhabi.
Background

Prior to workshops II and III, the Fellows have already gone through a rigorous set of learning activities including participation in the Fellowship Orientation Workshop I led by UNITAR Afghan Resource Persons and Coaches, two web seminars, an intensive first assignment, a number of audio-web conferences and project work sessions, in addition to regular e-mail exchanges with their Mentors and UNITAR staff. The study-trips and workshops in Abu-Dhabi and Dubai were the first opportunity for the Afghan Fellows and Coaches to meet some of their Mentors and UNITAR resource persons and staff in person.

The Abu-Dhabi and Dubai study-trips, Workshop II "Leadership, Organizational Development and Social Capital" and Workshop III "Project Planning, Design and Proposal Writing" included a 2-day intensive working session on team building, facilitation and coaching. Sixty-three Fellows, Coaches, Afghan Resource Persons, and twelve international Mentors and resource persons from University of Calgary, Microsoft Corp., University of Texas at Austin and Singapore International Foundation attended the events. The two workshops were led by Lorne Jaques from the University of Calgary, Michael Fors from Microsoft, Phil Cox, Plan Net/ University of Calgary and David Eaton from the University of Texas at Austin.

The group was also joined by Mr. Farhad Osmani, Director General Afghanistan Civil Service Institute, H.E. Mr. Lukman Faily, Ambassador of Iraq to Japan, the US Chargé d’Affaires to UAE, Mr. Douglas Greene, and Mr. Javier Ortiz, Executive Director, New World Group and Peace-building Council.

We are pleased to report that the lead resource persons of workshops II and III were ably supported by the Afghan resource persons (selected from the pool of UNITAR alumni). UNITAR hopes to sustain and expand the roles of selected Alumni as Afghan resource persons each year to facilitate the development of a core group of trainers and facilitators in Afghanistan. During the study-trip Coaches organized a cultural evening where a multi-media presentation on Afghanistan was given by a Mentor and a musical cultural presentation was performed by the Afghan Fellows.

On the evening of arrival the study-trip began with an introduction and orientation session opened by Humaira Kamal, Programme Leader for Fellowship for Afghanistan.

“Each workshop was designed according to our needs” – 2011 Afghan Fellow.
Workshop II: Leadership and Organizational Development

Focused on organizational development for performance and results as the overarching theme for capacity building in the public service in Afghanistan. The workshop was an intensive and interactive event, structured around elements of leadership and its impact on performance and results, coaching and facilitation of teams, and required Fellows to work in groups on exercises assigned by resource persons.

The topics included:
Leadership and its impact on performance and results
Stakeholder analysis
The role of social capital and community development
Team development and facilitation
Workshop II : Day One
Presented by Lorne Jaques

Critical Thinking
The workshop on leadership opened with a reflective session around self-identity and critical thinking. “What is the relationship between WHO YOU ARE and CRITICAL THINKING?” (Presented by Lorne Jaques). The goal being, to have the Fellows begin to recognize the connection between how they define themselves and how this impacts their critical thinking processes. To emphasis this point Fellows were asked to participate in the following exercise.

Leadership and Followship
The exercise was followed by a detailed session on the importance of the dynamic between leadership and ‘followship’. ‘If you want to climb a tree you usually need a “leg-up”’ (Lorne Jaques 2011 presentation). A follower accepts, takes, understands, and delivers orders/tasks from a leader. A key element for building strong ‘followship’ is trust. The topic provoked discussions on whether the ‘followship’ concept is present in, and is a realistic concept for, Afghanistan. Next Fellows were encouraged to define good and bad leadership through an exercise on leadership vs. management. Through fruitful discussion Fellows were able to link both critical thinking and the concept of fellowship to leadership and management.

The session ended by examining trust and fear and their implication on leadership, organization and performance. Fellows were asked to reflect on some famous quotes on leadership and to choose two quotes that resonated with them and two quotes that contradicted each other.

Self-efficacy
This was discussed in the context of leadership, with a focus on the sources of self-efficacy which the group found to be a very compelling tool in the developmental and post-conflict environment. “Self- efficacy is the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations” – Albert Bandura 1995, Lorne Jaques Presentation.

EXERCISE ONE – Portrait of an Afghan:
An exercise was conducted where each Fellowship group was asked to draw a portrait of their vision of an Afghan person. They were then asked to comment on their drawing, explaining what the different elements in the figure symbolize. This turned out to be one of the most interesting and thought provoking exercises and some very interesting portraits were developed including a female political leader, male agricultural laborers, a pregnant woman, and many poor individuals who strive for peace and desire education for all.
Projects and Performance

The session on projects and performance had one key message—“It’s less about the "Who" and more about the "What" and "Why" “ (Lorne Jaques 2011 presentation).

