Foreword

ABOUT UNITAR
The United Nations Institute for Training and Research (UNITAR) was established in 1965 as an autonomous body within the United Nations and is headquartered in Geneva, Switzerland. The mandate of UNITAR is to enhance the effectiveness of the work of the United Nations and its Member States in the fields of peace and security and in the promotion of economic and social development. UNITAR designs and conducts worldwide some 230 different training activities per year for more than 80,000 beneficiaries, including diplomats and other government officials, non-governmental representatives and local authorities.

The UNITAR Hiroshima Office, by virtue of the resonance of its location, has an inherent strength in the areas of post-conflict reconstruction as well as the broader themes of international peace and security. The Office has been involved in capacity building in Afghanistan since 2003 with its annual Fellowship for Afghanistan programme and other customised training programmes for various ministries and organisations in the country.

ABOUT ACSI
The Afghanistan Civil Service Institute (ACSI) is the key institution for the training of members of the Civil Service in Afghanistan, and an important catalyst for driving effective change management programmes. ACSI has a strong commitment to human resources development and provides many opportunities to civil servants to develop their skills and knowledge on standard and modern methods of management and work.

ABOUT UNDP
UNDP is the UN's global development network, advocating for change and connecting Afghanistan and national partners to knowledge, experience and resources to help the Afghan people build a better life. UNDP is on the ground in 177 countries, working on their local solutions to national (and global) development challenges. As Afghanistan develops local capacity, they draw on the people of UNDP and our wide range of partners.

UNDP’s network links and coordinates global and national efforts in Afghanistan to reach these national development priorities. Their focus is helping countries build and share solutions to the challenges of: Democratic Governance, Poverty Reduction, Crisis Prevention and Recovery, Energy and Environment, and Women’s Empowerment.

UNITAR would like to thank ACSI and UNDP and all supporting stakeholders for this successful collaboration.
Introduction

As Afghanistan enters further into the transition period, an important opportunity exists to partner with the international community to help work towards effective capacity development within the country. Efforts must be focused upon the specific reconstruction needs of the society and the provision of technical cooperation and public sector capacity building, supported by policies that guide the long-term social and economic reconstruction of Afghanistan.

In particular, efforts to rehabilitate the economy, restore infrastructure, ensure effective central and provincial governance, and provide adequate social welfare, must be accompanied by a focus on the training of those tasked with the management of the public sector and governmental services, which will allow Afghanistan to assume increased responsibility for its own future. With these parameters in mind, and at the request of ACSI, and in collaboration with UNDP, this new programme was developed to deliver specialized training for officials nominated by ACSI.

The programme included a five-day international study-trip (exclusive of travel) to Istanbul, Turkey. The training programme was based on a blended-learning participatory approach and included presentations, group exercises, study-tours and interactive discussions. This allowed for each participant to share their years of experience with the realities of Afghanistan, so that they could work to form a cohesive, self-reinforcing network of trained leaders. Participants also received a comprehensive set of reference and background material, including selected articles, reference documents, and copies of PowerPoint presentations.

Upon returning to Kabul, participants continued their training with a focused session undertaken at ACSI. In addition, participants presented their findings and lessons learned from their time in Istanbul to 100 civil servants as a means to disseminate the training received through their organisation. This was augmented with further training delivered by ACSI for these participants who could not take part in Istanbul.

Objectives

By the end of the training programme, participants were to have obtained:
- An understanding of their own personality style, and how that impacts leadership
- Skills fundamentally important to leadership in the public sector
- Skills related to undertaking and analysing the results of Organisational Needs Assessments
- An outline of Human Resources Management
- An outline of the benefits of effective communication, and skills to improve communication
- A deeper understanding of the nature of teams and how to lead them
- A better understanding of the fundamentals of action plan development and the
integration of stakeholders

- An understanding of the effective management of change
- A deeper understanding of monitoring and evaluation

**Description**

**OUTLINE:**
The workshop opened with remarks from Mr. Brandon Turner, Officer-in-Charge of the UNITAR Hiroshima Office, and Mr. Osman Osmani, Director General of ACSI. Following this, the first day was handed over to Mr. Mukul Deva, best-selling author, specialist in counter-insurgency, motivational speaker, trainer and successful businessperson. Mr. Deva has been a long-time supporter of the UNITAR Fellowship for Afghanistan, and bought a wealth of experience in training the best-of-the-best of Singapore and the region. Under the tagline “Inspiring Leaders. Inspired Teams.” Mr. Deva guided participants through decision-making and delegation, as well as leadership theory and style through the following modules:

- Self-Awareness
- Actionable Leadership
  - Decision-making
  - Delegation
  - Communication
- High Performing Teams

Participants also examined the Belbin Team Role model, as well as several practical and implementable leadership and management tools which they could contextualise to the realities as they exist in Afghanistan.

