

## DAY ONE

### Session 3

## Priority Projects. Identification of Required Knowledge, Attitudes and Skills

### Instructions to Facilitators

#### SESSION 3

14:00 – 15:30 Session 3  
15:30 – 15:45 Coffee Break

#### OBJECTIVE

By the end of this session, the participants will be able to do the following:

- Translate the results of the Program Formulation priority project objectives into managerial, leadership and technical knowledge and attitudes

Use PowerPoint to present the objectives of this session.

#### PROCEDURE

Learning strategy: brainstorming (to illustrate the exercise), modified nominal group technique and plenary discussion

#### PRESENTATION

*(experience)* Distribute the handouts prepared for this session. Give a brief presentation guiding the exercise 3. Use the PowerPoint. At the end of the presentation be sure to ask participants if they have any comments or questions, or if they need clarification. (10 minutes)

#### EXERCISE 3

**Exercise 3. Requirements in Managerial Knowledge and Attitudes and Technical Knowledge and Specific Skills through Modified Nominal Technique** (1 hour 20 minutes)

*(experience)* Go over the instructions of exercise 3 with the participants step by step. Ask if clarifications are needed.

*(experience)* Based on the concepts and roles the participants have learned in the session, invite participants to focus on the priority objectives.

*(experience, process)* Invite participants to work on what kind of managerial/leadership and technical knowledge do they need to implement the identified objectives. Illustrate first this exercise in plenary – using flipcharts - and next, invite the participants to continue in small groups.

*(process, generalization)* In this analysis invite participants to answer first the question, “What are the managerial, leadership and technical knowledge required to achieve the project objective which make you more effective in this job?” Guide the participants to write the knowledge by responding to “How to ....”do things”; such as how to delegate, how to..., etc.”

*(process, generalization)* Secondly, participants will list what are the attitudes related to the identified knowledge that will increase their effectiveness in implementing the projects. E.g. Being polite; approachable, etc.

*(process, generalization)* Then, invite participants to form small groups and continue this process in order to write a list of knowledge and attitudes, as illustrate in plenary. The rapporteurs write the lists on the handout form – worksheet (a) and worksheet (b).

*(process, generalization)* Next, the facilitator initiates the nominal group technique, by inviting the teams to cite loudly, in plenary, which are the knowledge on managerial, leadership, technical and attitudes brainstormed among the group participants and write on the flipcharts separately for each kind of knowledge.

*(process, generalization)* Through the nominal group technique the facilitator asks participants to clean the list by removing any repeated items cited by any group and continue this process until all group lists are recorded. These long lists will be used in Session 4 to identify and rank gaps in three kinds of knowledge and attitudes.

*(generalization)* At the end of this process, the learning facilitators invite one or two volunteers to summarize the lessons learned during this session and provide feedback on the exercise.

## **CLOSURE**

**Closure** (5 minutes)

*(application)* Ask the participants “what they could do differently in their work environment as result of this exercise?”

Make a transition to the next session and close the session.

## **Exercise 3. Requirements in Managerial/Leadership Technical Knowledge and Attitudes**

### **(Modified Nominal Group Technique)**

#### **Phase 1. Analyzing the Priority Project job requirements (1 hour 20 minutes)**

1. Based on the concepts and roles, you have learned in sessions 2; review the priority Projects you have identified through the Program Formulation exercise.
2. Discuss and analyze these Priorities Objectives which are related to Institutional Capacity Strengthening and *discover* what kind of Managerial/Leadership Knowledge and Technical Knowledge and Attitudes that you, in the role of Team leader or team member to implement the projects need to have to perform these functions effectively.
3. , The facilitator illustrates how to go about this analysis and also will offer some examples before you begin this task The group will:

#### **Step 1.**

Write down the respectively needs in managerial knowledge/leadership knowledge and technical knowledge.

#### **Step 2.**

The facilitator will ask each group to cite the response of the list, one by one, alternatively. If another group has the same knowledge/skill as yours, cross that one out. The facilitator records your responses on the flipchart to make a general group list of knowledge job requirement without repetition. (20 minutes)

#### **Step 3.**

The facilitator quickly reads aloud the general group's list, and invites you to add any new knowledge if the groups feel are necessary to enrich this exercise. The facilitator allows a brief discussion in plenary. This exercise may allow additions and/or improvements to the list of knowledge job requirements. (10 minutes)

#### **Step 4. Cont'd next Session. Exercise 4.**





## DAY ONE

### Session 4

#### Identification of Gaps in Knowledge (managerial/leadership and technical), Attitudes and Setting Priorities. Review the results of the learning needs assessment (LNA)

##### Instructions to Facilitators

#### SESSION 4

15:45 – 17:15 Identification of Gaps in knowledge and attitudes, setting priorities  
17:15 – 17:30 Feedback of day and PAPA

#### OBJECTIVE

By the end of this session, the participants will be able to do the following:

- Identify gaps in managerial knowledge and attitudes.
- Set priorities on the identified gaps.
- Review the results of the LNA.