This session began with an overview of performance, results and the responsibility of leaders, organizations and communities with a focus on the Performance Maximizer model of Tony Roithmayr (1999). In a more in-depth examination of leadership for performance, the questions of ‘what’, organizations and their leaders have to achieve, and ‘why’ it is important, rather than ‘who’ leads an organization, were discussed. The topic provoked intense reflections on performance management in Afghanistan.

The discussion was then led back to assessing the qualities of a good leader, emphasizing his/her ability to serve the constituency, which in turn could lead to gaining greater support and achieving results that could transform the community or organization. The conclusion was reached that for a project to bring about transformational change, the process has to be truly participatory and must involve impacted communities.

Capacity

This session ended with a look at the capacities needed to go forward with any given project. Fellows were asked to reflect on their individual projects in terms of having capacity in the following areas; partnerships, funding/recourses, and so on. This stimulated discussion on the issues around the project matching the in-house capacities within the organization and its goals.

Social Capital & Civil Society Part I

Day two ended with a look at social capital in relation to civil society. Through examining the relationship between civil society, the market and the state, Fellows were asked to examine how levels of social capital are impacted by an imbalance between the power of the market and the power of the state. The conclusion reached by the Fellows was that without healthy social capital intuitions the government can become unstable due to the lack of trust and cohesion amongst citizens.

Coaching for Coaches Daily Meeting

It must be noted that at the end of each day all the Coaches, ARPs, UNITAR staff and workshop facilitators would meet for 30 minutes to discuss how the sessions had gone for the Fellows that day. Out of these conversations the resourceful facilitators were able to quickly adapt their presentations to the needs of the Fellows based on this daily feedback. This time was also a chance for the coaches and ARPs to give and receive feedback on their After-action Reviews and facilitation sessions.

Transformational change

Change that is not merely an extension or improvement over the past, but a state change. This state change can be personal and organizational. The change is bold and compelling - not simply a more or better version of business-as-usual. It calls for a new level of innovation and collaboration and inspires the people of the organization/community. Achieving this state change requires altering and expanding the limiting mindset in which the individual/the organization operates.

Source: Executive Coaching. LPRgroup.com

Daily de-briefing with the team
Workshop II: Day Two

Agency, Stakeholders, Social Capital & Project Planning
Presented by Lorne Jaques and Co-facilitated by Alisa Tukkimaki
Case Study Presented by Fawad Akbari, Afghan Resource Person (ARP)

To begin each day an After Action Review (AAR) was conducted by Coaches where participants were asked to give brief presentations on the most important subject, a ‘jewel’, learned during the previous day. The After-Action Review of Workshop Day One was conducted by Abdul Muneir Mubashir and Nasir Figar. What stood out for the Participants: Leadership and followship, Portrait of an Afghan, trust and fear, self-efficacy, and community/stakeholder participation.

Agency and Stakeholders
"Stakeholder Participation - enriching project design and implementation through the inclusion of more perspectives"
Lorne Jaques, 2011 presentation

The stakeholder analysis generated a lot of interest and discussion amongst participants, as it elaborated on the reasons for consulting stakeholders and the process of identification and assessment of their impact on the project and/or organization. Participants learned to develop stakeholder maps as a tool to visually identify stakeholders and their impact and interests. Some methods of involving or knowing stakeholders were also identified.

Social Capital Part II
This session began with a simple activity designed to make people think about who they are in relation to those around them and again, how we process information based on how we are defined and how others define us.

The concept of social capital and its importance within organizations was new for nearly all participants, and one that they immediately connected with. The discussion started with a simple exercise trying to answer the question of "who has social capital by living in the same place for a long time?" From the de-briefing session after the exercise followed a definition of social capital within groups/organizations/society/the country and its importance in terms of achieving better performance and results. Some qualities of a performing organization, such as facilitation of communication within the organization, clear identification of roles and responsibilities, provision of mechanisms for participation of an organization’s members in the decision-making process and others, were analyzed.

The theoretical background on social capital also included definitions of ‘structural’ and ‘cognitive’ social capital and their interrelationship. Some examples of how social capital can be used negatively were also introduced, namely instances of where it was used as a resource and a source of power. The session also briefly introduced the three inter-related concepts of importance to ‘community’: local associations and networks; social satisfaction; and direct indicators.

Social Capital
"You can only do transformational development in an organization and ... the organization can only transform itself; if, it has the most important qualities of a community...the most important of those qualities .... is: Social Capital.

