Without strong local institutions and motivated staff, decentralization and human settlements reform will not deliver the desired development outcomes. Yet, many local authorities and civil society organisations lack the human resources required to meet urgent needs. Training and capacity building is therefore a wise investment into the future sustainability of our cities. The Training and Capacity Building Branch (TCBB) of UN-HABITAT supports national training institutions to build their capacity to implement innovative programmes, focusing on local governance and sustainable human settlements development. Typical activities include training needs assessment, development of manuals, training of trainers, and impact evaluation. TCBB products have been successfully adapted and translated into over 20 languages.

This Users Guide is part of the Local Elected Leadership (LEL) series on Key Competencies for Improving Local Governance. The Series presents two roles and ten competencies essential for every local elected official and is comprised of Volume 1 – Quick Guide; Volume 2 – Users Guide; Volume 3 – Concepts and Strategies; and Volume 4 – Training Tools. The Users Guide is intended to maximize the utilization of the series during training workshops and beyond. It includes tips on adapting and translating the manuals, managing training design and delivery, assuring learning application and expanding client base. It is primarily targeted at trainers and training managers. Other important users include those who will be adapting and translating the series for use in their countries. The Users Guide emphasises interactive, learning-by-doing approaches and wide stakeholder involvement.

Key Competencies for Improving Local Governance – Volume 2: Users Guide

Key Competencies for Improving Local Governance

Volume 2: Users Guide

UN-HABITAT

Local Government and Public Service Reform Initiative

Key Competencies for Improving Local Governance

Volume 2: Users Guide

Foreword

One of the most successful UN-HABITAT initiatives to increase the capacity of local governments, their leaders, and many other key local stakeholders worldwide has been through the efforts of its Training and Capacity Building Branch (TCBB). Through the development and dissemination of practical training materials and the training of trainers, TCBB has been able to extend its reach and influence to public officials and communities with the desire and commitment to improve and promote good local governance. More importantly, these user-friendly learning tools have opened the door for an increasing number of women to join the ranks of public officials who can leverage their communities resources to fight poverty and bring about positive changes in their governing institutions. Among these tools is the Elected Leadership series.

UN-HABITAT first developed and published the Local Elected Leadership series a decade ago, and the series enjoyed a wide success in many regions of the world through numerous training programmes and has been translated into more than twenty-five languages over the years. We expect that this new Local Elected Leadership series will establish new benchmarks of service to local governments and their leaders because of a network of trainers and training institutions that already exists. Their dedication and commitment to elected leadership development is legendary. Without their efforts, it would be impossible to reach around the world with the learning opportunities that are embodied in this series.

This work significantly contributes to the Global Campaign on Urban Governance, which was launched by UN-HABITAT in 1999 to support implementation of the Habitat Agenda goal of "sustainable human settlements development in an urbanizing world." The Campaign's goal is to contribute to the eradication of poverty through the improvement of urban governance. There is growing consensus that the quality of urban governance is the single most important factor for the eradication of poverty and for prosperous cities. Based on this consensus, the Campaign has focused on contributing to the capacity of local governments and other stakeholders so they can fully implement good governance initiatives.

There are so many to thank in the accomplishment of this project: the financial support through funding from the Government of the Netherlands and the Open Society Institute; the expert committee that took time to share their thoughts and wisdom, the hundred of trainers

who contributed to a better understanding of how to strengthen the series; the team of UN-HABITAT professionals who guided the project and products to fruition; and the principal authors of the series, Dr. Fred Fisher and David Tees.

Anna Kajumulo Tibaijuka
Executive Director, UN-HABITAT

Preface

First published in 1994, the initial edition of this Local Elected Leadership (LEL) series has been translated into twenty-five languages and used in many regions of the world. Hundreds of trainers worldwide have been trained to facilitate elected leadership workshops and several hundred thousand local elected and appointed officials have participated in leadership programmes using the materials. In addition, the LEL series has been used by hundreds of non-governmental and community-based organizations to strengthen their management and leadership skills and competencies.

Based on the success of the original series and the changing nature of local governance, urban challenges, and the growing wisdom and understanding about issues like governance and sustainability, UN-HABITAT decided to revise and update the LEL series to meet the learning needs of a new generation of local elected leaders. A global written survey of users was conducted and a representative team of elected officials, trainers, and governance specialists was convened at UN-HABITAT headquarters in late 2002 to review the survey data, reflect on their own experiences in using the original series, review the materials in-depth to determine how best to improve on them, and reach consensus on a comprehensive list of recommended actions that should be taken to revise the materials based on changing times and growing demand.

Several factors dictated the development of this new series of local elected leadership materials.

❑ There was confirmation that the roles and responsibilities covered by the initial series were, in large part, still valid. The basic competencies required of elected officials to perform leadership roles within their jurisdictions have not changed.

❑ While the basic competencies may not have changed, the need for greater depth of understanding about these competencies and the skills to apply them had grown in the intervening years. The world is much more complex and the challenges of local elected leadership more demanding that they were a decade or so ago.

❑ reservoir of valuable experience about governance, elected leadership, and the issues confronting local leaders in today's complex urban environments has been growing over the last decade. It was time to tap this reservoir of experience and knowledge as resources for significant elected leadership learning and development.

❑ Finally, there has been a profound shift in the understanding of what constitutes good governance and effective elected leadership over the past decade or so.

