

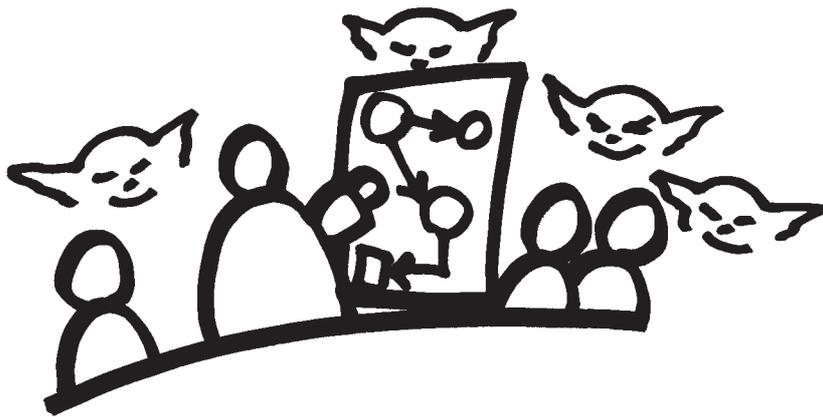


UNICEF AND UNITED NATIONS STAFF COLLEGE



HOW TO ORGANIZE AND RUN LEARNING WORKSHOPS

HOW TO ORGANIZE AND RUN LEARNING WORKSHOPS



UNICEF and United Nations Staff College

"Learning Together"

United Nations Staff College Foreword

One of the main goals of the United Nations Staff College is to strengthen the learning capacity of the UN system. By bringing together existing UN system learning material and updating, harmonising and making it readily available, we hope to make a significant contribution towards that goal.

This manual is a UNICEF publication and, as you will see from the original foreword, it is written in a light-hearted way for practitioners. Since its publication in 1987, it has been used within UNICEF by everyone involved in learning workshops. It has also been used by some other members of the UN family – if they were lucky enough to lay their hands on a copy!

UN system learning material is often developed at great cost by an individual agency, which then discovers two or three years later, that a very similar package had already been produced by another agency. Our aim is to avoid this sort of duplication by bringing together this material for you.

This first joint publication was made possible by the excellent collaboration we have had with the Organisational Learning and Development Section in the Division of Human Resources of UNICEF. We look forward to building more such partnerships with all of the UN family.

John Machin

Original UNICEF FOREWORD

Gremlins Abound in Workshopping

We've learnt quite a lot about how to run successful workshops and we've learnt it the hard way, so you might want to study with appropriate seriousness these pearls of wisdom about to be cast before you!

If you're looking for serious problems, try and organize a workshop in New York or in a Regional Office or even a large country office. Especially try and make sure the office is located in a place with plenty of other attractions such as Bangkok or Rio de Janeiro. Unless you're prepared to import an Irish wolfhound or two for each small group of participants to keep them in their seats, you'll often find half the participants not there at all, called away on other business or so tired/hung over as not to make the most scintillating contribution. You'll also find a correlation with punctuality, another common gremlin of workshops. What do you do at 9:18 a.m. when the Deputy Executive Director has been sitting for 20 minutes and ready to make a presentation to 28 trainees, 19 of whom are represented by empty chairs?

There are of course some interesting personality traits that quickly acquire the status of malignant gremlin in UNICEF workshopping — the staff member who knows nothing about the topic and displays this loudly at length during the workshop; the staff member who knows everything about the topic but doesn't wish to share it; the staff member who treats the particular workshop exercise as merely a diving board from which to spring off onto matters at best tangential to the point of issue; and the staff member who delights in identifying ambiguities in workshop exercises and seizing upon the least likely explanation as the point of departure for the exercise. Countless are the times a session moderator will be called upon to compare apples and oranges because of this gremlin.

There are quite a few apparently innocuous but quite devastating small gremlins such as those of the electrical variety that delight in making sure the plugs on the four overhead projectors you hand-carried from New York don't fit the sockets in the Rurbania workshop hall and there are no new plugs or spare bulbs for those that broke en route. Needless to say these gremlins ensure that the flip chart alternatives were remembered but the marker pens are oil-based and spread and smudge alarmingly.

Timing is a ubiquitous gremlin that causes time to expand and contract always in the opposite direction from what you need. Time preparing to launch a UNICEF workshop always contracts — there's never enough of it and it accelerates so that final preparations, which are of course the most crucial, are left undone until the workshop has begun. During the workshop, it is usually the most critical exercise that ends up being done in the least amount of time and at the least appropriate time such as 4:55 p.m.

Conversely, the time gremlin expands dreadful evaluation feedback (provided you've slain the evaluation gremlin, more of which later) so that complaints and gripe time about your workshop seems to last forever.

Many an early UNICEF workshop has been visited by the monitoring and evaluation gremlin that ensures daily evaluations are indeed conducted and the results painstakingly analyzed until the early hours by the red-eyed workshop organizer but then triumphantly makes sure you forgot to ask whether the participants were learning useful things, the answer to which, of course, you find is a resounding "No" on the evening before the last day.

Perhaps the most devilish and frustrating gremlin is the physical facilities type that seldom appears unless you've anticipated and dealt with all the others. You have a relevant agenda, good timing, good groups, equipment and supplies, excellent moderators, etc., all of which is cast into ruin by the room that is just slightly too small so that everyone is distracted by everyone else and as a result just slightly too warm, resulting in an illegible dilution of transparency markers by expensive perspiration.

Let us not dwell forever on this pantheon of evil beings, but conclude on a positive note of sincere seriousness. UNICEF has grappled with all the above nasty little beings, plus many others we haven't described such as the coffee-break gremlin, the group-composition one, the follow-up variety, the moderator preparedness gremlin and so on. As a result of our (successful) war with them, we have produced this guide on *How to Organize and Run Learning Workshops*. It will have been worth the effort scribbling this foreword if we encounter the insufficient-quantity gremlin by having such a huge demand for our little Guide that we can't send you enough of them!

OLDS, DHR
UNICEF
New York

TABLE OF CONTENTS

	Page
UNSC Foreword	iii
Original UNICEF FOREWORD	v
Table of Contents.	vii
INTRODUCTION	xi
<i>WELL BEFORE THE WORKSHOP</i>	1
Deciding to Hold the Workshop	1
Selecting the Lead Facilitator	2
Selecting participants	2
Designing the Workshop.	3
Choosing the Training Team	5
Selecting Support Staff	6
Deciding Timing and Location	7
Preparing the Budget	9
Announcing the Workshop and Selecting Participants	9
Determining Supply and Equipment Needs	10
Collating Participant Materials.	12
Making Local Arrangements.	13
Informing Participants	14
Well before the workshop: A checklist	15
<i>JUST BEFORE THE WORKSHOP</i>	17
Conducting the Final Review	17
Preparing the Opening Session	17
Dividing Participants into Groups	18
Selecting Moderators and Group Facilitators	19
Setting Up the Workshop	19
Setting Up Support Facilities.	21
Arranging for Arrival of Participants	21

Planning Arrangements for Return	21
Organizing the Recreational Activities	21
Just before the workshop: a checklist.	23

DURING THE WORKSHOP **25**

Introductions and Expectations.	25
Introducing and Moderating Sessions	25
Undertaking a Daily Review and Overview.	26
Undertaking a Workshop Navigation Meeting	26
Planning “Clinic” Sessions	26
Ensuring Support Services Operate Efficiently.	27
Evaluating the Workshop	27
Sample Evaluation Forms	29

AFTER THE WORKSHOP **39**

Closing Down	39
Analyzing the Evaluations	39
Writing to Participants.	39
After the workshop: A checklist	39

TRAINING METHODS **41**

Workshop Design Principles	41
Guidelines for Session Design	41
Guidelines for Running a Session	42
Using Case Studies/Simulations	44
Types and Uses of Questions	45
Facilitating Discussion.	45
Working With Groups	46
Arriving at Group Consensus	48
Using Audio-Visual Aids	49
Role Play	51

Annex 1: MODEL LETTER TO RESOURCE PERSONS	53
Annex 2: MODEL LETTER TO PARTICIPANTS	57
Annex 3: MODEL `LETTER OF WELCOME'	59
Annex 4: HELP US TO HELP YOU.	63

INTRODUCTION

Learning workshops in which staff members come together for a formal course of up to 3 weeks duration play and will continue to play an important part in the UN staff learning process. Such workshops allow for the exchange amongst participants of their experiences; the airing of common problems and a collective brainstorming of possible solutions. They allow for concentrated attention of all staff without interruptions. They are also useful fora for future networking and play an important function in promoting/advancing the very special UN spirit and sense of mission of our organisation.

Learning workshops, however, should not always be the preferred method of facilitating staff learning. By far the most learning takes place on the job. Indeed, it may be rather obvious that if people spend 98-99% of their worktime on the job and only 1-2% (at most) in formal training, that most learning must occur on the job and needs to be systematically and more effectively provided. However, the purpose of this guide is not to give a general treatise on training and learning but how specifically to ensure that workshops are properly run.

Over the past few years, the UN has gained a lot of experience in organizing and running workshops in Headquarters, Regional and Country offices and on subjects ranging from management, administration, personnel and supply to program topics. Many of these workshops have been great successes, but many have left great room for improvement.