"And the weaker its social capital ...the more vulnerable are its members, and the weaker its performance potential." Lorne Jaques, 2011 presentation.
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EXERCISE THREE: Human Train
Fellows were asked to pair up; women with women, men with men. One partner was asked to close their eyes while the other becomes the driver with eyes open. The driver then places their hands on the shoulders of their partner. From here the driver informs their partner of where to go, without talking, using taps on either the back of the head (to indicate moving forward), the right shoulder (to turn right), left shoulder (to turn left) or middle of the back (to indicate stop). The object of the exercise to ensure that your partner does not run into anyone or thing. Once the pairings have mastered this and both have had a turn to be the driver, pairs were asked to connect with another pair; making groups of four. This time three participants have their eye closed while only the driver can see. The driver’s exact directions must be relayed through all members in order for the person in the front to receive the proper direction. Lastly, groups of four were asked to join another group of four to make large trains of eight people.

In the debrief the Fellows recognized elements of leadership, deb collaboration, communication, trust and within the exercise. One female participant mentioned that as a leader/"driver" that she could not see the front of the train, this symbolized to her the need for leaders to have a connection with front line staff and to have a clear understanding of the team’s components.
Social Capital Case Study
Fawad Akbari
This case study explores the Community Development Council’s (CDC) organization and election process as an initiative of the National Solidarity Program (NSP). The aim being to “...Strengthen and maintain Community Development Councils (CDCs) as effective institutions for local governance and social development through planning and implementation of development projects.” (Fawad Akbari, 2011 case study). The case study breaks down CDCs functions and how tools such as community led social audits are being used to hold CDCs accountable. As such, Fellows were asked to discuss the case and answer questions regarding the success and impact of the CDCs in terms of creating and sustaining social capital.

Re-Thinking Project Planning
Taking a look at the connection between the individual, political and the organizational, the next session focused on the interconnectivity of these three elements in terms of both the contextualization and influence over projects. Linking these themes to the skills held by individuals, the emphasis was placed on a Fellow’s ability to acknowledge themselves as being a part of the larger picture and as an integral piece of the development puzzle.

This session ended with motivation quotes and tips on project development.

Lastly, the day ended with a review of material covered.

"Lead the project...Don’t let it lead you"
"There are three great vulnerabilities: distrust, fear and fatigue”

Lorne Jaques, 2011 presentation.
Workshop II : Day Three

Coaching and Team Development
Presented by Michael Fors

Facilitation and Coaching
The module started with a presentation on the concepts of coaching and facilitation and the role of a Coach in the Fellowship. Coaching was defined as a catalyst which, "...empowers the team to become self-managed, supports improvement to their performance, so the team may own its performance & resulting success, and sometimes create magic" (Michael Fors, 2011 presentation). In the context of the Fellowship the objectives of a Coach are defined as follows:

- Assist each team member in creating a program that can improve Afghanistan
- Help the team produce quality output for the Fellowship
- Teach how teams work, and guide them through the stages of team development
- Help each participant grow his/her leadership abilities
- Create a positive learning environment

As always this presentation generated a lot of discussion, with Fellows, Coaches and Mentors grappling to understand each other's expectations and constraints. It was concluded that facilitation is indeed a delicately balanced process.

Team Development:
"Teams are engines that drive performance" Dr. Michael Fors, 2011 presentation. In this session teams and individual roles were discussed. The difference between team development and team-building, and the role of leaders were also highlighted. The Tuckman Model was introduced, describing the forming, storming, norming and performing stages of team development, and emphasis was placed on the importance of a careful forming process to help a team move smoothly through the other stages.

The process and specific elements of team work were also described in more detail. This session was followed by a short video where the different stages of team development within the Los Angeles Philharmonic Orchestra for performing Ravel's "Bolero" were examined. Fellows were asked to comment on the clip and identify the stages of team development; and they were asked to identify the stage at which they think their Fellowship group is and why. The team development module also covered themes such as why teams are created, and the elements a team must have in order to be effective.

After Lunch the team development module began with a session dealing with the DiSC ® Personal Profile Test, assessing individual working styles and personal characteristics (see Exercise 4). The test was administered by one of the ARPs present, and as the Coaches had already taken the test in the previous year, they helped the Fellows take theirs. The analysis of the test results provided insights into the different working styles of each Fellow. All participants were subsequently asked to form groups based on their working styles identified in the test and try to determine the strengths and weaknesses of respective styles. The subsequent de-briefing exercise identified the working styles...
and characteristics of personalities present in each Fellowship group and helped Fellows not only understand their personal preferences and styles, but also helped them understand why certain dynamics occurred within their respective groups.