Issues of equity, inclusion, subsidiarity, civic engagement, accountability, transparency, and the old standards of effectiveness and efficiency, have gained new significance, understanding, and importance as elected leadership mandates and criteria for measuring governance performance.

Based on these factors and the wisdom of all those who helped contribute to this new series, there are several key changes that mark this new series.

❏ It recognizes representation and leadership as the core roles and responsibilities of the elected official. They must represent their constituents and they must provide leadership in their representation. Both of these roles are complex and demanding.

❏ In order to fulfill these core roles and responsibilities, the elected leader must be knowledgeable and skilled in the following competencies: communicating, facilitating, using power, decision making, policy making, enabling, negotiating, financing, overseeing, and institution building.

❏ These competencies must be exercised within the principles of good governance as defined by international standards. These principles establish the context within which each of the competency skills should be applied.

❏ The roles of trainer and training manager are recognized as central to the success of elected leadership development. An extensive User's Guide has been developed to support their initiatives. In addition, nearly ninety individual training and governance tools are available to assist them in designing relevant experiential learning experiences based on the needs of their learning constituents.

We hope users will find this new series most enriching.

Fred Fisher and David Tees
Principal Authors

Acknowledgments

This revised edition of the Local Elected Leadership series has benefited from the contributions of many individuals and partners.

We would first and foremost like to thanks the participants of the Expert group meeting held in Nyeri, Kenya, in October 2002 who held spirited discussions about the many facets of this training series, their use in various countries, and ways to improve them based on their collective experience and the results of the user survey conducted earlier. These participants made consensus possible on major additions, deletions, and changes in the content, structure and process of these training materials that will assure their continued use and service to a world-wide audience of local government officials, and capacity building institutions and their staff. Their valuable observations and recommendations have indeed shaped the structure and substance of this revised series of Elected Leadership. In this regard, we particularly would like to mention the contributions of Ms. Habiba Eid of Sustainable Development Center for Training and Capacity Building, Egypt, Mr. Artashes Gazaryan of SPTC/VDM , Lithuania, Ms. Anna Laczkowska of FSDL Training Centre, Poland, Mr. Patrick Senelart of Habitat et Participation, Belgium, Mr. Kulwant Singh and Mr. K.K. Pandey of Human Settlements Management Institute (HSMI), India, Mr. Mohamed Soumare of Environnement Et Développement Du Tiers-Monde (ENDA), Ms. Ana Vasilache of Partners Foundation for Local Development (FPDL), Romania, Ms. Luba Vavrova of the Local Government Assistance Centre, Slovakia, Mr. Nestor Vega Jimenez of IULA-CELCADEL, Ecuador, as well as Mr. David Tees and Fred Fisher who are consultants and also the principal authors of this revised Elected Leadership series.

In addition, we would like to acknowledge the contributions of several partners in the User Survey on the first edition of the Elected Leadership series conducted prior to the expert group meeting mentioned above. The results of the survey were instrumental in informing the agenda of the expert group meeting and in revising and improving this series generally. We particularly recognize the contributions of the FSDL Training Centre, Poland, HSMI, India, Habitat et Participation, Belgium, and the Local Government Assistance Centre, Slovakia. The Government Training Institute, Kenya through Nelson Mong'oni, Samuel Githaiga, and Absalom Ayodo, and Environnement et Développement du Tiers-Monde (ENDA) through its officers, Mohamed Soumare, Bachir Kanoute and Fatou Ly Ndiaye, also contributed to the development of this manual including the User Survey.

This exercise would never have come to fruition without the initiative, direct support and guidance of UN-HABITAT through many of its substantive officers. We are grateful for the vital support, advice and contributions of these substantive officers led by Gulelat Kebede, Rafael Tuts, Tomasz Sudra, John Hogan, Sarika Seki-Hussey, Hawa Diallo, Mohamed El-sioufi and Liz Case. We also acknowledge the support provided in the

internal review of these manuals by Winnehl Tubman and Bridget Oballa.

A very special recognition goes to the principal authors of this revised Elected Leadership Series, Fred Fisher and David Tees. The authors have worked tirelessly to ensure high substantive quality throughout the development and finalisation of this revised series.

These contributions have all shaped this edition, which we trust will offer many opportunities for capacity development of local governments, their leaders and stakeholders.

Rafael Tuts,
Chief, Training and
Capacity Building Branch,
UN-HABITAT

Key Competencies for Improving Local Governance

Volume 2: Users Guide

Table of Contents

Introduction

*Leadership and learning are indispensable to
each other.*

John F. Kennedy

Based on the experiences and input of many trainers, training managers, elected officials, and others who have used the original series of Elected Leadership (EL) manuals, we have substantially changed the focus and content of this companion guide to the series. It is no longer just a trainer's guide although trainers and training managers are still the central focus of this discussion. Other important users include those who will be:

- adapting and often translating the series for use in their countries;
- managing the overall process of planning and preparing for successful training interventions;
- delivering the training with an emphasis on interactive, learning-by-doing approaches; and
- using the series in ways that not only involve local elected leaders but other key men and women who might be local officials or community leaders.

In other words, we encourage a wide range of individual men and women and organisations to use this guide. As suggested by the following labels, it is organised around specific tasks and roles associated with the use of the materials.

Part I: Adapting and Translating: for adaptors and translators and their co-workers.

Part II: Managing the Planning Process: for training managers, trainers, and those responsible for organising learning events for elected officials and others.

Part III: Training Design and Delivery: largely for trainers but other users are welcome to get involved.