#### PROCEDURE

Learning Strategies: group work, individual ranking and plenary discussion.

#### EXERCISE 4

**Exercise 4. Identifying gap and setting priorities**  
(1 hour 30 minutes)

**A. Step 4. (cont'd from Exercise 3) Identifying gaps in knowledge, and attitudes (group work) .(30 minutes)**

*(experience)* Remember you are carrying out the **Step 4** of the “*Exercise 3*” which constitutes the *Exercise 4*. Distribute the handouts to gaps identification.

*(process, generalization)* The facilitator invites the groups to reflect on the job requirements (displayed on the walls) to implement the priority projects and present a list 10 main gaps (not priorities) which the group identify as needs to be part of a learning and capacity building program (medium and long term).

The form for the list of gaps is provided (the worksheet (c)). Then, the facilitator walks around the room, and collects the list of 10 major gaps to compile – in front of the audience – by tallying the individual group results on the lists on the wall.

**Step 5. Setting priorities on the results of the major compiled gaps indentified (individual exercise) (30 minutes)**

*(generalization)* Next, the facilitator distributes the ranking forms and invites the participants to look at the identified gaps to set

individual priorities to enable the organization to plan the first events for L&CB based on these priority results.

At the end, the facilitator collects the ranking forms to be able to compile the results to identify the priority results and closes this exercise.

**B. Reviewing the LNA results and discuss on their usefulness for the HT Strategy (20 minutes)**

Prepare the lists of LNA results – from the Institute Reports – and present to the participants how the LNA results complement the exercise of the day.

*(generalization)* At the end, ask questions such as “How did you feel doing this exercise?” “What are your views of this ranking method? How satisfied are you with the results of this exercise? These questions will allow further discussion of the process.

**CLOSURE**

Closure (10 minutes)

*(application)* Finally, ask the participants “list the major lessons learned that you had during this session and “how could you apply it in your work environment?”

Make a transition to the next session

**17:15 – 17:30 Feedback on the Day’s Activities and PAPA**

**OBJECTIVES**

By the end of this session, the participants will be able to do the following:

- Provide feedback on the day’s activities.
- Consider possible actions they would like to take in their own organizations.

**PROCEDURE**

Learning strategy: individual exercise.

**FEEDBACK & PAPA**

Highlight strengths and weaknesses of the day’s activities and record actions to be implement in the job as result of today’s learning (PAPA)

## **Exercise 4. Step 4. (A) Assessment of gaps in knowledge, attitudes, and setting priorities.(B). Reviewing the LNA results.**

### **(Group and Individual work)**

**(Cont'd from Exercise 3)**

#### **A. Step 4. Identifying gaps in knowledge, and attitudes (group work) .(30 minutes)**

1. The facilitator reminds the participants that this is the **Step 4** of the “*Exercise 3*. Distribute the handouts to gaps identification.
2. The facilitator invites the groups to reflect on the job requirements (displayed on the walls) to implement the priority projects and present a list 10 main gaps (not priorities) which the group identify as needs to be part of a learning and capacity building program (medium and long term).
3. The facilitator delivers the form to be used by the groups, and collects the list of 10 major gaps to compile – in front of the audience – by tallying the individual group results on the lists on the wall.

#### **Step 5. Setting priorities on the results of the major compiled gaps indentified (individual exercise) (10 minutes)**

4. Next, the facilitator distributes the ranking forms and invites the participants to look at the identified gaps to set individual priorities to enable the organization to plan the first events for L&CB based on these priority results.
5. At the end, the facilitator collects the ranking forms to be able to compile the results to identify the priority results and closes this exercise.

#### **B. Reviewing the LNA results and discuss on their usefulness for the HT Strategy**

6. The facilitator will present the lists of LNA results in the flipcharts and invites the participants to analyse and discuss the priorities set for thematic and project leaders and compare with the results of the exercise on the project priorities of today.
7. At the end, the facilitator asks questions such as “How did you feel doing this exercise?” “What are your views of this ranking method? How satisfied are you with the results of this exercise? And expects the participants to further discuss the process which sets the ground for the development of a Human Talent Strategy. L&CB and work plan.





## Exercise 4. Worksheet (d) – Priorities for L&CB Program (Individual exercise)

Identification of gaps in managerial/leadership knowledge to be considered when designing a L&CB program

<b>Rank</b>	<b>Managerial/Leadership Knowledge</b>
1 <sup>st</sup>	
2 <sup>nd</sup>	
3 <sup>rd</sup>	
4 <sup>th</sup>	
5 <sup>th</sup>	

<b>Rank</b>	<b>Technical Knowledge</b>
1 <sup>st</sup>	
2 <sup>nd</sup>	
3 <sup>rd</sup>	
4 <sup>th</sup>	
5 <sup>th</sup>	

<b>Rank</b>	<b>Attitudes</b>
1 <sup>st</sup>	
2 <sup>nd</sup>	
3 <sup>rd</sup>	
4 <sup>th</sup>	
5 <sup>th</sup>	

Please give this completed form to one of the facilitators.