### EXERCISE FOUR: DICS Test

As a part of the Team Development module, the Fellows took a DISC ® Personal Profile Test—a reliable way to assess work styles and preferences of individuals—with a view to improving their work productivity and teamwork. Given that the Fellows had already completed their individual assignments, this test aimed to improve productivity or teamwork in the narrow sense and to help Fellows learn about themselves their preferred work styles, personal strengths and weaknesses, and how their own personality traits affect their judgments of and their relations with other team members. The fact that others’ personal profiles mostly agreed with their own observations did much to convince the Fellows that their own test results could be trusted.

The test also helped the Fellows to see if their teams were well-balanced (in terms of personality profiles and work styles, with some people’s strengths complementing others’ weaknesses), and what could be done to improve the effectiveness and teamwork of less-balanced teams. They also learned how to better anticipate disagreements and conflicts arising from their (and others’) personal traits, and how to avoid these by changing their behavior in future team work scenarios.

The test, along with the analysis and discussion of its results and the related exercises, gave the participants an opportunity to learn about themselves, to become more conscious of their biases and reflect on their behavior towards others. In accordance with the overall aims of the Fellowship, it was designed to make them better team members, managers and leaders, increase their confidence and make them more effective in working together with other people, thereby contributing to the transformation and development of their organizations.

### Team Challenges

To demonstrate the concepts of the team development module the sessions in class were followed by half a day of team challenges (See Exercise Five). The challenges clearly demonstrated the dynamics of each group and the level of understanding and cooperation that existed between its members. Fellows found these to be eye-opening and extremely fascinating as everything that had been discussed in the workshop up to that point could be seen in action. Many groups realized that they were not at the stage they had assigned for themselves before the exercises. The module wrapped up with a team development checklist.

### EXERCISE FIVE: Team Challenges

As a conclusion to the team development module, each Fellowship group participated in three team challenges. Six Fellowship groups were divided into three teams—two groups in each team. There were three challenges to be overcome by each team: the Treacherous Mountain Pass where the members of two different groups were placed at opposite ends of the room to each other and had to swap positions by moving through an electronic maze; two Poisonous Waste challenge where members of two groups had to move and stack objects in a defined format by pulling the strings of a pyramid in a cooperative manner; and, a Lava Pit where two groups had to move to the opposite side of the room by using rubber caterpillar tracks as special shoes. The exercises all had a humanitarian theme as groups had to either deliver emergency medicine for a rare disease, save a population from hazardous waste or rescue villagers from a volcano eruption. Thirty minutes were allocated for each exercise. The teams were allowed to have verbal communication for only the first ten minutes during which they were supposed to develop a strategy or plan for further action and for non-verbal communication. After each exercise, the Coaches, who did not participate but rather observed their groups, were asked to conduct mini de-briefing sessions upon the competition of each exercise. During these sessions, groups discussed their performance and tried to analyze why the tasks set them were or were not achieved. The exercises and the de-briefing sessions were also observed by Mentors and resource persons.
Team Development Continued

Simultaneously while some groups were tackling the team challenges, other groups were working on their team contracts. Being that groups now had a better idea of the roles and responsibilities of the coaches and had done some team development, it was time to revise their contracts. Coaches ARPs and Mentors were all present to make sure the new contracts were realistic and agreed upon by all.

Exercise De-Brief

The day ended with each Coach leading their group in an in-depth 20 minutes de-brief about the afternoon’s exercises in relation to their own group’s development.

Feedback Panels for Individual Needs Assessments

During the evenings of the first two days the Mentors and Afghan Resource Persons were divided into five panels set up to listen to individual presentation on the Needs Assessments conducted by the Fellows as part of Assignment I. The sessions were facilitated by the Coaches. In this way each Fellow was able to receive another layer of feedback and guidance from Mentors and Resource Persons who were not directly involved with their groups. It also gave the Mentors and Fellows an opportunity to get to know and share experiences with other members of the Fellowship community.

Cultural Programme

In the evening all participants were encouraged to wear traditional clothing and present an aspect of their culture. Denise Buchner, a Mentor within the Fellowship began the evening with a slide show presentation on a recent trip she took to Afghanistan. This was followed by some traditional Afghan dancing preformed by some Fellows.
Workshop II: Evaluation Summary

The following is a brief summary of participant responses to the evaluation questionnaires for Workshop II. An attempt has been made to synthesize these into key points to gain a clear understanding of the analysis, impressions and suggestions with a view to future improvements.