Part IV: Helping to Ensure Learning Application: also for trainers.

Part V: Expanding the Client Base: for all those who believe that leadership development has no bounds.

Part VI: Trainer Survival Kit: for trainers who want to create their own designs.

Before we thrust you into the various tasks associated with the responsibilities just noted, we want to revisit the opening paragraphs of the

original guide. As we reread what we said a decade or more ago, it is evident that some things are still relevant. It is also readily apparent that much has changed. In fact, the opening section of the original guide, *Elected Officials Training: a Changing Mandate*, reminds us that change is one of the constants we live with. Not only has the mandate changed, the level of training sophistication around the world has changed. We will try to keep both of these thoughts in mind as we reconstruct this guide. Major changes in this user's guide notwithstanding, we believe the very first statement in the original guide is still relevant: *Training local elected officials may be the most important thing you as a member of the training team will do in the next few years.*

Local Government Roles and Responsibilities

The roles and responsibilities of local governments continue to change and will as the social, economic and environmental problems they face continue to grow. Now we must add security to that mandate as well. Most local governments do not have the funds or resources to solve these problems in any effective way, and different strategies must be found. Increasingly, local governments will be called upon to perform enabling, facilitating, and empowering roles if their constituents are to have access to the kinds of programmes and services they want and need. This means that other stakeholders, such as the private sector and non-governmental organisations, will be called upon to work in service delivery arenas that have traditionally been seen as local government responsibilities. This doesn't deny local government involvement in these service areas. It does, nevertheless, change the roles that local governments perform, from direct provider to those of stimulator, enabler, and perhaps regulator to assure that the products and services meet predetermined standards.

The increasing emphasis on local government as the focal point for locality development and their changing and growing mandates put a heavy burden on elected officials and staff. Not only do local elected officials and staff need to be knowledgeable about an increasingly complex set of interrelated issues, they must also develop new skills and attitudes in response to the changing nature of their role. And they must figure out, in most places around the world, how to do more with less. Given these challenges, the need to provide creative and productive training and development opportunities for local government elected and appointed officials has never been greater.

A Changing Training Environment

There are some differences in the current local government training

environment that didn't exist a decade or so ago. There is a greater awareness and understanding about and commitment to some fundamental issues that define local governance and leadership in this new millennium. Issues like decentralisation, sustainability, equity, inclusion, transparency, accountability, civic engagement, and others have become common rhetoric in defining the urban and local government landscape. UN-HABITAT and other international organisations have spent undue resources in recent years defining what constitutes Good Urban Governance. While some among those who participated in these lengthy dialogues may feel they finally got it right, we suspect that any such definitive initiative is, at best, a work in progress.

The same could be said about the art of facilitating individual, group and organisation learning, which some might say is just another term for training. But, we believe that "training" has taken a long stride forward as well in the past decade. One of the authors just participated in a learning event involving three person teams from nine countries and political entities from south-eastern Europe, the former Yugoslavia. The focus was to prepare these teams to return home and help local governments and professional associations address issues of transparency and accountability using learning resources produced by UN-HABITAT, Partners Romania Foundation for Local Development, and the International City/County Management Association. In addition to preparing country action plans, the participants also developed a draft code of ethics for training professionals from that region. Was this a training session? Yes and no. There was also some discussion among the organisers as to whether the event should have been called a training of trainers or a training of facilitators.

Experiential and action-oriented learning concepts and strategies have become more common in recent years and these materials hopefully reflect that reality. While the learning designs or tools that you will find in the back of each workbook are still geared to a low-tech training environment, we fully expect many users to engage in significant redesign to help them meet their client's learning needs. While many trainers may be content to take the tools and use them as designed, others may see them as the springboard to develop more intensive learning opportunities within work groups like municipal councils, and their organisations.

For those of us who practice the art of facilitating individual, group (team), and organisation learning, there is another exciting resource available that just barely existed a decade ago, It is the explosion of opportunities to communicate quickly, easily, and in-depth about any topic that might come to mind, even local governance and learning. We are, of course, referring to the Internet and world wide web as the new open and mostly free university of knowledge, skills, and inspiration that is at our very fingertips wherever we might be in the world. As trainers (learning facilitators), or training managers, or whatever you perceive your role in using these materials to be, we encourage you to enrich your own knowledge and awareness about what the world out there is saying about local governance and the learning profession.

Other Resources

We have made numerous references in the accompanying Volumes to the excellent documents that currently exist regarding the content and process of elected leadership learning. By the way, you will find many of these references in the footnotes, so don't completely ignore them. If you don't already have copies of the joint publications by UN-HABITAT, the British Government Department for International Development, and the Development Planning Unit, University College London on: *Implementing the Habitat Agenda and Sustainable Urbanisation,* we urge you to get copies immediately. They are rich in concepts, strategies, and real life stories about how local governments are coping and succeeding in their daily efforts to achieve higher levels of good governance for their citizens.

Regarding the process side of the training challenge, we also urge you to tap the Internet and its rich storehouse of resources about how to more effectively help others learn. While typing in the names of many of the elected leadership competencies, i.e., *facilitating* or *policy making*, will, no doubt, overwhelm you with firms and individuals trying to sell their training services, you will also discover much more that will be useful. So, surf the net as you get ready to prepare your next training workshop for local officials.

What these materials DON'T cover

In the first edition of this guide, we talked about what the Volumes of the series didn't cover. As we reviewed the discussion, we found much of it still relevant, and some sections and ideas very outdated. The following is an updated version of that discussion.