This Guide, "How to Organize and Run Learning Workshops", has been compiled based on the experience of a number of Lead Facilitators. Its purpose, once it has been decided to hold a workshop on a given topic, is to assist you to:

- make certain that a suitable Lead Facilitator is chosen
- ensure that the right participants are selected
- ensure that all pre-workshop arrangements are carried out
- assist in the logistical aspects during the workshop implementation
- make sure that post-workshop arrangements are considered
- outline a range of training methods to consider.

This Guide is divided into 5 sections:

- Well Before the Workshop
- Just Before the Workshop
- During the Workshop
- After the Workshop
- Training Methods

It should be used as a global guide to run a UN workshop.

So, if you are ready for a lot of work, with all the time it will take, pain it will inflict and satisfaction you will gain, read on....

WELL BEFORE THE WORKSHOP

This section describes the tasks which must be done well in advance of any workshop including questions of deciding to hold a workshop, choosing resource persons, workshop design, selecting participants and understanding the many administrative arrangements.

If a new program of workshops is to be properly prepared, 6 months lead time is highly recommended — with an absolute minimum of 3 months. If less than 3 months is devoted to the preparation, it is almost certain that the workshop will have major design and administrative difficulties!

While this section is largely chronological in its presentation, many of the tasks outlined will take place concurrently. At the end of the section is a checklist to assist in making sure all the arrangements have been made.

Deciding to hold the workshop



The need to hold a workshop depends on:

A needs assessment of participating offices: What offices need support in what content areas? What can the offices hope to gain from the workshop to support operations? What linkages are there to the office workplans and country programs? When will major planning and evaluation exercises, such as preparation for Executive Board submissions, be carried out?

An assessment of workshop participants: How many staff members might benefit from this particular workshop? What are the educational, experience and language abilities of the participants? Are the participants likely to remain with the organisation for a significant period? Will they be able to apply what they learn within a reasonable period after attendance? Is a workshop really the answer to improving the abilities of the participants? Or would another format such as on-the-job training be more appropriate? Are participants being invited because of need or as reward or because their names came to the top of the training list?

Resource persons: Who is available to be part of the facilitation team, including the Lead Facilitator? (see next page)

Funding: What will be the approximate workshop cost and where will the funds be obtained? Is the anticipated benefit worth the projected costs?

Timing: What is the workload of the staff involved? When and for how long might staff be reasonably expected to be away from their offices? Has enough advance time been allotted to allow proper workshop planning?

Workshop venue: Where can the workshop be held? Will the venue affect the design? Is transportation to and from the workshop easily available?

While the above points do not have to be covered in detail before deciding upon the workshop, they should all be considered as a whole before agreeing to hold the workshop and selecting a Lead Facilitator for the workshop.

Selecting the Lead Facilitator



A workshop Lead Facilitator should be selected to prepare, carry out and ensure the workshop follow-up. The Lead Facilitator should:

- have worked with the UN long enough to be familiar with our working methods and global policies
- be familiar with the content area of the workshop, preferably through both professional experience and educational background
- have had some prior training and facilitation experience, either in the UN or elsewhere
- be comfortable in front of a group
- be able and available to ensure the organization of the workshop, select and brief other resource persons, as well as to ensure the general flow of the workshop.

Once selected and given terms of reference he/she should be given primary responsibility and the freedom to plan and run the workshop.

Selecting participants

The only way that a learning workshop can be judged a success or otherwise is the degree to which the participants subsequently apply the knowledge and skills they have gained during the workshop and the impact that such application has on achieving the UN's goals. It is thus of crucial importance to ensure that participants are those staff members most likely to be able to apply the workshop content upon its completion. There are some essential characteristics that must guide participant selection to ensure this:

- Participants' job descriptions and future workplans must be linked with workshop content.

- Participants' existing knowledge, attitudes and skills must be capable of being improved through their participation in the workshop. Do not try to train a pre-schooler in advanced calculus but do not try to train a mathematics professor in addition and subtraction either!
- Participants should have at least one year of service still ahead. Correspondingly greater priority should be given to staff members who are still young and have many years left to serve.
- Participants should be encouraged to pass on the newly-acquired skills and knowledge to others. At the minimum they should be asked to provide a briefing or note for the record on the workshop.
- Participants should have demonstrated enthusiasm and interest in the subject and be positively motivated in advance to use the new knowledge and skills.
- Participants should be fluent in the language of the workshop.
- Participants should have the necessary resources to facilitate subsequent application of the workshop content. Such resources include: time, full support of their supervisor, sufficient support staff, and financial resources or equipment, if necessary.

Designing the Workshop

From Existing Workshop Packages:

If the workshop topic is one for which a global training package has already been prepared, the design may need to be adapted to meet Regional or Country level requirements. In adapting the design for local needs, the Lead Facilitator will need to consider:

- *an assessment of workshop participants*, already described
- *resources*, including the facilitation team (see page 5)
- *workshop venue*, as previously mentioned.

Adapting the design should result in the following:

- finalization of the *workshop objectives*
- modification of the *workshop schedule*
- adjustment in *module/session objectives and content*
- revision of *materials*
- selection of an appropriate *workshop venue*

**For Content
Areas without
Global Training
Packages**



- identification of the *facilitation team*.

Such global training packages should include electronic versions to facilitate adaption.

If the topic of the workshop is not backed up by globally produced materials, the design process will obviously be both longer and more involved.

The first question to ask is:

Is the topic truly one which is worth the additional time, cost and effort required?

For most new topics, you can count on one full time staff member having to spend 2-3 months developing the workshop if it is to be done properly. If it is judged worthy of this amount of time and effort, the workshop design must consider the needs of participating offices and an assessment of workshop participants as described above. The design will need to be prepared with the following details and developed in the following proposed order:

1. Decide overall workshop objectives. These need to be measurable, specific and behavioural in nature, e.g. "by the end of the workshop, participants will be able to...."
2. Decide on the necessary content to ensure achievement of learning objectives
3. Determine the workshop design and methodology
4. Define session by session:
 - objectives
 - flow or methodology
 - learning points
 - audio-visual materials
 - discussion points
 - additional support materials such as readings.

You may also wish to prepare a pre-workshop assignment which might include readings, interviews, observations and/or writing of papers. In designing any pre-workshop assignment keep in mind that:

- participants' time will be limited since they have their day-to-day work to complete

- the assignment should be directly related to and as focused as possible upon the workshop topic
- the longer advance time participants have, the more likely the assignment will be completed
- the more succinct the assignment, the more likely it will be completed. Don't expect participants to read 500 pages of documents, interview a dozen people and write a paper! Chances are it won't get done.

Choosing the Facilitation Team



Once the overall design of the workshop has been agreed upon, the facilitation team should be selected. The team can be drawn from among the following in order of preference:

- staff from within the countries or region
- national or regional consultants from universities, governments, NGOs or international organizations
- staff from Headquarters or other Regions
- international consultants from outside the Region.

As transportation costs are often significant, in choosing a qualified team, try as much as possible to identify people as close as possible to the workshop site.

Qualifications to consider are:

- ability as a dynamic, creative facilitator of learning (see below)
- knowledge of the content area
- ability to manage group dynamics
- willingness to work within the framework outlined in the workshop design.
- ability to work effectively as a member of a facilitation team

The number of persons to include on the training team will vary from workshop to workshop. Two general principles would be to:

1. choose the minimum number of qualified persons necessary to be able to cover all the content areas competently and to be able to facilitate the group discussions effectively. Normally, the core resource team would not exceed 4 people and would normally be 2 or 3. There is an unfortunate tendency for an excessive number of resource persons to be selected for a workshop. Sometimes this is a reflection of an inherently non-participatory approach to training on the part of the organizer. It cannot be overemphasised that the greatest

learning resource in the UN is the experience, intelligence, creativity, insight and commitment of UN staff members who are the participants in UN workshop and learning activities. A fundamental task of the Lead Facilitator and resource team is to create an environment and process where participants can learn, share experiences, and express their views for the benefit of all other participants. Some specific tips on how to do this are found in the section Training methods on page 45. Another common reason for excessive resource persons is their simple desire to travel. This again must be discouraged.

2. have a ratio of one resource person for each seven participants.

If there is to be group work, at least one resource person should be designated to assist in the work of each of the groups.

All resource persons should be informed well in advance of their specific roles and responsibilities. Annex I contains a suggested format.

Selecting Support Staff

Two support staff members, a Secretary and an Administrative/Finance Assistant, will usually be needed for workshop preparation and implementation.

Workshop Secretary

This person will report directly to the Lead Facilitator, but during the workshop will also carry out assignments for other members of the facilitation team. For many reasons, the person should be selected from the office in which the Lead Facilitator works so that he/she can handle pre-workshop and post-workshop correspondence. In any case, he/she may need the assistance of a secretary from the host office familiar with the local language, and support procedures.

He/she should have the following responsibilities:

- prepare and send correspondence before, during and after the workshop
- assist in reproduction, procurement, assembly and mailing of materials
- manage administrative arrangements, including liaison with the Administrative/Finance assistant in making arrangements for travel and accommodation, and in ensuring that the proper supplies are sent to and from the workshop site on time

- set up and manage facilities to support workshop proceedings, including handling of telephone calls, duplication, flow of materials, and liaison functions with the hotel/workshop venue
- word process and duplicate reports for circulation during the workshop (if a large amount of word processing is expected, an additional person may be required)
- prepare and duplicate any final report once the workshop is completed.