Workshop II – structure and content
There was an overwhelmingly (100%) positive response to the design of the structure and content of Workshop II. All participants highly rated the workshop topics, having found them to be excellently organized and structured in a very professional and comprehensive manner. Many of the respondents commented on the workshop as they found it very relevant to their job responsibilities and demands. Moreover, an overwhelming amount of respondents found that the social aspect of the program’s structure, such as; bringing different professionals together, networking and the sharing of different opinions, greatly added to the value of their overall experience. Here are some of their responses;

- New knowledge gained
- Changing ideas and listening to different organization’s opinions
- Interaction between Fellows, Coaches, ARPS, Mentors and lecturers
- Relationship and networking
- The coming together of a diverse team
- Group building and group development/interaction
- Self-development through team working. Conducting needs assessments

Teaching methodology, lectures and training materials used/provided
Nearly all participants noted that the workshop methodology, lectures and training materials were useful and effective in helping them to gain an in-depth understanding of the topics. The combination of relevant and high quality materials with practical exercises and games helped to facilitate their learning. Most of them also noted the high caliber of the lecturers and their professional teaching styles. Specific response included:

- Best methodology. Learned more about management terms
- In some sessions effective ice breakers and energizers were used
- Methodology and teaching was great
- The training was a learner-centered one and I like it very much.
- Role playing about communication, trust, leadership and followship
- New topics, methods and facilitation

The most useful and interesting sessions
The sessions on social capital, team development and leadership were most frequently quoted as the most useful and interesting, while some participants also commented on the importance of games and exercises used during the sessions. In addition a couple respondents commented on the effectiveness of the After Action Reviews as tools to enhance learning. Specific responses included:

- Team building and team development
- Project planning
- Leadership and social capital
- Practical exercises
- Social capital and civil society
- I found self-efficacy
- Leadership, management and social capital
- The After Action Review is a very good and strong tool to assist in the participant’s learning
- Participatory method of learning, after action review.

The least useful about the Workshop
Many respondents felt that the workshop was extremely tight and exhausting. A few respondents felt that some of the case studies lacked connectivity to the overall topics. Furthermore, comments reflected that
some Fellows felt the Iraqi Ambassador’s speech could have been improved on by focusing more on the lessons Afghanistan could learn from Iraq. Specific responses included:

- Give me more time and make the schedule less intensive
- Lack of time for preparation and resting
- At least one week before, the learning material should be sent out
- The limited amount of Fellow participation
- Lack of sharing experiences among Resource Persons and Fellows
- The sessions conclusions were weak

**Recommendations**

Beyond unanimously agreeing that the program be extended the following are some of the respondents recommendations:

- To increase the number of case studies and exercises
- More practical examples of theories are needed
- More “wake-up” activities
- More sharing of experiences of ARPS, Coaches and Fellows
- If was more room for discussed in each session it would be more beneficial

**General Comment**

- It has been well organized and perfect
- Overall the whole program was useful
- Such events are very rare and very useful to the young generation
Workshop III: Project Planning, Design and Proposal Writing

Equipped participants with a basic knowledge of project planning, design and proposal writing to prepare them for their team projects. The overall objectives of the workshop were: to enhance participants’ understanding of project planning; to introduce skills in proposal writing; and to further develop team projects.

The topics included
- Project planning, design
- Project deliverables and objective statement
- Results-based management
- Risk analysis
- Monitoring and evaluation plan
- Proposal writing
Workshop III: Day Four

Project Planning
Presented by Michael Fors
Case Study Presented By Bashir Darwar, Afghan Resource Person (ARP)

After-Action Review of Workshop Day Three by Maiwand Akbari and Sayed Saadat
What stood out for the Participants: Definition of the role of a Coach, Coach/facilitator as catalysts not scapegoats, Role of Fellows, Coaches and Mentors, timeliness and constructiveness of feedback. Tuckman stages of team development, DISC analysis for individual working styles; Team development exercises and de-briefs, - performance and serving constituents, the imagery from a video of an orchestra performing the Bolero, working as a team to perform a perfect symphony.

The coaching and team development module addressed an important component of leadership, and based on feedback from previous years, has been found to be most pertinent to Afghanistan. This module plays a key role in the methodology applied in the Fellowship and beyond. It encourages Coaches to take their skills to the next level through co-facilitation with the lead resource person and analysis of the challenges facing teams. Finally, it helps the Fellows understand the Fellowship’s group dynamics, and leads to greater understanding and cooperation within the groups, resulting in more productive outcomes of team projects.

Team Development Case Study
Bashir Darwar
This case study explored team development in the Ministry of Communication and Information Technology under Management Capacity Program (MCP). Looking at the dynamics and development of a MCP team, the case study required Fellows to think critically about how leadership affects a team’s progress and how you replicate positive team dynamics.