Participants then undertook a DiSC Personality Profile test, a behaviour assessment tool, which allows participants to understand more closely their own emotions and motivating factors. This also gives insight into members of their team, and what motivates them – this mirrored the structure of the Workshop, which focused first on the self, before moving out to leading people, leading teams, and leading within an organisation.

The insight gained through the DiSC Tests was referred back to several times during the remainder of the week, and stood out as a key element in the success of the programme. This was followed by an examination of the necessary skills, approaches and tools which can be utilised when working to lead people.

The characteristics of leadership, as well as the differing styles of leadership and the differences between leadership and management were outlined, with practical exercises seeing participants apply this learning to their own surroundings in Afghanistan. Theories behind motivation, as well as tools for the effective delegation of tasks and responsibilities were also examined.

Continuing to extrapolate out from the self, the programme then turned its attention to leading teams, utilising the Tuckman Model of team development, which includes the Forming, Norming, Storming and Performing stages. Once again, through practical exercises, participants worked to relate the realities of teams they lead in Afghanistan to this model, so as to see what role they may play in effectively developing them through each stage. An in-depth discussion then developed regarding deliverables, and the effective delineation and communication of such within the team. Various means for teams to discuss and define deliverables were outlined, as was the relevance for each to the unique circumstances in Afghanistan. The differing role of a leader throughout each of these stages was also examined, and discussed with regard to the DiSC and the emotion-based make-up of teams.
As the Workshop turned from theoretical approaches to the practical implementation of the themes being delivered, a presentation outlining practical tools for more effective communication was delivered, examining, inter-alia:

- Components of Communication
- Levels of Communication
- Communication Barriers
- Effective Written Communication
- Effective Oral Communication
- Effective Listening
- Giving Feedback
- Receiving Feedback
- Non-Communication

A practical exercise questionnaire then took place with participants asked to outline the differing amounts of time they spend on differing forms of communication, as well as examining their own communication style. A discussion then ensued regarding styles and means of communication in Afghanistan, and the positive and negative elements of each.

Participants were then introduced to key tools and processes for Identifying and Integrating Stakeholders, as well as the Effective Management of Change, and the impact of leadership and management styles on these.

The final day of the Workshop was dedicated to a practical exercise, which saw the participants tasked with developing an action plan to inculcate and disseminate the lessons learned in Istanbul to their immediate teams and departments, upon their return to Kabul.

MATERIAL:
Participants were distributed binders at the outset of the programme, which included the following documentation:

- Agenda
- Logistical information
- All presentations
- Practical Exercises
- Evaluation Forms

BENEFICIARIES:
The 15 participants of the programme were all senior government officials of the Government of Afghanistan, including several Directors General and Deputy Ministers. The selection process was undertaken by ACSI, and focused on those senior staff whose roles demand both increased leadership and management skills, as well as those who could impart the knowledge gained successfully upon their return to Kabul. A representative of UNDP also participated throughout the week.

METHODOLOGY:

INTERACTIVE LECTURES:
Presentations were made by Resource Persons examining the themes of the Workshop from a broad theoretical perspective down to case studies examining real world implementation. These presentations were augmented by small group exercises and...
frequent discussion from the floor, which served to contextualise the issues being examined.

**AFTER-ACTION REVIEWS:**
Representing a key component of the Workshop, the after-action review takes place within groups at the start of each morning, discussing the main issues raised in the previous presentations, as well as the specific frames of reference as applied to these by participants.

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**Conclusions**

**EVALUATION DATA:**
As outlined in Annex One, a full 100% of respondents agreed or strongly agreed that the programme was “very useful”, with 89% indicating that they would recommend it to a colleague. From a total of 56% of participants who felt that they possessed an average to moderate “...understanding (of) the basic characteristics of leadership including styles and tasks within the context of an organization” before the programme, 100% of respondents felt that they had gained a high understanding of such in the interim. Similarly, with regard to “...understand(ing) the need for change and way to facilitate the right environment to bring about change”, those indicating that they had a high to moderately high understanding grew from 33% of total respondents to 89% by the end of the programme.