Administrative/Finance Assistant

This person should liaise with the Lead Facilitator to ensure that local administrative and financial support is provided to the workshop.

His/her responsibilities include the following:

- prepare the workshop budget (see page 9) and related financial documentation or reports
- determine administrative needs and initiate procurement (see pages 10-22)
- assist in making local arrangements and in informing participants of these plans, e.g., hotel, local transportation, procedures for DSA, information about the country, food, airline bookings, etc.
- handle emergencies for participants during the workshop, including arrangements for additional funds if needed
- make arrangements for sending supplies to and from site.

Deciding Timing and Location

Try to *allow six months' lead time!* The workshop should ideally take place during the slower period (if there is one!) for your office. Take note of local holidays and religious practices. Where possible, time the activity to take advantage of low season hotel rates. Set a firm date for the workshop, although the Lead Facilitator may prefer to identify several alternatives in the early stages of planning to accommodate possible conflicts in timing and other unplanned contingencies. However, since it will be impossible to reconcile the final dates selected with everyone's needs, these dates should not be altered without very serious consideration.

The Lead Facilitator should then gather maximum possible information about possible workshop sites to finalize the

venue. The most important considerations are DSA and travel costs and a quiet site away from your office.

Additional considerations include the following:

- *Hotel* with prior experience in hosting workshops or conferences that is big enough to accommodate participants and staff, moderately priced (with an image in keeping with UN style), flexible enough to allow participants the choice of single rooms or shared accommodation, comfortable (with laundry, air-conditioning, and well-functioning food systems).
- Availability of a suitable *conference room* that is quiet, airy, free from posts which block sight lines, and secure with: sufficient electrical outlets of the appropriate type, a reliable supply of electricity, space to accommodate extra tables for workshop materials and free wall space for charts and displays (check with the Facility to see if it is acceptable to use tape and/or pins to post charts and materials), and no distracting views (e.g. a beach with tanning bodies) or noises (e.g. airplanes regularly taking off and landing). The conference room should be available full time during the workshop; make sure it is not required in the evenings for other functions in order that the equipment and materials will not be disturbed. Make sure that all these factors have been carefully evaluated. *Lack of a good conference room facility can undermine an otherwise well planned workshop.*
- Availability of a *separate coffee break area* close to the conference room to minimize distractions during coffee break and which also provides an opportunity for participants to stretch.
- Availability of an *extra room for an office* close to the workshop room where staff can work and equipment/supplies can be stored, with access to well-functioning e-mail/telephone facilities.
- Availability of *breakout rooms* for small working groups.
- Availability of *materials and equipment*: tables, chairs and back-up equipment/supplies such as photocopier, easels for flip charts, flip chart paper, video and overhead projectors.



The Workshop Lead Facilitator and/or someone from the host office should attempt to negotiate a package deal with the hotel. Hotels frequently provide conference facilities and extra office space free of charge when you can guarantee a minimum

number of hotel rooms and meals. The Lead Facilitator should take into consideration the need for hotel rooms for any outside resource persons.

A calculation of the likely total travel and DSA costs must be done in respect of all participants and this must be a major determinant of where to hold the workshop so that costs are held at a minimum. Every effort must also be made to negotiate package deals with the hotel so that reduced DSA can be paid so as to further reduce the cost to the UN.

Preparing the Budget

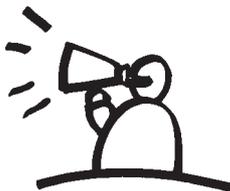
Prepare a budget estimate. The main costs of a workshop include the following:

- travel costs and DSA for all participants, including resource persons and support staff;
- honoraria for outside resource persons, required;
- rental of conference facilities, if any;
- materials production and reproduction, including procurement of binders;
- administrative supplies and stationery; telephone/e-mail charges;
- transportation costs: to and from airport (if provided) and to and from the workshop site;
- representational and other miscellaneous costs.

Announcing the Workshop and Selecting Participants

In designing the workshop, potential candidates will have been identified based minimally on their:

- Admin/Finance Officers? Supply Officers? Secretaries?
- specific UN job or role
- educational background
- experience in the UN
- language abilities
- likelihood to apply the information learned in the workshop
- likelihood to remain with the UN for a significant period.



It may also be useful to invite counterparts from Government or NGOs on a selective basis.

Where possible, participants from sister United Nations agencies should be invited.

Depending on the scope of the workshop, heads of offices/departments/divisions/sections should be contacted by letter or e-mail with the following information:

- the workshop purpose, objectives, venue, dates and working methods
- criteria for selection of participants which should be made as specific as possible
- a request to nominate a certain number of participants
- whom to send nominations to and whom to contact for further information.

Based on the recommendation of these office heads, the Lead Facilitator, in consultation with interested parties, should decide on the final selection of participants. Staff training should involve a tripartite *contractual* agreement between the participant, the participant's supervisor and the Lead Facilitator whereby the specific workshop objectives are made clear to the supervisor. The supervisor and participant should agree in advance with the facilitator what specific tasks the participant will be expected to perform upon completion of the workshop. This will involve application of the knowledge and skills acquired. For example, the participant in a programming workshop may be explicitly expected after the workshop to coordinate the country programming process.

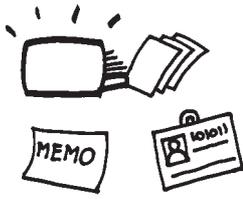
Determining Supply and Equipment Needs

The items listed below are those most likely to be needed for a workshop. Insofar as possible, durable items should be borrowed from the hotel or brought from a local country office. Only consumable items should be purchased.

The Administrative/Finance Officer should be able to assist in the procurement of the necessary items and in making plans to transport them to the workshop site.

Supplies and Equipment Checklist

1. Workshop room: durables
 - Tables and chairs to accommodate groups, resource persons and materials
 - Drinking glasses and pitchers for water
 - Small tables for projectors and video equipment
 - Flip chart easels (one for each 8 people and 2 for front of room)



- Overhead projectors (Remember to clean the lenses before you start!)
 - A computer and special projector for making “power point” or similar presentations
 - Video equipment
 - Screen for projection. It is often better to use the workshop room wall if it is white.
 - Pointers for overhead projectors
 - Extension leads and plugs
2. Secretarial support room: durables
- Desks (or tables) and chairs for secretary(ies)
 - Photocopier
 - Tables for storage and assembly of materials
 - Computers and printer
 - Staplers, minimally one heavy duty and two light ones
 - Scissors, at least two pairs
 - Paper punchers appropriate to binders being used
 - Rulers
 - Pencil sharpeners
3. Consumables
- Paper for flip charts (at least 2 pads per easel)
 - Overhead projector transparencies for photocopiers and for printing from the computer
 - Thick felt-tip marker pens (at least 4 per flip chart easel, preferably in black, blue, red and green)
 - Marker pens for use with transparencies, preferably one set (each with a variety of colours) per group and one set for resource persons
 - 2 spare bulbs for overhead projectors
 - Writing pads for each person with some spare ones
 - Pens for each person with some spare ones
 - Pencils for each person with some spare ones
 - Name tags (clip on)
 - Staples of the appropriate type
 - 10 reams photocopy/computer printer paper

- ❑ Thumb tacks (2-5 boxes) and/or pins (if using pin boards to post output)
- ❑ Masking tape (6-8 rolls, one centimeter wide is best)
- ❑ Electrical insulating tape (1 large roll)
- ❑ Sellotape / scotch tape (6 rolls)
- ❑ Toner for photocopier
- ❑ Tone or ink for printers
- ❑ Correcting fluids
- ❑ Spray glue for posting output generated on cards quickly
- ❑ Post-its of different colours
- ❑ Variety of envelopes and other office supplies
- ❑ Large manila envelopes
- ❑ Water on tables
- ❑ Biographies of presenters

Collating Participant Materials



For most workshops, it is desirable that binders be prepared for all participants. The binders might include the following information:

- the workshop objectives
- workshop schedule
- list of resource persons
- list of participants
- administrative information
- session-by-session materials such as:
 - objectives
 - learning points
 - discussion points
 - readings
- daily evaluations.

It is recommended that the binders be assembled from the start with as many of the workshop materials as possible. Avoid too many handouts during the sessions since this is distracting and leads to a mass of displaced, floating papers! Don't put too much information into any workshop binder! Participants won't

read it. There's the real danger than in putting in too much, participants will miss even the most essential readings.

Before assembling the binders, evaluate whether all the information, particularly extra readings, are likely to be used. Limit the binders to essentials and have the non-essentials available as handouts for those who truly desire them.

When assembling binders, do not overload them. If papers have to be 'held down' when the rings are open, chances are they will eventually fall out and be lost.

Allow a wastage factor of 15%. For example, if there are 20 participants, 23 binders will be required.

Making Local Arrangements

With the assistance of local administration/finance staff, the Lead Facilitator should make arrangements for transportation and hotel bookings as soon as the number of participants is finalized. This includes the following:

- *Book transportation to and from the venue.* Buses or other means of group transport should be arranged to and from the workshop site.
- *Book transportation for any outings.*
- *Book hotel rooms* at the workshop location and any hotels during transit. While participants should normally have access to a private room, some participants may wish to share rooms to reduce expenses.