It would be impossible to cover the various rules, regulations, standing orders, and other legislative mandates that regulate the behaviour of elected officials and their legislative forums. First, they differ from country to country. Secondly, they are subject to frequent changes. These learning needs are clearly important, but the development of training materials to address them must remain a national responsibility.

Unfortunately, the legislated boundaries of the elected role are more apt to say what the elected official *cannot do rather than what he or she can do* to be responsive to a rapidly changing environment. We're not suggesting that local elected officials shouldn't know these aspects of the role. They are important and should be included in training for local elected officials. We encourage you to be fully aware of these legal boundaries and to provide briefing sessions or other forums where they can be discussed.

Finally, these training materials do not include information about the legal and administrative rules and regulations specific to your country. Nor do they include technical information about the many challenges that face local governments. For example, there are no explanations of the various approaches to human settlements development, how to construct a sanitary

landfill, the pros and cons of different approaches to primary health care, or strategies for local economic development. While these issues are important, they are not covered in these training materials.

This does not deny the discussion of such issues in the training we are recommending. In fact, we encourage you to "wrap" the training around the substantive issues your elected training participants are grappling with at the time. We will have more to say about how to do this later in the guide.

Before we delve into the core responsibilities and tasks associated with planning and delivery of elected leadership training, we want to share with you an elected leadership success story.

Slovakia: A Case Study in Local Government Capacity Building And Ten Lessons in Leadership

I n late 1995, an international local government professional association was awarded a contract by a bi-lateral development agency to help build the governance and management capacities of Slovakia's local governments. When the contractor's technical adviser suggested the possibility of using the UN-HABITAT Elected Leadership Series as part of the capacity building programme, he ran into a firestorm of resistance from the funding agency's project officer. The list of objections seemed endless. According to the project officer, there were no local trainers who could do the training and the training materials weren't appropriate. If they were to be used, they would need to be translated into Slovak which would be time consuming and expensive. Furthermore, he didn't trust the local organisation that had the country mandate to provide local governments with training. As you can see, it wasn't a very receptive environment in which to launch a new programme. We mention this collection of negative responses because this is where many potential training programmes begin - and too often end. However, there are situations where this kind of resistance strengthens the resolve of those involved. **Lesson # 1:** *There are times when you need to persevere, in spite of the odds.*

As it turned out, another bi-lateral development agency had just completed a three-year training of trainers (TOT) programme involving more than one hundred Slovak trainers. That little known fact within the development community helped to overcome the project officer's first objection. Twelve of the lead trainers were ultimately hired as freelancers to initiate a comprehensive elected leadership programme. Another graduate of the TOT was hired full time to work with the contractor's technical adviser. **Lesson # 2:** *Don't believe everything you hear, particularly from those who aren't supportive of your ideas in the first place.*

Admittedly, the director of the foundation responsible for training Slovakia's local officials was not very receptive but there were good reasons. She had become disillusioned with foreign aid programmes that insisted on running in-country programmes their way with only token consultation with local stakeholders. Sound familiar? Nevertheless, the technical adviser was able to convince the foundation director to consider the possibility of undertaking an elected leadership programme using the UN-HABITAT materials. In a two-day retreat involving seven of the foundation's regional training directors, the foundation director, and the technical adviser, they reached a consensus to undertake the elected leadership programme if they could garner necessary support from others. **Lesson # 3:** *Believe in the power of honest, inclusive, open conversations.*

In a discussion between the technical adviser and the director of a regional institute concerned with promoting good governance, it was learned

there might be funds available to support the Slovak programme. The director agreed to underwrite the cost of translation and printing. **Lesson # 4:** *Reach out and tap your network of like-minded individuals and institutions.* While this sounds logical, many of us never venture forth for help from others when we have a good idea. It's too easy to prejudge the possibility of a negative response and act like the refusal already happened.

After jumping all these hurdles, the technical adviser was being pressured by the funding agency to hire trainers from the donor country to conduct training sessions for elected officials. While this would have been more expensive and dubious in terms of any sustainable capacity to provide training in the long run, the funding agency wanted concrete results that could be reported to its headquarters. The agency's project officer finally agreed to give the technical adviser and his colleague two months to produce results, but insisted they involve a sizable number of participants to justify the delay. Trying to achieve the aid agency's need for quantifiable numbers of persons trained while building an in-country training capacity to meet local government training needs seemed like an impossible mission.

The technical adviser and his Slovak colleague travelled to every part of Slovakia to meet with regional training directors and to interview elected officials who might be interested in attending the training and possibly becoming future trainers in the elected leadership programme. **Lesson # 5:** *Involve your partners and potential clients as early as possible in planning any new interventions and continue to keep them involved.*

Given the seemingly contradictory goals of producing a large number of trained elected officials quickly while starting the development of a cadre of in-country trainers, the adviser and his colleague made a number of bold and risky decisions. They decided to hold four consecutive five-day workshops in the same venue, involving a total of 54 elected officials and eight trainers to be recruited from the TOT programme mentioned earlier. The total number was dictated in part by the size of the venue. Several observers were also invited to attend, including an external evaluator from the institute that funded the transition and publication of the Local Elected Leadership Series. The organisers had to achieve several concurrent goals in this one programme: 1) to introduce and field test a new training programme based on experiential learning principles; 2) to provide the eight trainers with an opportunity to work with the UN-HABITAT Series and elected officials, both first-time experiences for all the trainers; and, 3) to achieve a level of success that would assure all concerned that the programme could and should continue. **Lesson # 6:** *Don't be afraid to take risks, but minimize those risks by involving your key stakeholders in both the planning and implementation of whatever you decide to do.*