With regard to the methodology utilised in the programme, including interactive lectures, after-action reviews, practical exercises and study visits, 100% of respondents indicated that they “strongly agree” or “agree” that it was useful. The trainers/facilitators of the programme were seen as effective at presenting information and stimulating participant involvement by 100% of respondents.

Overall, the responses received where overwhelmingly positive. Several requests were made for increased real-world examples and practical exercises, so that participants may work to incorporate the training offered into their own contexts. UNITAR will work toward increasing the amount of time allowed for group work and discussion in future programmes.
Annex: Evaluation Data
2013: EVALUATION

The evaluation method employed for the UNITAR-UNDP-ACSI Programme on Leadership and Management for the Afghan Government Officials was two level evaluation questionnaires: Participant Self-Assessment questionnaire which allowed participants to evaluate their individual (pre-existing) knowledge, skill and competencies on the subject matter so as to create awareness about participant learning needs and help enhance their learning levels. Participant feedback questionnaire captured individual reactions to the overall quality of the programme and allowed for their feedback to be heard and incorporated in the future programme. Both questionnaires were made available to all participants from the beginning of the session, covering the individual learning needs as well as the application process, pre-session build-up and the session itself.

The overall purpose of the evaluation was: to analyse the relevance and direction of the overall content of the programme; and the performance of the UNITAR Hiroshima Office as a whole in delivering the programme. Major findings of the programme are analysed and recommendations will be incorporated when planning for next programme.

The participant feedback evaluation questionnaire examined the following areas in detail:

- Pre-Event Information
- Learning Objectives
- Value, Relevance and Intent to Use
- Methodology
- Satisfaction with the Quality of Facilitators
- Applicability of After Action Review and Practical Exercises
- Overall Satisfaction of the Event

MAJOR FINDINGS AND RECOMMENDATIONS

PRE-EVENT INFORMATION
Please rate the degree to which information circulated prior to the workshop was:

Useful (in terms of making an informed decision)  
Accurate (in terms of matching what took place)
LEARNING OBJECTIVES
The participants have successfully completed the course work and awarded with Certification of Completion. The great majority of participants agreed that they achieved the learning objectives. Following are the detail description of participants’ reaction to the questions.

LEARNING OBJECTIVE I:
Examine the process and principles of implementing an Organizational Needs Assessment:

Have a clear understanding of learning objective
Relevance of objective to your learning needs
Extent to which you met learning objective

LEARNING OBJECTIVE II:
Understand the basic characteristics of leadership including styles and tasks within the context of an organization:

Have a clear understanding of learning objective
Relevance of objective to your learning needs
LEARNING OBJECTIVE III:
Explain the importance of and the processes needed to effectively identify and integrate stakeholders:

Have a clear understanding of learning objective

Relevance of objective to your learning needs

Extent to which you met learning objective
LEARNING OBJECTIVE IV:
Internalize the basic functions of effective communication:

- Have a clear understanding of learning objective
- Relevance of objective to your learning needs
- Extent to which you met learning objective

LEARNING OBJECTIVE V:
Understand the need for change and ways to facilitate the right environment to bring about change:

- Have a clear understanding of learning objective
- Relevance of objective to your learning needs
- Extent to which you met learning objective
LEARNING OBJECTIVE VI:
Examine Action Development processes:

- Have a clear understanding of learning objective
- Relevance of objective to your learning needs

VALUE, RELEVANCE AND INTENT TO USE:
Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1).

- The information presented in this workshop was new to me
- The content of the workshop was relevant to my job
It is likely that I will use the information acquired

**METHODOLOGY:**
The methodology used in this workshop included lecture, study tours and practical exercises

The event’s methodology was useful given the learning objectives
OVERALL SATISFACTION OF THE QUALITY OF FACILITATORS:
Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1). The trainer(s)/facilitator(s) was (were) effective at:

- Presenting information
- Responding to questions of participations
- Stimulating participant involvement

APPLICABILITY OF AFTER ACTION REVIEW AND PRACTICAL EXERCISES:
The assessment of learning included After Action Reviews and Practical Exercises:

How useful was (were) the method(s) in helping you to achieve the learning objectives?
OVERALL SATISFACTION OF THE EVENT:
Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1):

- Overall, the workshop was very useful
- I will recommend this workshop to a colleague
Annex: Self Assessment Questionnaire
PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

LEVEL OF KNOWLEDGE, SKILL, AND COMPETENCIES IN RELATION TO EACH LEARNING OBJECTIVE BEFORE AND AFTER THE TRAINING:

Please rate the following statements using the numerical scale from high (5) to low (1):
(I). Examine the process and principles of implementing an Organizational Needs Assessment.