Six weeks before the opening the of the workshop, the Lead Facilitator should, ideally, visit the workshop site to confirm arrangements, preferably in liaison with any local UN office members who will be administratively involved in the preparations. The following arrangements should be made:

- Reconfirm availability of rooms for participants, facilitation team members and outside resource persons as well as arrangements for prices, meals, equipment and the conference facility.
- Share the workshop timetable with the hotel manager and confirm meal timings and menus, coffee and tea breaks. It is helpful to obtain an advance copy of each day's menu so that participants with special dietary restrictions can be given alternatives.
- Special arrangements for box lunches may need to be made if there are outings or field visits.

- Draw up a list of possible recreation activities and local sightseeing options.
- Check the workshop room and availability of needed items promised by the hotel. Ensure that several hotel staff will be available to help set up the room 24 hours in advance of the opening.
- Check anticipated weather conditions.

Informing Participants

As soon as the design has been finalized, the facilitation team has been provisionally determined, preliminary administrative arrangements have been made and participants have been selected, a letter should be sent to participants to inform them of:

- the purpose of the workshop
- overall workshop objectives
- any pre-workshop assignments
- administrative arrangements including arrival dates,
- transportation plans, visa information, hotel and meal set ups and financial arrangements including guidelines for DSA and payment of bills
- information about the country such as climate, health conditions, shopping, sightseeing and recreation, etc...

Any required advanced readings or details of assignments should be sent to participants at this time as well. A model letter to inform participants about workshops is included in Annex 2.

WELL BEFORE THE WORKSHOP: A CHECKLIST

Activity	Person(s) Responsible	Date Completed
Deciding to Hold the Workshop		
Selecting the Lead Facilitator		
Designing the Workshop		
Choosing the Facilitation Team		
Selecting Support Staff		
Deciding Timing and Location		
Preparing the Budget		
Announcing the Workshop and Selecting Participants		
Determining Supply and Equipment Needs		
Collating Participant Materials		
Making Local Arrangements		
Informing Participants		

JUST BEFORE THE WORKSHOP

In the few days just before the workshop, there will be a number of tasks to complete making sure that all systems are ready. Some of the tasks noted in this section may be initiated — and even completed — much earlier, depending on logistical considerations.

Conducting the Final Review



Facilitation team members should arrive on site at least one day in advance. The team, along with the Lead Facilitator, should together conduct a final review of the workshop design, walking through the entire workshop, session by session, to ensure all resource persons are aware of the logical flow, their roles and responsibilities.

All resource materials should also be reviewed at this time. For example, are pre-prepared overhead transparencies readable? Are handouts clearly labelled and punched to fit the binders? Are all machines in working order?

Any last minute revisions in content, group assignments, etc. can be decided during the final review.

Support staff should be available to prepare any required materials.

The workshop room should be fully setup at least 18 hours in advance of the start of the workshop.

Preparing the Opening Session

The opening session sets the tone for the workshop. It is usually best to keep the ceremonial aspects brief. Most workshops will be opened by a senior staff member or his/her designate with a few remarks about the workshop's expected role in staff development and its desired impact on UN operations.

It may be necessary or desirable to also invite a representative from the host Government or another agency. If such an elaborate opening ceremony is required, the Lead Facilitator may wish to consider that this be held the evening before the actual workshop begins. More practical information to cover in the opening session includes:

- review of the workshop objectives
- review of participants' expectations and fears
- examination of the overall content
- explanation of methodology and materials

- introduction of resource persons and participants (see Training Methods on page 41)
- review of administrative arrangements.

Dividing Participants into Working Groups

Most workshops will include working group exercises. If you want to divide participants into groups before the workshop, here are some criteria:

Size: each group should have between 6 and 8 persons. This number is small enough to facilitate everyone's participation and large enough to produce varied thinking.

Balance: with regard to gender, age, nationality, experience, professional and academic qualifications, duty station, language fluency, etc.

Rank: balance more senior and junior staff in groups; avoid placing supervisors with supervisees as much as possible

Personality: mix assertive and reticent participants, although it is sometimes useful to balance one assertive person with another to avoid domination of the group by one person.

Wherever possible, include in each group people who are likely to keep the group focused on the tasks at hand and others who are more concerned with the process of interaction among members.

Consideration should be given to whether the same groups should be maintained throughout the workshop or if the group members should be rotated. This will depend on the workshop objectives. If the workshop is relatively short (up to one week) and if a final product, such as a model plan of operations or proposal for action is foreseen, it is recommended that the same group composition be maintained throughout. On the other hand, if the workshop is longer and cohesion is not necessary for a final product, or exposure to a variety of ideas and staff is sought, group composition can be changed periodically. Keep in mind that by changing group composition, it will take a bit of extra time for the new groups to function smoothly!

Selecting Moderators and Group Facilitators

The responsibilities of moderators are outlined on page 25, *Introducing and Moderating Sessions*. This should be reviewed before deciding on who the moderators will be.

Moderators should be identified and briefed at least two days in advance. Criteria for selection of moderators include the following: comfort in front of a group, ability to facilitate discussion, knowledge of the topic at hand, and when needed, skill in analyzing and synthesizing group reports. Moderators should be briefed about their role by the Lead Facilitator or a member of the training team.

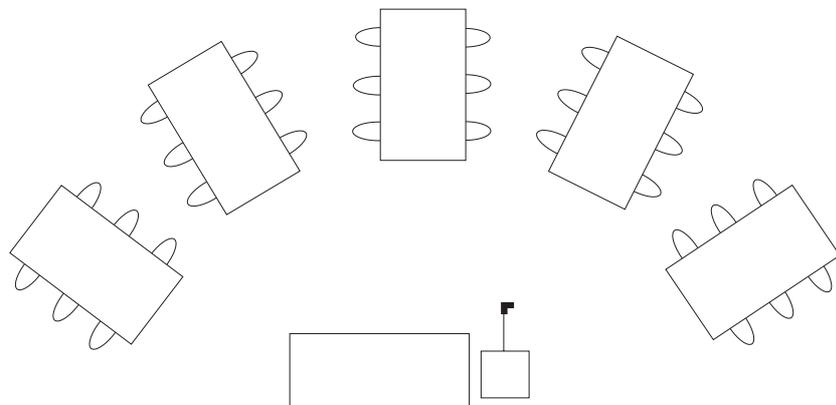
The group facilitator's function is to keep discussion moving toward the task at hand, to ensure that all group members participate, and when needed, to identify someone to record the group's discussion and present it in plenary sessions. Criteria for selection of group facilitators include skill in group processes and willingness to keep the group to time limits. The facilitators should be briefed in advance on their role and on tasks and instructions for the small group work for the day. (See Training Methods for more details on group dynamics.)

Setting Up the Workshop

The Lead Facilitator and support staff should attempt to set up the workshop facilities a full day in advance to allow for any unforeseen difficulties to be rectified.

The set up should be in "islands" as illustrated below.

It sets an informal tone, allows for relative equality among participants and resource persons and facilitates individual and group participation.



In setting up the room, consider the following questions:

- Will every participant see resource persons, one another, flip charts and screens?
- Are the tables sufficiently far apart to avoid cross-table distractions?
- Are the projectors, videos and any other equipment functional and is the focal length tested and ready? Are extension cords, transformers, plug adapters, extra bulbs for the projectors, and any other such supplies available?
- Are microphones set up and functioning, if they are to be used (best avoided)?
- Does each group and the presenter's table have available a flip chart, masking tape, and markers?
- Does each group have a supply of transparencies, pads, pens, pencils, erasers, sharpeners, and water pitcher/glasses? Each table might be assigned a different colour marker pen set to distinguish clearly among reports.
- If required, is each table clearly marked so that various groups know where to sit? A list of names for each group might be placed on the flip chart for each table.
- Are name tags and materials, if needed, set out at each table?
- Are additional chairs available, as well as additional tables on which to lay materials for use each day?
- Is space cleared on the walls to hang any training aids needed?

Setting Up Support Facilities

Make sure the secretarial room is sufficiently close to the workshop room for good communication, but not so close that noise will be distracting.

The support room should be set up by the secretary with appropriate help from hotel staff. Handouts not included in the participant binders should be organized in this room so that when materials are needed they can be easily accessed.

Arranging for Arrival of Participants



Prior to the arrival of participants, if at all feasible, ensure that rooms are pre-allocated, check-in facilities streamlined and a list of all participants with room numbers and telephone extensions is typed and duplicated for each participant. If this is not possible ahead of time, obtain a list as soon as possible from the hotel and have it available for the first day of the workshop.

Participants will also need to be informed of any administrative or other details which were not communicated in their letters of invitation. It may be useful to write a letter of welcome to participants (see model in Annex 3) to let them know any additional information about the hotel, what time and where they should be for the opening, what recreational activities are planned, departure information, etc.

It is appropriate and helpful, whenever possible, to arrange for a welcoming social activity the evening prior to the workshop opening so that people can begin to get to know one another.

Planning Arrangements for Return



Set up a system for confirmation of return airline tickets (see Annex 3). Administrative support staff should also confirm hotel bookings for those whose flights do not leave that same day. This should be done at least four days in advance.

Clarify that participants are responsible for paying their own bills unless a different arrangement has been made with the hotel for other means of payment.

Suggest that bills be paid in a staggered fashion over the 24 hours prior to departure to avoid a last-minute rush.

Arrangements for the above can be included in the letter of welcome previously described.