In spite of the chaos of having four five-day workshops going on simultaneously in the same hotel complex, the programme was a success. While each of the four groups worked most of the time in isolation from the others, time was set aside throughout the workshop to bring all four groups together for feedback and community building activities. At the final evaluation and forward planning session, forty-two of the fifty-four elected

officials said that they were interested in participating in a follow-up training of trainers programme. The participants also had a significant recommendation for the staff and trainers. They said, "We had no idea the training would be so interactive and practical. We came to the programme fully expecting to be lectured to. If you really want the programme to be successful, you need to offer demonstrations or something that will explain what it's all about." **Lesson # 7:** *Ask for feedback, take it seriously, and act on it.*

Based on the recommendations of the participants, the training foundation and regional training centres held thirteen one-day "marketing" workshops around Slovakia. They were designed to describe the series, demonstrate the learning-by-doing approach and recruit participants for a series of regional workshops. A decision was also made to offer the entire series, about fifteen days of residential training, in each of the seven regions over a 4-6 month period. Nine months later, 249 participants received certificates at a national celebration for completing the entire elected leadership programme. Both of these actions were based on a confrontation with conventional wisdom. **Lesson # 8:** *Think and act outside the box.*

The momentum from these initial elected official training efforts resulted in one of the most successful local training and development programmes ever conducted. Within the initial three years of the programme:

- over 160 trainers were trained to serve Slovakia's local government and civil society institutions;
- more than 50 training manuals in several specialised areas were either adapted or developed to be used in workshops and self-directed learning opportunities;
- thousands of local government and community officials successfully completed a wide range of training programmes; and
- the network of regional local government training institutions was expanded to eleven and strengthened along the way.

The momentum didn't stop at the Slovak borders. Their materials and trainers have been used in many other parts of the world to initiate and sustain local government and civil society capacity-building initiatives. **Lesson # 9:** *Be bold in your actions and let others share the harvest of your collective efforts.*

By the way, you may be interested in what happened to the forty-two elected officials from the four-workshop marathon who said they wanted to become trainers. Out of that group, twenty-seven completed several weeks of formal and on-the-job training to become trainers. Many of them are still involved in training local government officials in Slovakia and other countries in the region. **Lesson # 10:** *Trust your colleagues and set them free.*

We decided to include the story about Slovakia's elected leadership training success because it symbolizes the spirit of capacity building at its best. It also reminds us that ventures into training and capacity building, particularly at the local government level, can be difficult to sell to those who control the resources. While it's impossible to describe all the amazing events that spun off from the elected leadership programmes in Slovakia, one is particularly memorable and important in terms of capacity building. Many of those involved in the elected leadership training also undertook the task of writing a guide for newly elected officials. This guide became the focus of more than 2,000 orientation and training events involving nearly 25,000 newly locally elected officials in the year of its first publication. These events, held on the same day across the breadth of Slovakia, were called Dobry Den Samasprava (Good Day Local Government) and sent a powerful message to the citizenry about the role of local governments in their daily lives.

A note from an official of the Slovak Association of Local Governments four years later said the original guide had been revised, published, and disseminated to all the newly elected local government officials. The capacity building initiatives spearheaded by the elected leadership training programmes continue.

You can't create experience,
You must undergo it.

Albert Camus

Part I: Adapting and Translating

T he tasks of adapting and translating these materials will depend on a number of circumstances. If the training is to be conducted in your country in English and you have a cadre of seasoned trainers who are adept at modifying training materials to meet their needs, you may be able to use the series as published. Or, you might feel that new materials are needed to more accurately reflect the political or cultural mores of your country or society. If this is the case, you might want to produce a supplement for use by trainers and others.

For example, it might include additional concepts, principles, and strategies that are in common use within your country and need to be highlighted in the training; adaptation or abandonment of training and management tools that are not appropriate or otherwise acceptable to the potential participants of training; and development of new training and management tools that would be more user friendly and acceptable to your training clientele. We encourage these additions and changes.

If you need to translate the materials into your local language, the tasks become more complex. Before you do anything, you should check with UN-HABITAT to see if any other institution or group has translated the series into your language. At the time this series was being published the initial series had been translated into twenty five different languages. If this new series doesn't exist in your language, consider doing both an adaptation and translation if those who review the original text believe it will be necessary or desirable. The adaptation would include, for example, local case studies, role plays and critical incidents, and changes of examples in the text to make them more country specific.

The following are some guidelines you might want to consider if you need to undertake adaptation and translation:

1. Don't be intimidated by your natural instincts to honour author and publisher rights.
In other words, don't hesitate to make changes in the text and other important features in the materials. While there are often rules and regulations that warn you not to copy, change, or otherwise mutilate someone else's published documents, they don't apply when working with this training series. One reason the elected leadership series and other UN-HABITAT documents have been so successful is the freedom users have to make them more compatible with their own circumstances. Unfortunately, this user friendly message doesn't always translate into action.