“If you think the MCIT team is successful, how could it be replicated to other organizations?”
Bashir Darwar, 2011 Case Study

Project Planning
Workshop III started with a presentation on the importance of planning for carrying out a project successfully. This highlighted the project system and allowed for Fellows to reanalysis their needs assessment results and to create problem statements. Once the problem statements were developed Fellows had 3 minutes to present their statement, all the while being mindful that, “The problem/opportunity should be concise, specific, and measurable” Michael Fors, 2011 presentation

Throughout the day Fellows were confronted with situations in which the importance of planning and the ability to articulate a project’s objective statement, scope, deliverables and indicators play a crucial role in securing sponsorship for a project and its successful outcome. Here again, Fellows were asked to reflect on their own assignments in order to strengthen the pitch of their project to their respective groups. These sessions taught participants about project planning as a basic tool for successfully translating ideas into reality in an organizational context.

Design, development and implementation
The afternoon was spent primarily focusing on project design, development and implementation process. Concepts such as risk analysis, cost/benefit analysis, rollout plans and roadmaps were all introduced to both help teams decide a project but also to begin their own project systems.
The groups were then assigned an exercise, namely to discuss the various project ideas within their groups, select one and summarize it in one sentence to be shared with the class. Participants were subsequently familiarized with project plan worksheets as a tool for better articulation of the project idea at a higher level. This template was also important for the Fellows because it was the required format for the second assignment. The day ended with brief presentations on the agreed upon team projects.

“What is the opportunity cost of doing this project- could the money and time be spent on another organization priority?”

Michael Fors, 2011 presentation
Workshop III : Day Five

Holistic Approach to Programme Management and Study Trip
Presenters H.E. Lukman Al-Faily, Iraqi Ambassador to Japan; Alex Mejia, Head of Hiroshima UNITAR Office

After-Action Review of Workshop Day Four by Hasib Mowahid and Hamid Hamdard

What stood out for the Participants: The project planning template, the process of brainstorming ideas, and the challenge of clearly and briefly articulating the idea, the process of thinking through the high-level details of the selected project, then rethinking the project from the donor/sponsor’s perspective and presenting to them why it would be important for their organization. Proposal components: developing a budget, giving and receiving feedback. Fellows also reported finding the practical project plan worksheet very helpful.

Holistic Approach to Programme Management
Ambassador Lukman Al-Faily shared his perspective on the importance of a holistic and strategic approach to planning in a post conflict country, and some insights into the Iraqi experience.

learned from Iraq and emphasized the importance of civil society in post-conflict reconstruction. In giving context to the study trip Mr. Mejia connected the pre-training Harvard Business School article Dubai Strategy: Past, Present, Future. Through a brief glimpse at Dubai’s strategic vision and development accomplishments, Fellows were asked to consider both Why Dubai? and Why Not Dubai for development? This proved to be a very thought provoking presentation for the Fellows in terms of applying those questions to Afghanistan.

Study Trip in Abu-Dhabi and Dubai
The trip began with a stop at the Sheikh Zayed Grand Mosque before heading to the Dubai Mall and giving the Fellows much deserved free time.

The Dubai Context
In adding to Ambassador Lukman Al-Faily’s sentiments, Mr. Alex Mejia highlighted the lessons

Farhad Osmani (ACSI) and Alex Mejia (UNITAR)
Workshop III : Day Six

Results-Based Management
Presented by Phil Cox
Co-facilitator and Case Study Presented by Gul Afghan Saleh, Afghan Resource Person (ARP)
Alex Mejia, Head of Hiroshima UNITAR Office
Javier Ortiz, Executive Director of New World Group

The US Involvement in Afghanistan in Images; A Perspective from Washington
Through introducing Mr. Ortiz, Mr. Mejia emphasised the importance of the message behind Mr. Ortiz’s presentation; self-reliance. In these uncertain times of troops and international funding pulling out of Afghanistan, Afghans need to be able to take the reins of their country’s development. Mr. Ortiz’s statistics based presentation was a look at the US’s contributions in both monetary and military support in Afghanistan since 2001 and the explanations and plan behind their full evacuation by 2014.

Results Based Management
The session began with a look at what results-based management (RBM) is as a tool to, “Describe the connection between the work we do and the difference we make” (Phil Cox, 2011 presentation). To get thinking about RBM Mr. Cox asked the Fellows to write two result statements about their projects and to think about where RBM could be used in their organizations. This led quickly to the case study by Mr. Gul Afghan Saleh.