Organizing the Recreational Activities

If nothing has been arranged in advance, hotel staff may be able to suggest appropriate recreational activities such as sightseeing, sports, theatre, dancing, etc. Type up a list of alternatives with any costs involved, and let participants know whom they should inform and by when, if they are interested.



For shorter workshops, one or two evening activities would be appropriate. For longer workshops, a weekend activity should also be added.

The importance of the recreational activities in allowing the participants to relax and get to know one another in a more informal atmosphere should not be underestimated!

A party on the final evening prior to departure is usually a good idea as is some sort of social evening early on in the workshop which can serve as a useful icebreaker.

JUST BEFORE THE WORKSHOP: A CHECKLIST

Activity	Person(s) Responsible	Date Completed
Conduct the Final Review		
Prepare the Opening Session		
Divide Participants into Groups		
Select Moderators and Group Facilitators		
Set Up the Workshop Room		
Set Up the Support Facilities		
Arrange for Arrival of Participants		
Plan Arrangements for Return		
Organize Recreational Activities		

DURING THE WORKSHOP

This section is concerned with ensuring the flow of the workshop, monitoring and evaluating the individual sessions and activities as well as the entire workshop.

Introductions and Expectations



Well before the workshop it is expected that specific learning objectives will have been made clear and the right participants selected. It is, however, essential to double-check at the very beginning of the workshop that participants learning expectations correspond to workshop content. The best way of doing this is either at the beginning of the first day or the evening of the day before.

1. Assemble all the participants in their groups and have them write on cards or Post-its their specific learning expectations of the workshop. What is it that their supervisor specifically expects them to do upon completion of the workshop? What new knowledge and skills do they want to acquire?
2. Collect the completed cards.
3. Post them on a board or wall and read them back to the participants. Ensure they are typed up in the morning and handed back.

The workshop Lead Facilitator should review the specific expectations that were written down and handed in. This review should determine how many clinic sessions (see page 26) need to be organized and on what subjects and how, if at all, the main body of the workshop needs to be modified in terms of topics, time and concentration.

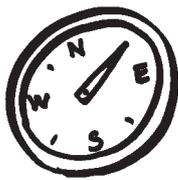
Introducing and Moderating Sessions

The Lead Facilitator should take on the following responsibilities:

- ensure that sessions begin and end on time, as much as possible
- introduce the topic and session resource person(s)
- link this session with previous ones
- assist the resource person(s) with audiovisual materials and handouts
- assist the session resource persons to keep track of time

- encourage a reasonable number of questions related to the topic; and conversely try to limit questions unrelated to the topic or those which will be answered either during the group work or in later workshop sessions
- ensure that the general flow of the workshop is maintained.

Undertaking a Daily Review and Overview



It is recommended that a brief (10-15 minutes) Review and Overview session should begin each day to review major themes from the previous day and link them with both the overall workshop objectives and themes to be introduced the new day. The Lead Facilitator usually takes responsibility for presenting the daily Review and Overview, but this function might also be shared with other team members. Alternatively, participants might share impressions from the previous day while facilitation team members present the new day's overview.

Undertaking a Workshop Navigation Meeting

Each of the working groups is asked to meet for 20 minutes at the end of the day to answer the following 3 questions:

- What went well?
- What needs improvement?
- How do you see tomorrow?

One person is nominated to represent the group in the facilitators' meeting which takes place immediately afterwards. Each evening the person rotates.

Planning "Clinic" Sessions

The Lead Facilitator, using feedback from the participants and the facilitation team, should decide if there is a need for or interest in organizing one or more evening "clinic" sessions. Clinics are useful to cover additional topics related to the workshop or to go more into depth on topics covered in the larger workshop. Several topics may be suggested by participants or resource persons or there may be almost unanimous agreement on one key topic. Choices based on priority or interest will have to be made.

Several clinics may take place simultaneously. Once the topics have been identified, the facilitation team should select resource persons from among themselves, participants, or someone available locally who is experienced with the topic. Clinic sessions are typically run using small group discussions or hands-on exercises. Lecturettes might be given, but in most cases, participants should be encouraged to brainstorm a list of questions at the beginning of the session to which the resource

person can respond. Alternatively, participants can be led through a typical situation with the resource person commenting on key steps, typical problems, or possible solutions. As another option, the resource person and/or facilitation team might themselves select questions which participants can answer, drawing on their experience. The resource person can then respond to these answers from his/her own experience and knowledge.

Clinic sessions are especially useful when the experience, knowledge, learning needs and interests of participants is very heterogenous. In such cases a considerable proportion of the workshop (even up to 50%) may need to be devoted to clinic sessions. The degree of heterogeneity can be judged from a detailed review of the learning expectations of participants.

Ensuring Support Services Operate Efficiently



In addition to the support services already noted in other sections, a system should be set up whereby participants and groups have access to e-mail and photocopying facilities in a co-ordinated way.

The Lead Facilitator should set up such a system in advance in co-operation with the support staff and inform the facilitation team members and participants about these arrangements. Keep in mind that secretarial support is often needed in the evening hours to produce work generated by the groups which will be needed the following day.

Administrative staff should take charge of recording and paying workshop expenses and for submitting a fully reconciled account to the Lead Facilitator prior to his/her departure. Staff can begin to pack equipment and unused supplies prior to the last day if desirable. The Lead Facilitator should make a list of items that should remain available for the last day.

Evaluating the Workshop

Evaluations of *individual sessions* should be done on a daily basis in order to obtain participant reactions as soon as possible after the presentations and discussions.

A final evaluation of the *entire workshop* should take place on the last day to learn if the overall learning objectives have been met, if there is a need to adjust content, materials, organisation, etc.

It is useful to have individuals fill out the final evaluation form and turn it in to the at the end of the closing day.

A quick way of sharing this feedback is to ask each participant to write 3 cards or Post-its in answer to the following questions:

- What have you learned?
- What could be improved?
- What should be dropped?

These can be collected and read back to the participants and then typed up and sent to them later.

The facilitation team may wish to develop its own forms for feedback. Sample forms for evaluation are included in the following pages.

EVALUATION

Title of Workshop:

Date of Workshop:

Name of participant:

Contents:

- Session Evaluations
To be completed at the end of each day or on the last day, when they will be collected.
- Hospitality and Administration Evaluations
- Learning Validation
- To ascertain if the workshop's objectives have been met.
- Learning Evaluation Questionnaire
A personal evaluation of the workshop with suggestions for improvements, etc.
- Learning Summary
An individual reflection on what each participant has learnt and what follow-up may be put in place.
- Real Results Feedback [Title can be changed accordingly to wks.]
A most important evaluation and the only one we will not collect on the last day! This is to be completed [2/3/6] months after the workshop.

Session Evaluations

DAY 1

Title:

Name:

	Waste of time	Not very useful	Useful	Very useful
Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process (presentation/facilitation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Title:

Name:

	Waste of time	Not very useful	Useful	Very useful
Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process (presentation/facilitation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Title:

Name:

	Waste of time	Not very useful	Useful	Very useful
Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process (presentation/facilitation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DAY 2

Title:

Name:

	Waste of time	Not very useful	Useful	Very useful
Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process (presentation/facilitation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Title:

Name:

	Waste of time	Not very useful	Useful	Very useful
Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process (presentation/facilitation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Title:

Name:

	Waste of time	Not very useful	Useful	Very useful
Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process (presentation/facilitation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DAY 3

Title:

Name:

	Waste of time	Not very useful	Useful	Very useful
Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process (presentation/facilitation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Title:

Name:

	Waste of time	Not very useful	Useful	Very useful
Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process (presentation/facilitation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Title:

Name:

	Waste of time	Not very useful	Useful	Very useful
Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process (presentation/facilitation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hospitality Evaluation

	Terrible	Not very good	Good	Very good
Accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OUTSIDE EVENT

	Waste of time	Not very useful	Useful	Very useful
Name of Event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ADMINISTRATION EVALUATION

	Terrible	Not very good	Good	Very good
Secretariat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any comments on above?

Learning Evaluation Questionnaire

1. Which part of the workshop did you find the most useful and why?

2. What changes would you make to the workshop and why?

3. What topics/areas, if any, would you add or give more time to?

4. How relevant was the workshop to your work?

Not at all relevant

Barely relevant

Relevant

Very relevant

5. Overall, how worthwhile was it to you to attend the workshop?

Not at all worthwhile

Barely worthwhile

Worthwhile

Very worthwhile

6. Circle up to three words below that best sum up your overall opinion of this learning experience:

interesting

challenging

exciting

revealing

fascinating

entertaining

boring

confusing

difficult

basic

clear

easy

realistic

practical

theoretical

irrelevant

waste of time

new

innovative

complicated

enjoyable

valuable

inspiring

unfocused

rushed

thorough

stimulating

exhausting

nothing new

useful

comprehensive

over-ambitious

changed my life

thought-provoking

Add your own words:

7. Any other comments:

Learning Summary

What I learnt:	What follow-up action I need to take:
Other comments:	

Learning Validation

Please indicate below to what extent the workshop's objectives were achieved.

By the end of the workshop, participants will be able:

1. To identify the strengths of their country team.

Not at all	Partly	Mostly	Completely
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. To identify a common mission.

Not at all	Partly	Mostly	Completely
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. To agree on mechanisms for enhancing communication, and monitoring individual and team efforts to implement organisational goals.

Not at all	Partly	Mostly	Completely
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. To plan the CCA process.