Rate your skill before the programme

Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):
(II) Understand the basic characteristics of leadership including styles and tasks within the context of an organization.

Rate you skill before the programme

Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):
(III) Explain the importance of and the processes needed to effectively identify and integrate stakeholders.

Rate you skill before the programme

Rate your skill after the programme
Please rate the following statements using the numerical scale from high (5) to low (1):
(IV) Internalize the basic functions of effective communication.

Rate you skill before the programme

Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):
(V) Understand the need for change and ways to facilitate the right environment to bring about change.

Rate you skill before the programme

Rate your skill after the programme

Please rate the following statements using the numerical scale from high (5) to low (1):
(VI) Examine Action Plan Development processes.

Rate you skill before the programme

Rate your skill after the programme
Annex: Results Summary Report
RESULTS SUMMARY REPORT

<table>
<thead>
<tr>
<th>Project/Activity Name</th>
<th>UNITAR-UNDP-ACSI Training Programme on Leadership and Management</th>
<th>Implementation</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme/Office/Unit</td>
<td>HO</td>
<td></td>
<td>Department</td>
</tr>
</tbody>
</table>

SECTION 1 – OVERALL GOAL

A. The UNITAR-UNDP-ACSI Programme held in collaboration with UNDP, Afghanistan and the Afghanistan Civil Service Institute (ACSI) aimed at capacity building by enhancing leadership, management, and team building skills and competencies of a core group of high level governmental Officials from Afghanistan.

B. The Programme sought to equip participants with necessary skills to effectively manage change through building effective teams within Ministries and Institutions and to strengthen Monitoring and Evaluation practices as the country attempts to shoulder increasing responsibilities and works to rely on its own human resources to achieve the country’s post-conflict reconstruction vision.

SECTION 2 – RESULTS

<table>
<thead>
<tr>
<th>Outcome(s)</th>
<th>Indicator(s)</th>
<th>Baseline</th>
<th>Target</th>
<th>Actual Performance</th>
<th>Evidence / Means of verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supported participants in the acquisition as well as application of new knowledge and skills to facilitate the development of actionable plans and create environment for building high performing teams to implement it through:</td>
<td>1. Promoting effective leadership practices and management tools to equip staff at all levels of management in their respective departments and institutions.</td>
<td>1. Provided lessons on theories, methodologies, and practical tools in areas such as actionable leadership, effective communication, empowering high performance teams within</td>
<td>N/A</td>
<td>15</td>
<td>1. Daily gathering and discussion sessions among participants. 2. Evaluation of daily work/presentation.</td>
</tr>
</tbody>
</table>

Date: 15 – 19 August 2013
<table>
<thead>
<tr>
<th>Topic</th>
<th>Output(s)</th>
<th>Quality Assurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>their respective departments/institutions.</td>
<td>1. Disseminated information relevant to identifying issues, their potential solutions that could be integrated into national strategies.</td>
<td>N/A 15 1. Daily discussion sessions among participants and peers for constructive feedback.</td>
</tr>
<tr>
<td>2. Improved information among participants through small working group sessions, lectures and after-action reviews.</td>
<td>1. Communicated strategies for drawing results-based strategies to implement proposed national plans within organizations.</td>
<td>Mentor/facilitator reporting After Action Review</td>
</tr>
<tr>
<td>2. Networking and cross-fertilization of ideas among participants on the process of aligning departmental goals with that of achieving national visions.</td>
<td>1. Daily review to follow up presentations.</td>
<td></td>
</tr>
<tr>
<td>1. Disseminated information relevant to identifying issues, their potential solutions that could be integrated into national strategies.</td>
<td>2. Evaluation and daily feedback.</td>
<td></td>
</tr>
<tr>
<td>2. Communicated strategies for drawing results-based strategies to implement proposed national plans within organizations.</td>
<td>1. Daily discussion sessions among participants and peers for constructive feedback.</td>
<td></td>
</tr>
<tr>
<td>Output(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Training delivered to a core group of 15 senior high level government officials from Afghanistan.</td>
<td>1. 15 participants trained.</td>
<td>N/A 15 1. Daily review to follow up presentations.</td>
</tr>
<tr>
<td>1. 15 participants trained.</td>
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<tr>
<td>2. Practical/Scenario based exercises conducted among participants.</td>
<td>1. 15 practical exercises done and questions answered.</td>
<td>N/A 15 1. Daily review to follow up presentations.</td>
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<td>1. 15 practical exercises done and questions answered.</td>
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</table>
### SECTION 2 – RESULTS CONTINUED