For example, in one country where one of the authors worked, he thought he had been clear about the permission to make necessary and useful changes in the text. Only after the in-country version was translated and published in the local language did he discover that few, if any, changes

had been made in crucial parts of the series. Just prior to the first training session with elected officials, one of the trainers who served on the adaptation and translation team complained that some of the training exercises were "too African" for use in her country. Based on that experience and others, we learned a few important lessons. Don't assume the permission to alter the materials has been clearly communicated. Even if it is clear to all concerned, don't assume the adaptation of even the most basic materials, such as case studies and role plays, has taken place. If you are responsible for managing the adaptation process, be more responsible than we were in the situation just described.

2. Assemble a small team of potential users, trainers, language specialists, and other key stakeholders to help with the adaptation and translation.

The task of adapting and translating these materials should not be left to one person although one person should have responsibility for pulling together the insights and inputs of others to produce the final product.

The selection of this team is important and might on rare occasions be problematic. For example, you want one or two elected officials who are open to the need for training and understand the importance of introducing new concepts, principles and strategies into their everyday efforts as local elected men and women leaders. These representatives can provide a reality check on the use of these materials in their work environment. On the other hand, you don't want important good governance principles and practices like transparency, the inclusion of women on an equal basis, and others deleted because your training constituents argue that "we don't do it this way in .." Including one or two trainers on your team will be important since they will be the principal conduit between the use of the materials and the learning community. Select them based on their familiarity with adult education principles and strategies and their commitment to experiential learning, i.e., learning by doing. Let them know before they commit to working with your team that they will be responsible for helping to revise role plays, critical incidents, and case situations based on their own field experience and input from other members of the adaptation team.

Having a linguistics specialist on the team, in addition to the translator, may be important. For example, there may be certain words that are problematic even in the same language. For example, in the initial elected leadership series the role of Policy Maker created some difficulty for trainers and participants in some countries. Policy was often interpreted as politics. The Power Broker role was also difficult to translate. The linguistics specialist will also be valuable in helping to interpret some of the proverbs and metaphors that frequent the pages of these documents.

3. Agree on some basic ground rules for working together as a team before you begin the adaptation and translation process.

For example, how will your team handle disagreements and differences of opinion about what to adapt and why? Be clear about each team member's

role and responsibilities. Establish objectives, expected outputs and outcomes, and realistic time tables for reaching key milestones.

4. Build a working relationship with the proverbs, metaphors, and other linguistic tools that are so integral to the learning process.
Now that's a pretty heavy guideline. But take just a moment or two and think about how these language tools are used to enrich the learning process, not just in the classroom, but on the job, in the home, and in the community. **Proverbs in conversation,** according to an old Venezuelan saying, **are like torches in darkness.**

In the adaptation process, think about adding or replacing proverbs that we have included with some that are special to your culture, country, or region. If you do, make sure they fit the context of the learning objectives. And make sure they are uplifting and inspirational; in other words, encourage the reader or training participant to associate them with their own aspirations as a local elected leader. All of the volumes are loaded with metaphors because that's the way most of us carry out meaningful conversations. As you go about the adaptation and translation processes, alter, change, and add to the metaphors that we use so they fit your own ways of communicating and learning.

5. If you are translating the materials into another language, hire the best translator available and don't allow that person to work in a vacuum.
The translation process is too important and difficult to be carried out without supportive interaction with a small bilingual team of trainers and elected officials who are responsible for reading the translations and giving constructive feedback. We had an instructive experience when working with a two-language team in the development of a set of training manuals on local government financial management. Much of the dialogue about how to translate certain technical terms took place between two continents and sometimes the interactions were, well, amusing. As some of the technical terms went from one language to another and then back again to the originating language, the initiator of the discussion often could not recognize the concept that was being discussed. Never underestimate the difficulty and importance of the adaptation and translation processes.

6. Share the wealth of your experience and labour with others.
The translation of these learning materials can be a difficult, costly, and time-consuming venture so think about how you can share your final products and experience with others who communicate in the same language. As we were putting these thoughts on paper, one of the authors was able to connect the Ismailia Training Centre in Egypt with resource persons in another country in the region that is undergoing significant changes in its governing systems and processes. The Ismailia Centre has

translated the initial elected leadership series into Arabic and has a number of seasoned trainers who could be available to help establish an elected leadership programme in that country.

A Reflective Opportunity

Adapting and, if necessary, translating the elected leadership series will be among the first and most important actions you will take once the decision has been made to use these materials. Stop for a moment and reflect on how you and others will undertake this responsibility. In the space below, jot down your thoughts on what kinds of adaptations might be needed to make this series of training materials more acceptable and useful in your country and culture; some of the key persons to be involved in adapting and translating; and how best to get this part of the process underway.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Part II: Managing the Planning Process

To chop a tree quickly, spend twice the time sharpening your axe.

Chinese proverb

This part of the User's Guide gets a bit messy because there are so many tasks associated with managing the planning process. For example, how do you get organised to conduct elected leadership training? Who can, or will, be your sponsors? How do you market this training and follow-up activities? Do you need to conduct a training needs assessment when you already have the training materials in hand? How do you build the trainer capacity to do this type of training if it doesn't exist? The challenge of training elected officials is unique, and many trainers are reluctant to recognize that this is not just another management training programme. And how will you measure the impact of this training on the individual, the elected body on which she serves, and the community?

To make some sense of this mess, we are going to start with a technique that should serve you well in a number of situations. We borrow it from the consulting profession, but it works equally well in the training business and other entrepreneurial ventures. What we are about to discuss is called, among other things, Contracting with your client. This is not a legal contract; rather, it's a psychological contract. Now most people don't refer to it in this manner probably because it sounds too clinical. Nevertheless, the concept and strategy has a rich history in the helping professions like consulting, training, and coaching, to name a few. Moreover, it's a great management tool and an effective tool for elected men and women to use as well in conducting their business. Think about including it in your next training programme for elected officials.