Not at all	Partly	Mostly	Completely
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Real Results Feedback

Name: _____

NOT TO BE COMPLETED DURING THE WORKSHOP

This part of the evaluation is, for the UN, the most important. It is basically the answer to the following question: "Did it make a difference? If so, what? If not, why not? We need this returned to us by..... - not before.

What concrete (measurable) results have you achieved which are largely, or in part, attributable to the learning event?

What obstacles have you encountered to putting into practice what you learned?

Is there anything else the UN could do to help you [for example, in the implementation of your action plan (follow-up phase)]?

AFTER THE WORKSHOP

Closing Down



The support staff, in liaison with the Lead Facilitator, should:

- ensure that all workshop (as opposed to individual) bills have been settled.
- pack all equipment and unused materials. Participants and the training team should be encouraged to carry their own materials instead of pouching them to cut down on administrative burden and costs.
- send all packed equipment and materials to their appropriate destinations.
- assist the facilitation team and participants in their departures from the workshop site.
- check with hotel staff to ensure the facilities have been left in good order.

Analyzing the Evaluations

The Lead Facilitator should prepare an evaluation report based on the daily evaluations, the final evaluations as well as any additional feedback from the Workshop Navigation Meetings, resource persons or participants.

Writing to Participants

The results of the evaluation should be sent to each participant.

Any additional follow-up expected should also be communicated at that time.

AFTER THE WORKSHOP: A CHECKLIST

	Person(s) Responsible	Date Completed
Closing down		
Analysis of Evaluations		
Send final report and evaluations to participants		

TRAINING METHODS

This section of the Guide sets out a brief framework of training methods to be considered by the Lead Facilitator and the facilitation team. It includes principles of design, how to run sessions, how to work with groups, use of audiovisuals and alternative teaching methods. It is not a comprehensive guide to training methods! There are numerous techniques which have been developed and set out in dozens of training textbooks.

Workshop Design Principles

Unlike children, adults become increasingly self-directed rather than teacher-directed in a learning situation. They build upon their past rich experience as a resource, are concerned with real-life problems and tasks and want to apply their learning to their situations.

Accordingly, when designing a workshop, participants' experiences should be drawn out and related to the topic at hand as the primary learning method. Readings, videos and lectures should be secondary, supplementary sources of information.

Much of the information with regard to design of workshops has already been presented on pages 3 and 4, *Designing the Workshop*, in the section *Well Before the Workshop*. More specific information to consider in session design is discussed below.

Guidelines for Session Design

Objectives Think through and state from the start what specifically the session should achieve. What skills and knowledge do you want participants to have at the end of the session? What do you want them to be able to do?

Learning Points What details are to be gotten across to participants, point by point? Be operationally oriented. By all means explain concepts and approaches, but try to think about UN operational implications as well: How can we as an Organization implement what is being explained?

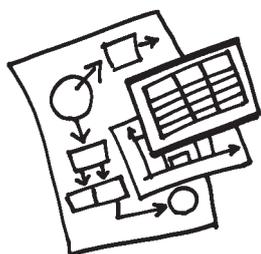
Content Do not be too broad in approach. In individual sessions, do not repeat what may have been said earlier in the workshop or what will later

be covered by other resource persons. Use examples from experience to illustrate points made. Especially considering time constraints, presentations must be limited to the agreed subject area.

Jargon

Many participants may be unaware of much of the jargon an expert resource person may use every day. Define terms and abbreviations throughout the session.

Materials



Appropriate use should be made of *visuals* such as videos, charts, diagrams, transparencies and photos. When preparing transparencies, make sure that printing is large and clear. A common mistake is to put too much information on any one sheet. Key phrases should be used, not long paragraphs. For training packages with pre-designed transparencies, use these as models. Avoid projecting typed pages on overhead projectors - participants can't read what is presented and consider the presenter to be incompetent generally.

Methodology Active participation by the participants should be the rule. Asking them questions, or drawing on short group exercises involves the participants and makes the presentations more meaningful.

Case Studies/ Simulations (See page 44). The use of case studies/situations has been one of the most successful of UN workshop techniques.

Guidelines for Running a Session

- Introducing the session**
- State the session's objectives at the beginning of the session.
 - Link the session with previous sessions.
 - Review plans and timing for handling the session, for example, a half-hour presentation followed by group

exercises for 45 minutes and plenary analysis for 45 minutes. Designate someone to keep time for you.

Giving presentations

- Set the ground rules for discussion, i.e. when questions can be asked, how the facilitator will function as a resource during group work, or any special instructions for the plenary session such as the need to produce a group report that will be displayed on the overhead projector or with presentation software and which can be subsequently duplicated for participant binders.
- Speak clearly and slowly so that all can understand you, especially if the language of the workshop is not the first language of the participants.
- If your presentation is being translated spend some time with the interpreter prior to your presentation and give him/her your notes at least the day before, and speak even more slowly and clearly to facilitate more accurate translations.
- Speak loudly enough for everyone to hear.
- Participants are more comfortable and the presentations are more effective if the resource person is active — walking/moving around — instead of sitting or standing still the entire time.
- Try to maintain your plan and timing as much as possible so as not to impose a time penalty on future presentations.
- Ask questions frequently including breaking every few minutes to ask participants if they have any questions to ask.

Managing plenary analysis of small group work



- Some suggestions for analyzing the substance of the reports:
- Point out, or have the group point out, similarities, differences, contradictions, and exceptional ideas in group reports.
 - Analyze facts and arguments for accuracy; look for what is missing as well as for what is there.
 - Integrate ideas and relate them to the overall framework.
 - Relate discussion to the real world and to policy issues.
 - Develop sides on an issue, for example, by noticing groups or individuals with opposing viewpoints and asking each to elaborate on its perspective.
 - Ask groups to award bouquets to any ideas that other groups came up with that they think are good.

Some suggestions for managing group process:

- Rotate sequence of group presentations to reduce monotony e.g. Group B before A.
- When summarizing, use words of participants.
- Check for individual points of view different from group presentations.
- Rather than answering all questions, refer them to other group members.
- Encourage silent members to speak and prevent monopolization by a few.
- Invite people to share sub-conversations with the entire group.

Using Case Studies/ Simulations

These are useful because they can simulate the kind of situation faced by participants and help them work with one another to analyze problems and think through solutions before they have to use new information in real life.

Hounsell* describes some advantages of case studies:

"A case study presents a sample of.... life in slow motion, so that it may be studied in detail."

"Case study analysis and debate, as well as exposure to the experience and opinions of other(s)...., help participants to realise that there are several ways of looking at, thinking about and acting in a particular.... situation. Thus they are encouraged to develop flexibility in their approaches...."

"The method develops a systematic way of thinking.... Through examination and diagnosis of situations comparable to their own, participants may be drawn to re-examine their own attitudes and relationships."

Some general questions useful for case study analysis include the following:

- What is going on here?
- Is there a problem at all?
- What precisely is the problem?
- What has caused it?
- Are we looking at causes or symptoms?

* All quotes in this and the next section are from: J. D. Hounsell, "Notes on the Case Study Method."

What are the main issues?
 Why are these issues important?
 Whose problem is it?
 What precisely are his/her objectives (for acting)?
 What should he/she try to do now?
 What possible courses of action are open?
 How realistic is each of the actions/solutions proposed?
 What are their possible effects?

Types and Uses of Questions

One valuable tool for directing discussion is the use of questions. Questions can be addressed generally to the group, and these stimulate thinking in every person and avoid embarrassing someone who may not yet be ready to respond. A rule of thumb might be the following: ...phrase the question as a general question and then, pause to allow all the members of the group to think....

The following suggestions are offered in posing questions:

- Keep them brief, clear and simply worded.
- Questions should, as far as possible, cover one point only.
- Having asked the questions, give the members of the group time to think before expecting an answer.
- Don't use questions to try to get out of a difficult or awkward situation.

Facilitating Discussion

Good discussion can ensure that the best ideas in a group are pooled, analyzed, and used for fully informed decisions and conclusions. On the other hand, if not well handled, discussions can be a waste of time. The first step in ensuring that discussion is productive is to decide on the kind of discussion you will lead so that you can plan to reach that outcome. Discussions can be held to:

- *ensure that participants understand information presented and how it is/can be applied in practical situations.* This calls for a well structured session in which the discussion leader (often someone with more knowledge or experience than the group) has specific points in mind that he or she wishes to communicate.
- *share experiences and information.* This calls for a more loosely structured session, but one in which the leader (who usually is familiar with the topic, but is not the primary expert

on it) makes sure that the task set for the group is accomplished and that everybody's thinking is shared. This calls for some skills in managing a group. If discussion is being planned to make sure that everyone understands and can apply certain kinds of information, then the leader will want to take the following steps into consideration*:

- *Determine the overall objective.* These objectives should be clearly communicated in written handouts and orally when the session is opened.
- *Define the topic clearly and concisely.*
- *Prepare a discussion outline,* thinking through how much information can be covered within the time specified, where you want to place emphasis, which examples you can draw upon, how you can draw on the experience of participants, and which questions will lead the group to the results you want to achieve.
- If a presentation is part of the session, *prepare audio-visual aids* such as videos, flip charts, slides or transparencies.

In preparing for any discussion, the facilitator should consider the background of the members of the group: what they already know, what they can contribute, and whether or not the facilitator anticipates any objections or conflicts.