<table>
<thead>
<tr>
<th>Key beneficiary reaction measures</th>
<th>Activity - Event 1</th>
<th>% 4-5 rating</th>
<th>Major comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondents: <strong>15</strong></td>
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</table>

#### Pre-event Information

- Usefulness in making an informed decision: **78 %**
- Accurate (in terms of matching what took place): **78 %**

#### Learning Objectives

1. **Examine the process and principles of implementing an Organizational Needs Assessment.**
   - Understanding: **89 %**
   - Relevance: **78 %**
   - Attainment: **89 %**

2. **Understand the basic characteristics of leadership including styles and tasks within the context of an organization.**
   - Understanding: **100 %**
   - Relevance: **89 %**
   - Attainment: **100 %**

3. **Explain the importance of and the processes needed to effectively identity and integrate stakeholders.**
   - Understanding: **100 %**
   - Relevance: **89 %**
   - Attainment: **100 %**

4. **Internalize the basic functions of effective communication.**
   - Understanding: **89 %**
   - Relevance: **100 %**
   - Attainment: **100 %**
<table>
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<th></th>
<th>5. Understand the need for change and ways to facilitate the right environment to bring about change.</th>
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<tr>
<td></td>
<td>Understanding</td>
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<td>Attainment</td>
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<td></td>
<td><strong>Value, Relevance, and Intent to use</strong></td>
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<td></td>
<td>Information was new to participants</td>
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<td>Content was relevant to job</td>
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<td>Likelihood to use information</td>
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<td>Overall usefulness</td>
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<td></td>
<td><strong>Methodology</strong></td>
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<td></td>
<td>Usefulness of methodology in relation to learning objectives</td>
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<td></td>
<td><strong>Trainers/Facilitators</strong></td>
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<td></td>
<td>Presenting information</td>
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<td>Responding to questions from participants</td>
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<td>Stimulating participant involvement</td>
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<td></td>
<td><strong>Learning Assessment</strong></td>
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<td></td>
<td>Usefulness of methods in helping to achieve learning objectives</td>
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<td></td>
<td><strong>Overall Assessment</strong></td>
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<td></td>
<td>Overall, the workshop was very useful</td>
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<td></td>
<td>Recommend activity-event to colleague</td>
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</table>

**SECTION 3 – MAJOR ACTIVITY(IES)**

1. 15 members of a high level group of governmental Officials from Afghanistan are trained in Istanbul, Turkey.
2. Presentations delivered during the Workshop followed by interactive sessions and practical exercises, whereas participants shared individual experiences and insights whilst Mentors and Resource Persons serve as evaluators and supervisors. The follow up session is planned to take place at ACSI after return and sharing experience and knowledge with other Afghan civil servants.
SECTION 4 – OVERALL ASSESSMENT

The after-Workshop evaluation data presents a clear picture of fulfilling the identified learning needs of the target audience as well as improvements in the participants’ individual skills and performance. This assessment is complemented by the CRT results as discussed in the attached Summary Results Data Analysis. The Workshop highlights the demand for knowledge in building a high performance teams through creating a dedicated local staff as enhanced indigenous civilian capacities contribute significantly to facilitate change toward attainment of national visions and post-conflict reconstruction goals in Afghanistan.

SECTION 5 – LESSONS TO BE LEARNED

UNITAR will work to provide additional examples and case studies of the practical application of the tools and techniques in management and leadership. This addresses the enthusiasm of participants for more details on cases studies and lesson learned. Besides, participants expressed desire for more time during workshop to illustrate their own local ethical and cultural norms so that they can discuss the contextualization of the acquired knowledge among themselves as well as with facilitators on how to make the best use of competencies in their respective Ministries and organizational settings.

SECTION 6 – ANNEXES

Project Implementation Report