Results Based Management Case Study
Gul Afghan Saleh
The focus of this case study was on performance maximization in water service delivery in Afghanistan. This case study centres on “…a project implementing organization - the International City/County Management Association (ICMA) - and their use of Results Based Management (RBM) tools in the design and delivery of the Commercialization of Afghanistan Water and Sanitation Activity (CAWSA)” (Gul Afghan Saleh, 2011 presentation). Exploring how the ICMA went through the steps required of RBM; logic model, risk analysis and monitoring and evaluation, the case study required Fellows to think about project sustainability and the longevity of the ICMA’S capacity building actives.

EXERCISE 6: Splash and Ripple:
Each group was given a rock and had a tin filled with water placed on their table. When ready one group member was to drop the rock in the tin. This exercise was used to emulate the impacts projects have on the environments around them. The rock symbolised the project, the pool of calm (or at times turbulent) water represented the environment. As the rock impacted the water making ripples, Fellows were asked to reflect on the impacts that they can expect to see from their projects. Additionally, the ripples also emphasised what little control people have over the their project’s impacts on the environment once they have implemented them. This seemingly simple activity did an excellent job of illustrating how important it is to do a situation assessment.

After-Action Review of Workshop Day Five by Maiwand Akbari and Emal Yarzada
What stood out for the Participants: The connections between Iraq’s development process and that of Afghanistan’s. Fellows had many observations of Abu Dhabi and Dubai in contrast to Afghanistan.
This case study was referred to continuously throughout the day as an on-going tool for which to practice RBM.

Three Result-based Management Tools
These sessions focused on the key components of an RBM through practical application.

Logic Model/ Framework
The first section on situation assessment explored the relationship between stakeholders, interest and importance. This quickly led to a discussion on inputs, activities, outputs, outcomes and impact; the logic model’s components. Together, with guidance from Mr. Cox, the Fellows filled in a logic model step-by-step. Here again both the Splash and Ripple exercise and the case study were used in tandem with logic model. This section ended with a look at different logic model frameworks and a review of some crosscutting themes such as gender equality and environmental sustainability.

Risk Analysis

“Enablers and constraints are forces affecting any part of your project both positively and negatively”

Armed with an explanation on mitigation and monitoring, Fellows reviewed a risk analysis matrix table and a typical risk analysis and management table. Fellows then had to refer back to the case study to choose one outcome and identify the level of risk and a monitoring and mitigation strategy.

Monitoring and Evaluation Plan
The last session of the day was devoted to investigating the different parts needed for a successful monitoring and evaluation plan. Significant attention was paid to indicators; qualitative and quantitative. An exercise was used to highlight the difficulty in choosing appropriate and accurate indicators.

Using a typical monitoring and evaluation plan table as a guideline, the following pieces of monitoring and evaluation were looked over; indicators, base-lines, targets, data sources/methods and reporting frequency and responses. Using this table as a reference, groups were given the task of taking one outcome and one output statement from the case study to apply to the table. This last task took the session to the end of the day as groups paired up to present their monitoring and evaluation tables to each other.
Project Proposals
The workshop subsequently addressed the elements of a project proposal. To create a better understanding of how a proposal for a project is a story which has a problem, an action and an outcome – the Fellows were asked to identify a famous Afghan story and while explaining it develop a narrative which flows and captures the audience. (introduction/context, problem, how the problem was solved/methodology). Then the Fellows were asked to revise their projects’ problem statements and the solution they recommend, and present to the class to show why the audience should care.

This was followed by an introduction to the elements of a proposal. An explanation of effective project design addressed the topics of project input, output and its impact on direct and indirect beneficiaries. It underlined the importance of demonstrating the sustainability of a project when putting together a proposal. The different components of a project were identified, and it was explained how these could be modified in the course of the project cycle and how to handle such modifications. The issue of monitoring and evaluation (M&E) was addressed as a critical component of a proposal.

Group Exercise
The Fellows were then given the group assignment to develop the list of tasks needed to achieve the solution to their project problem, a timeline to perform the tasks and a rough budget. They should also list the attachments they will need and the performance indicators to be used in evaluating and monitoring the group project. The groups then presented these assignments to the class and received feedback and comments to enable them to fine-tune their project concepts.
At the conclusion of the module the concept of fundraising and the different types of fundraising were introduced and the key question of ‘why do people/organizations give?’ was addressed. Another important principle highlighted was "Know your donor or target sponsor". It was emphasized that an institution seeking funds first has to clearly understand its own objectives and needs and, based on that, find suitable people internally/organizations externally willing and ready to assist. “Friends-raising before fundraising is important as it develops trust between the potential recipient and donor”, (Prof David Eaton, 2011 presentation). Participants were reminded that to achieve their objectives, organizations should not limit fundraising to financial aid, but include all possible types of support, such as in-kind contributions and partnership. Fellows were advised that when developing a proposal they should try to look at it from the perspective of the target sponsor/donor to identify and highlight elements which would be of interest to them, to try to match the sponsor/donor’s needs and objectives.