Working With Groups

Groups take on a character of their own, influenced to a large extent by the person selected to facilitate the process of interaction, and by the learning style of people in the group. Facilitators should not be selected for their expertise in content as much as for their ability to help all members of the group actively participate in analyzing and solving problems. The ideal toward which groups strive is equal participation, but a number of factors can get in the way of this ideal, such as a desire for power or control by one or more members, discomfort in speaking up when in a group of people with higher status, a preference for harmony over open argument/discussion, unwillingness to examine all the possibilities before reaching a conclusion. Sometimes groups become grounds for confrontation or, at other times, opinions are suppressed in favour of a phenomenon called groupthink.

* Key points in this paragraph were drawn from a manual prepared by the ILO, *An Introductory Course in Teaching and Training Methods for Management Development, 6th impression (Geneva: ILO, 1978)*.

Groups must perform two types of functions: task and maintenance.* Task functions include the following:

- initiating discussion, that is deciding on problems and goals, laying out time limits, and agreeing upon an agenda
- seeking and giving of opinions and information
- clarifying and elaborating
- summarizing and
- testing for consensus, that is making sure all ideas have been heard and the group is ready to evaluate the ideas.

Maintenance functions are focused on the process of interaction within the group, and typically include the following:

- ensuring that everyone is able to participate
- compromising and harmonizing and
- managing conflict.

UNICEF's Bill Cousins notes that groups often have problem members. He identifies the following common problem behaviours and a possible way of dealing with them:

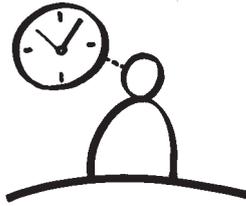


- *the monopolizer* or non-stop talker. Interrupt him or her when you can and ask for the views of others.
- *the interrupter*. Suggest that he or she hold opinions until the person speaking has finished.
- *the rambler* who keeps wandering off the subject. Rephrase the comment or ask a question to bring discussion back to the point.
- *the whisperer* who distracts the group. Ask the person to share his or her ideas with the group.
- *the silent one*. Provide opportunities for two-way discussion, if possible, and watch for ways to encourage him or her to speak.

The facilitator does not have to perform all group functions him or herself. As Lead Facilitator, one should make sure that the following takes place:

- The task of the group is clarified and a plan decided upon to accomplish the task.
- All members of the group participate in a relatively equal manner and no specific person(s) dominate(s) the discussion.

* Excerpted from A. Harlan and J. Gabarro, A Note on Process Observation, Harvard Business School (Boston, MA: Intercollegiate Case Clearing House, 1976).



- Someone watches the time to ensure the group meets its goals.
- If required, one or more persons (on a rotating basis) act as recorder to report key points, check whether the report reflects the thinking of the group, and (as necessary) make sure that key points are written on flip charts or transparencies for the group report. The recorder does not necessarily have to deliver the group report although he or she commonly does so.
- As desired, the group should evaluate whether or not it is meeting its goals effectively.

Arriving at Group Consensus

Reaching group consensus does not mean that a few people decide and the others go along with them. Reaching consensus implies substantial agreement to the conclusions of the group, even though agreement may not necessarily be unanimous. Everyone must participate in the discussion; it cannot be assumed that silent members agree. The following suggestions are offered for reaching group consensus*:

1. Members should avoid arguing in an attempt to win as individuals. What is right is the best collective judgment of the group as a whole.
2. Conflict about ideas, solutions, predictions, etc. should be viewed as helping rather than hindering the process of seeking consensus.
3. Problems are solved best when individual group members accept responsibility for both listening and contributing, so that everyone is included in the decision.
4. Tension-reducing behaviours can be useful if meaningful conflict is not smoothed over earlier.
5. Each member is responsible for monitoring the processes through which work gets done and for initiating discussions of process when work is becoming ineffective.
6. The best results flow from a fusion of information, logic, and emotion. Value judgments include members' feelings about the data and about the process of decision-making.

* *Process notes from NORC: A Consensus-Seeking Task, structured experience exercise 30 in J. William Pfeiffer & John E. Jones, A Handbook of Structured Experiences for Human Relations Training, vol. 2 (LaJolla, CA: University Associates, 1974), pp. 18-19.*

Using Audio-Visual Aids



FLIPCHARTS are recommended as the simplest tool because they can be used on the spot, are easily portable, do not require a power source, and can be saved, displayed on walls, and/or copied for inclusion in the workshop record or for distribution to participants. However, even flip chart paper or magic markers are not always readily available in every country. Flipcharts prepared by presenters are also awkward to carry and store.

When using flipcharts, the following suggestions are offered:

- Do not try to write too much on one page. Write in letters large enough for everyone in the room to see.
- Use markers that do not “bleed through” the paper.
- Arrange flip charts in a systematic fashion. If using two flipcharts for a presentation, put numbers on the pages in pencil on the bottom to help you remember at which point you wish to move to the alternate flip chart.
- Make notes to yourself in small print with pencil that will not be visible to the large group.
- If you put your flipcharts up in advance of a presentation, cover them with a blank sheet so no one can see them until you are ready.



TRANSPARENCIES (for use with overhead projectors) have a number of advantages over flip charts if they can be obtained and the power source is reliable. For one thing, they are easier to prepare, transport and copy for the record or distribution. Secondly, while one still has to pay attention to the size of writing and the amount placed on a single page, the preparer can write in a more normal fashion and can more easily include drawings or diagrams. If using water-soluble marking pens, transparencies can also be used again after washing. It is also easy to add points to the transparency while using it.

When using transparencies, the following suggestions are offered:

- Do not try to write too much on any one page. Use key words or phrases rather than long sentences. Leave plenty of space between lines. While letters do not have to be much larger than normal, they should be somewhat bigger than usual. As a rule of thumb, have no more than 6 bullet points of no more than 6 words each.
- Use colour as often as possible, but do not distract the group by using too many colours on one page.

- Use diagrams and pictures as much as possible.
- Be careful of smudging, particularly when using water-soluble pens. (Note that special pens must be purchased for transparencies.)



FILMS OR VIDEOS are a dynamic way to present information and to involve participants in the drama of a situation. For a small workshop group, either one is effective although video can be harder to see without re-arranging the room, particularly if the monitor is small. Consider having more than one video monitor in larger rooms. Several monitors can be hooked up to one video playback machine. Films and videos must be carefully selected for their learning value. In a cross-cultural context, many other factors must be kept in mind when using films or videos, particularly those not made specifically for the UN and those used primarily for public relations rather than learning. When selecting films or videos, the ILO suggests that the following points be kept in mind so that films are not culturally unacceptable or simply misunderstood:

- Length** Is it appropriate to the subject treated, and to the time available in the program? Can it be used in parts?
- Condition** Is the film copy in good condition? How old is it? Will old-fashioned styles (clothing, hair-dos, automobiles) or outdated machinery create the impression that the message is old-fashioned too? Can something be done to counteract this impression?
- Content** Is the objective of the film in line with the objective of the training session? If not, can it be adapted to the teaching purpose? Is the technical information up to date? Appropriate to the audience level? Applicable to the local situation or sufficiently similar to it? Is the subject dealt with at an appropriate level? Are there any attitudes or concepts which will be confusing or objectionable to the audience? Is the narration clear? Choice of vocabulary understandable and appropriate to the audience?

Style Will humour (if any) be understood and appreciated by the audience? Is it appropriate to the subject? Will cartoons, drawings and charts be understood? If animated drawings of people are used, will they be taken seriously? Is the acting convincing? Will the attitudes portrayed be accepted as realistic by the audience?*

Films/videos are not sufficient in themselves. The resource person should introduce them by talking about their purpose and by giving participants one or two questions to keep in mind while viewing the film/video that will be used afterwards for discussion. It is often helpful for participants to first discuss the film in small groups. Groups can then either summarize their comments, or individuals can raise questions or share observations individually, depending on the purpose of the discussion.

Role Play

In role play, participants take the part or role of someone in a situation to try out possible responses to a situation, followed by analysis of the interaction by the entire group, for the purpose of understanding and/or changing one's behaviour. Role plays can be built around a hypothetical situation, or can be allowed to form spontaneously around examples suggested by participants or problems that arise during the training. Typically, the entire group watches and discusses a single role play, but if the group is familiar with the process, multiple role plays can take place simultaneously.

Role plays engage the group in a real-life problem without involving them in the same level of risk and thus provide opportunities to try out new approaches safely with feedback aimed at helping the person see what he or she can do differently. Role play also allows one to experiment with the unpredictable, and to deal with emotions and feelings that are not always brought into a discussion, case study, or analysis.

People sometimes resist involvement in role plays, possibly because their behaviour is open to observation and critique by peers. The value of role play increases with the skill of the facilitator in helping the group analyze what took place without falling into the trap of negative criticism and in leading the group to see the interaction in terms of the objectives of the session.

* ILO, *An Introductory Course in Teaching and Training Methods for Management Development, 6th impression (Geneva: ILO, 1978)*.

Observation guidelines are helpful for this reason, since comments are focused on specific points for discussion. Sometimes, people feel that role play is too artificial, but if the situation selected is familiar to all concerned, people quickly find they do not need to act much differently than the people they observe in daily life. In any event, the exact response is less important than the general idea illustrated in the interaction. The group should be asked to use the role play as a departure point for discussion of the issue at hand, bringing in their own experience as well.