The Fine Art of Building Effective Working Relationships

Ed Schein wrote an important book in 1965 called *Organizational Psychology*. In that book he took the concept of the "social contract" and gave it an organisational spin. Here's what he had to say at the time:

> The notion of a psychological contract implies that the individual has a variety of expectations of the

organisation and that the organisation has a variety of expectations about him. These expectations not only cover how much work is to be performed for how much pay, but also the whole pattern of rights, privileges, and obligations between the worker and organisation.[1]

If you substitute *training manager* for the *individual* and *training client* for the *organisation,* then you can easily see how this concept applies. Design Learning (DL) has described what is involved in setting the psychological contract between two people or entities better than any we have seen. The elements DL believes are important to cover in an initial meeting between the training manager and client are these:

- ***Personal Acknowledgement.*** This is the first exchange of information and feelings between the training manager and the training client. The goal is to make contact and to establish a working relationship. For example, express your appreciation for the opportunity to meet. If the client initiated the contact, then this is a good time to learn why the client decided to get in touch. If you as the training manager initiated the contact, then you might want to say why you wanted to meet and how the contact was made.
- ***Communicating and Understanding the Situation.*** This is the part of the discussion where you talk about the role of the elected official and the challenges inherent in this important community role. If you initiated the discussion, talk a bit about leadership training and what it involves. If the client has reservations about getting involved, this is the time to understand what they are and to discuss them.
- ***Client Wants and Needs.*** At this point in the conversation, it is important to understand why the client might want to get involved in elected leadership training, what their expectations are about such training, and why they think it could be an important investment for their elected body and the municipality. If you have initiated this conversation, then it's important to help the client express what he or she can offer to help make the training effective. It may be financial, logistical, even symbolic such as endorsing the programme. Discuss the client's concerns about costs, schedules, and the format of the training and other issues that might be associated

---

1 Schein, E. H, Organizational Psychology (Englewood Cliffs, NJ: Prentice-Hall, 1965.), p.11.

with planning and implementing the training.

- ***Training Manager's Wants and Offers.*** Now is the time in this conversation when you will want to be clear about what you will need from the client to make the training successful and what you can bring to the training relationship. This can include such issues as the numbers of trainees you think you need to conduct a successful training programme, how the training will be delivered, the quality of the trainers, possible venues, the time commitment required, what the training content and process will be, and other "wants and offers" you have that will factor into this being a successful working relationship.

- ***Closing the Conversation.*** If you have reached an agreement to go ahead with the training, summarize the key points of the agreement and talk about next steps. Most initial discussions about elected leadership training will probably not result in a firm commitment immediately, so you will need to talk about follow-up steps. Otherwise, you may have wasted your time and theirs. Make plans to meet again within the near future to move toward a firm commitment. If this is not the right person or group to work with to initiate elected leadership training, then determine who is and ask if the person you are talking to can help make the contact.

What we have just covered is a process of establishing a working relationship with your elected leadership training client. It could also describe the process you would want to carry out in "contracting" with your training team.

Some Thoughts on Finding Sponsors and Clients

Most of what we are about to say may be common knowledge to many if not all of you. If so, consider this as a refresher course. Since sponsors are often different from your potential training clients, let's look at this collection of key stakeholders first. Sponsors come in two basic types: those that provide monetary or other concrete kinds of support; and those who lend their name and prestige, even clout, to support local government training.

Your concrete support list should include the usual grant giving institutions, i.e., bilateral and multilateral development institutions, foundations, private organisations, national and international NGOs that want to support local government capacity building initiatives, and more. If you have an association of local governments or several associations that represent local governments in your country, they may also be sources of

direct support if they believe that elected leadership training can benefit their mission. The same is true of professional associations. The central government may give funds to support training, or they may be able to help introduce you to third parties they know who would be interested in supporting your training initiatives.

Some of the same sponsors you thought might be able to provide monetary or other direct support might also be able to lend moral support by endorsing your elected leadership training efforts or by providing entrée to key stakeholders. Think about conducting a stakeholder analysis to identify potential direct and indirect sponsors. You could do the same to identify potential clients for the training. By stakeholder, we mean any person, group, or organisation that has an interest, pro or con, and would be affected in any way by elected leadership opportunities or the consequences of the training. As you can see, even the planning of elected leadership training can cut both ways. Some individual, group, or organisation might see it as competitive to what they have to offer and oppose your initiatives. Or unenlightened local officials who have had a tight rein on decision-making and resource allocation might see such training as threatening to their hold on power.

The Sponsorship-Funding Dilemma

Before we go any further, it is essential to talk about the longer-term funding trap that is often associated with many of the kinds of sponsors we just mentioned. Many services and programmes often die on the vine once the sponsor's financial support is discontinued. Given this reality, you need to develop a strategy for sustaining the training after the donor or sponsor leaves town and to plan that strategy before you accept their money.

Here are some suggestions. Develop a sliding scale of participant training fees. As the acceptance and popularity of elected leadership training grows, you can increase the fees without suffering serious decreases in enrolment. Make sure you build as much of the developmental costs as possible, i.e. materials, translations, training of trainers, into any initiating grant or contribution. If you don't, you may be forced to increase costs later on to recoup these costs. In one country, regional training centres are supported by local governments through a modest membership fee based on population. In turn, the local governments are represented on the centre's policy board and get discounted and often free registrations to attend training programmes.