The day ended with each group giving a three minute pitch to the “funders” (audience) about their projects. In this exercise the “funders” (audience) decided who would received funding and why. This activity proved to be very insightful for the fellows as it allowed them to see what elements funders are looking for in proposals and how to appeal to potential funders.

Nearly all participants indicated that the topics dealt with were highly relevant to their job responsibilities and Afghanistan’s current situation. The discussion was enriched by Fellows from donor organizations and recipient organizations sharing their experiences writing, submitting and accepting proposals. The workshop offered numerous valuable insights even to those with extensive experience in this area, as it entailed a very thorough overview of all aspects of project planning and proposal writing.

**Closing Remarks**

Humaira Kamal gave a very warm closing speech were she thanked the Lecturers, Mentors, ARPs, Coaches and UNITAR staff for once again making this year’s Workshops II & III a complete success. She added that the true success and sustainability of the program comes from the passion and strengthen of the Fellows.
Workshop III: Evaluation Summary

The following is a brief summary of participant responses to the evaluation questionnaires for Workshop III. An attempt has been made to synthesize these into key points to gain a clear understanding of the analysis, impressions and suggestions with a view to future improvements.

Workshop III - structure and content
There was an overwhelmingly (95%) positive response to the design of the structure and content of Workshop III. All participants highly rated the workshop topics, having found them to be excellently organized and structured in a very professional and comprehensive manner. Many of the respondents commented on the workshop as they found it very relevant to their job responsibilities and demands. Below are some of their responses:

- I found the workshop relevant to the program
- I will share my knowledge and experience with my other peers
- Everything was well organized
- Planning and coordination
- The program was of the highest quality
- I like the method and structure used

Teaching methodology, lectures and training materials used/provided
Nearly all participants noted that the workshop methodology, lectures and training materials were useful and effective in helping them to gain an in-depth understanding of the topics. The combination of relevant and high quality materials with practical exercises and games helped to facilitate their learning. Specific response included:

- Very clear understanding of project planning and RBM
- Participatory method!
- The curriculum, methodology and delivery was wonderful
- Content, methodology, the way everything was organized, experienced presenters and having the chance to learn things in an environment which is different from where we live
- Training methodology was outstanding
- The facilitators were outstanding
- From the methodology of seminar 6; I learned the most useful things
- Clear planning and proposal development in order to reflect the real picture, to the donor

The most useful and interesting sessions
The most frequent response given was with regards to Fellows having time to work on their own projects and the practical application of the sessions. Along with RBM and proposal writing, Fellows commented on team building and social interaction as being most important to them. Specific responses included:

- Results-based Management
- Case studies and work on practical projects
- Working on our own assignment; making the proposal
- To conduct a needs assessment in my organization
- All components of the workshop were useful to me
- Results-based Management and project design
- Practical work and exposrer visit
- The interaction with colleagues, team building, using new methodology immediately in practice
- After-action review
- Learning through practical exercises and learning new topics
- The instructions and the interaction
- Proposal writing

The least useful about the workshop
Again, many respondents felt that the workshop was extremely tight and exhausting.
Some Fellows felt that the materials for Workshop III could have been better distributed before the conference. Furthermore, a few respondents noted the lack of experience sharing among all participants. Specific responses included:

- Extend the time of the training
- The duration is critical, increasing the duration would make it perfect
- Increase the number of days by two
- No time for discussion on what we learned
- The study trip to Dubai
- The organization of the content inside the binders
- Lack of experience sharing
- Lack of female ARPs/ Coaches, although it did not affect this program

**Recommendations**

Beyond unanimously agreeing that the program be extended the following are some of the respondents recommendations:

- Workshop should start one day after arrive
- Minimize the number of Fellows and recruit based on merit
- More comments and critiques from the Professors would be helpful
- More information on data collection
- More participation of Fellows, more exercises
- UNITAR should not be political
- The use of pre and post assessment with regards to after-action reviews
- A panel discussion or debate on development issues with ARPs and Fellows
- Role playing

**General Comments**

- It was a pleasure attending this workshop, I learned a lot
- Everything was new for me
- I am not only satisfied but I am extremely happy and support the project to continue
- It is a golden opportunity for us to have experienced and talented trainers and facilitators

*Humaira Khan-Kamal, Phoenix*
*Sabahuddin Sokout, Kabul*
*Alisa Tukkimaki, Calgary*
*Chris Moore, Hiroshima*
*August 2011*