The facilitator should brief each group thoroughly on the situation, suggesting that participants play their parts as naturally as possible, putting aside an exact script in favour of what they think a person in that role might do or say. People might keep in mind a particular person whom they know and think in terms of how he or she would respond. Set aside sufficient time for the group to discuss the situation and help one another think about their responses, and perhaps even run through a quick practice session.

Under most circumstances, the role play should not take more than 10-15 minutes since it is crucial that time be spent on analyzing what took place. The rest of the group should be asked to use an observation form to jot down notes and be prepared to actively join in this discussion. Start processing the role play by asking the group members themselves to comment on points on the observation form. Most of the time, group members will themselves be aware of the meaning of what took place, and it helps them be less defensive. Ask them to first comment on things they felt went well and then on things they would have liked to do differently. Then open the discussion to everyone, asking again that people comment on both what was positive in the interaction as well as what could have been done differently. Finally, draw connections to the larger issues addressed by the session.

ANNEX 1

MODEL LETTER TO RESOURCE PERSONS

Dear (Name),

Ref: UN Training Workshop on (Subject)

Thank you for agreeing to participate as a member of the facilitation team for the above workshop to be held (dates and venue).

The Workshop has been designed to (brief overview of objectives).

In order to accomplish these objectives, the Workshop will employ a number of working methods (Below are examples: Specify those that apply!)

- *small group work and plenary sessions*
- *brief lectures and video material* which present conceptual as well as practical examples of what has already been done in a number of countries worldwide
- *individual readings*
- *a case study*
- *role playing/simulation*
- *action planning.*

Workshop Content

Enclosed you will find the following information:

- the overall workshop objectives
- an annotated schedule giving an overview of workshop sessions
- session by session objectives
- a copy of the pre-workshop assignment for participants.

As you have agreed, you will be covering the following specific content areas:

(List)

For your sessions, I am also sending the following information (Below are examples: specify those that apply!)

- the proposed session methodology
- proposed Learning Points
- suggested video material
- suggested overhead transparencies

- suggested Discussion Points
- *Additional Readings.*

It would be appreciated if you would read through all of the above materials and use them in developing your specific sessions. Nonetheless, these materials should be seen as a point of departure; do not be constrained by them. If you would like to revise the session methodology, adapt the learning points, eliminate or substitute different video material, modify the overhead transparencies, discussion points or additional readings, please feel free to do so. However, *please keep in mind:*

- that the objectives for your session should not be significantly changed
- how your modifications might affect the overall tone and flow of the workshop.

At any rate, even if the pre-prepared material is to be used by you “as is”, we would at a minimum appreciate your bringing your own experience to light with regard to the subject matter.

In order that we may make any needed adjustments, kindly inform me of any projected modifications by (date).

While planning your session, please keep in mind that we shall have the following equipment at our disposal: [list equipment from among video equipment (note specifications), overhead projector, flip charts, video projector, computer with the following software installed: photocopier, etc.]

In addition to serving as the key resource person for the above noted session(s), you will also serve as a resource person for the participant working groups for other sessions to facilitate the discussions.

Facilitation Team

Other members of the training team are:

Name	From	Topic(s) to cover
-------------	-------------	--------------------------

(UN office, university, Government Ministry, etc.)

Participants

In order to help you in preparing for the workshop, you should know that participants will include (briefly describe the general professional, academic and language backgrounds of the participants).

The participants will be coming from UN offices in (countries) as well as (Government and NGOs, etc.).

Total number of participants will be approximately (XX).

Administrative Arrangements

In order to co-ordinate the efforts of all the resource persons, you are requested to arrive at the workshop site by (date: 1 or 2 days ahead of time) at which time we will meet together to go over the workshop flow and any required arrangements as a team.

(Describe transportation arrangements, indicating details for air tickets and Travel Authorization.) Kindly e-mail/fax your ETA to us so that appropriate transportation and hotel arrangements can be made.

(Visa information)

The workshop will be held at (brief note on hotel, facilities and meal arrangements).

To make your stay more comfortable, we are enclosing information about the country including (climate, health conditions, sightseeing options, shopping, etc.)

Expenses

You will receive an honorarium of (amount) to be paid in (currency) for your participation as a workshop resource person.

In addition, you will receive a daily subsistence allowance (DSA) which for (location) is presently (amount).

The above funds will be paid to you under the following arrangements: (describe).

If there is any further information you require, please feel free to contact me. We look forward to your contribution and to an enjoyable, productive workshop.

Yours sincerely,

Lead Facilitator

ANNEX 2

MODEL LETTER TO PARTICIPANTS

TO: All Participants
FROM: Lead Facilitator
SUBJECT: UN Workshop on (Subject)
(Location and Dates)

Congratulations on your selection to participate in the above workshop!

The Workshop has been designed to (brief overview of objectives).

In order to accomplish these objectives, the Workshop will employ a number of working methods (Below are examples: specify those that apply!):

- *small group work and plenary sessions*
- *brief lectures and video material* which present conceptual as well as practical examples of what has already been done in a number of countries worldwide
- *individual readings*
- *a case study*
- *role playing/simulation*
- *action planning.*

We are attaching a provisional agenda of the workshop and a copy of the overall workshop objectives for your information. Also enclosed is a list of resource people and participants.

Pre-workshop Assignments

In order to ensure that all workshop participants have a minimum core of background information, it would be appreciated if you would complete the following pre-workshop assignments (specify those that apply):

Reading (details)

Interviews (details)

Background papers (details)

Administrative Arrangements

All participants must reach (location) by (date). Kindly e-mail/fax your ETA to (location) so that appropriate transport and hotel arrangements can be made.

(Visa information)

The workshop will be held at (brief note on hotel, facilities and meal arrangements).

Your workshop expenses are to be charged to (code). Please bring your DSA with you in US dollars or traveller's cheques. (Note any special instructions for DSA and exchange of currency.)

To make your stay more comfortable, we are enclosing information about the country including (climate, health conditions, sightseeing options, shopping, etc.)

Thank you in advance for your co-operation. We look forward to seeing you in (location)!

ANNEX 3

MODEL "LETTER OF WELCOME"

UN Training Workshop on (Subject)

Welcome to (location)! We hope your trip was comfortable and that you will soon be ready to begin work. Below is a bit of useful information to help get you started and to make you more comfortable.

Hotel Room and Facilities

(Brief description, including prices of rooms, meals, etc. as well as arrangements to pay. Suggest that, as much as possible, payment be made before the last day to avoid last minute crises!)

Daily Subsistence Allowance

The DSA for (location) is \$X. You should have already received the necessary advance in your country of assignment. Should you need additional funds, please see (name and where to reach him/her).

In order to change your money and/or traveller's cheques (describe arrangements).

Meals

(Describe arrangements. If meals are to be taken outside the hotel, suggest some of the close-by restaurants.)

Transportation

(Note any arrangements with the UN or hotel drivers, such as return transport to the airport.)

In order to confirm your return ticket, please submit your ticket along with the attached form to (name) by (date). You may also contact him/her for any questions you may have with regard to hotel arrangements for stop-overs.

Materials

(If materials are being given to participants upon arrival, briefly describe what they include and what should be brought to the workshop opening.)

Registration

(If there is to be some sort of pre-workshop registration, note where it is, when it is and what it entails.)

Opening

The workshop will begin on (date) at (time) in (location). Please be on time for the opening!

Administrative and Secretarial Assistance

The workshop administrative and secretarial staff includes (names) who can be found (location). They are available (times) to assist you with (services: typing, communications, reproduction, etc.)

Please remember that they are here primarily to help us with workshop business! Kindly limit other requests to essentials only. Your cooperation is appreciated.

Recreational Activities

(Describe planned and possible activities.)

Rooms

Attached is a list of the room numbers and phone extensions of the workshop staff and participants.

We hope your stay will be comfortable and that working together we can make the workshop both enjoyable and productive!

Yours sincerely,

Lead Facilitator

CONFIRMATION OF RETURN TRANSPORTATION

Name:

Travelling to:

Via:

Please confirm my ticket "as is":

Please re-book my ticket as follows:

Kindly submit this form to (name and location) by (date)! Thank you.

ANNEX 4

Help us to help you

So... you've read our Guide and you're now prepared to organize and run a learning workshop — or almost! If you have any comments or questions before you begin, please feel free to contact UN Staff College and we'll try to provide any needed information.

Learning and Facilitation Team:

Malcolm Goodale +39-011-693-6901

M.Goodale@itcilo.it

Lenni George +39-011-693-6813

L.George@itcilo.it

Clelia Pellerino +39-011-693-6658

C.Pellerino@itcilo.it

Once you have actually *run* a workshop using this Guide, we would appreciate your taking the time to help us improve it by filling out the feedback form on the next page.

Thank you in advance.

Help us to help you

TO: Learning and Facilitation Support (LAFS) UNSC

FROM:

SUBJECT: *Gremlin Busting*

I have organized and run a UN learning workshop using this Guide and offer the following feedback (Please use additional sheets of paper if needed).

1. Overall, the Guide was...

Not at all useful

Of limited use

Useful

Very useful

2. Which section(s) of the Guide were *most* useful and why?

3. Which section(s) were *least* useful and how might they be improved?

4. Thinking back on any difficulties you may have come across in organizing and running the workshop, is there additional information you would have liked to be a part of the Guide? If yes, please specify the problems encountered and what information would have been useful.