About Those Clients

Regarding your potential clients, it will be useful to discuss the proposed training with key decision and influence makers within the ranks of local

government elected officials. We are talking about those individuals or institutions that can help you mobilise sufficient numbers of local government elected officials to make the training viable. These may include the political or executive leader(s) of the association(s) of municipalities or local governments; influential media officials who might have the attention of local government officials; leaders of respected non-governmental organisations that are keen to improve local government performance and accountability; key local elected officials who have earned the respect and "ear" of their colleagues; and others you will be able to identify as you think this task through.

It is easy to define the "clients" of training too narrowly, i.e. as only those men and women elected officials who will be attending the workshops. In reality, the clientele for your training may be much broader. In Slovakia, highlighted in the opening case study, the clients included more than individual elected officials. The seven regional training centres established to serve local governments were important clients because they represented key mechanisms for managing the delivery of the training. The elected leadership programme represented a valuable product for them to offer local governments in their respective regions and still does. The newly created association of trainers and its members, established with the help of the bilateral donor agency that funded the training of trainers programme, became one of the other key interim clients. In other words, a client is any person, group, or organisation that is either served by, or utilises the services of, whatever is being offered.

We also believe there is a much broader market for this leadership series than just individual elected officials. The initial series was put to effective use in a number of different arenas. We will be sharing some ideas in Part V on how to build a client base that goes beyond the notion that elected leadership training means just that.

Marketing Elected Leadership Training

Just like any new product, this elected leadership series will benefit from creative marketing on your part. While every country has its own values and behaviours regarding marketing, it will be up to each country team to decide what will be most effective in promoting this new training opportunity. Based on our experience and others who have carried out successful marketing initiatives, here are some ideas for you to consider:

- Get information out to as many media sources as possible about the elected leadership series and how you plan to use it. Raise awareness about the need for elected leadership training, opportunities for providing such training, and the benefits to be realized. Think about addressing those audiences who are themselves

concerned about improving the quality of local governance. These include service clubs, chambers of commerce, and others you are familiar with in your country that support the development of local governments.

- Contact key elected men and women leaders who are trend setters and influential with their colleagues and ask them to help you mobilize support for elected leadership training.

- If you have one or more local government associations or associations of local government professionals, i.e., finance officers, get them involved in your marketing efforts. If they have a newsletter or journal, get an interview with the editor and provide them with a short article describing the series and how it can help them meet their association's goals and objectives.

- Get invited to their annual meeting or other membership meetings. Offer to make presentations to both explain the series and to solicit interest in follow-up training. Conduct short demonstration training events based on the series. Think about using the Role and Competency Performance Satisfaction assessment questionnaire in the Introduction Chapter of **Volume 3** (Concepts and Strategies) of this LEL series as a resource in these sessions.

- Work with trainers and training organisations who have established working relationships with local government and other public and civic institutions. Of course, they may be your competitors. If this is the case, try to figure out how to collaborate so it's a win-win situation for everyone concerned.

- Taking a page from the Slovakian experience described earlier, hold information and demonstration workshops on a sub-regional basis within your country. They found that many elected officials had the wrong perception about how the training would be conducted. The participants in these workshops expected dull lectures and not interactive, skill-oriented learning opportunities. It also helped that these one-day learning events were free. Consider it an investment, an expected cost of launching a new programme.

- Conduct periodic or targeted training needs assessments of local elected officials focusing in part on the roles and competencies covered in this training series. The self-assessment questionnaire in the *Introduction* Chapter in **Volume 3** of this series can be modified to be a part of your needs assessment survey. Make the results known

and use them to garner financial and moral support for launching an elected leadership programme.

- Once your programme has a sufficient number of graduates, conduct impact assessment evaluations to learn how participants have used their new knowledge and skills to be more effective leaders. Use this data and personal testimonies from key participants to market new programmes. Also, use the evaluation feedback to strengthen your elected leadership training initiatives.

- If your region doesn't already have an organisation devoted to building the capacity of other institutions that have the responsibility for local government capacity building, consider creating one. With support from the Local Government and Public Service Reform Initiative of the Open Society Institute in Hungary, Partners Romania Foundation for Local Development (FPDL) has conducted a very successful regional programme for capacity building in governance and local leadership for central and eastern European countries. They conduct training of trainer programmes based on new materials like this series and provide other ongoing support initiatives to trainers and training institutions in the region. FPDL's yearly steering committee meeting involving users of the programme assess progress, share ideas and materials, and recommend new initiatives for future support based on their collective needs.

To summarize, raise awareness about elected leadership training opportunities in every way possible. If you don't know what is available, it's hard to be motivated to take advantage of it. Hold demonstration workshops at municipal association and other likely meetings. Take your show on the road by offering short one-half or full-day demonstration workshops wherever there is a cluster of potential clients. Join forces with key stakeholders who are concerned with good governance in your country and develop a strategy that involves elected leadership training as a major component. Create a training capacity building programme and train trainers. Mobilise these trainers to help in the marketing of your programme. Organise it so it's in everybody's self-interest. Carry out impact assessments with participants when they return home from the training. Use the results from these assessments to improve your programme and promote future programmes through personal testimonies from past participants and concrete examples of the training's impact on elected leadership performance.

Training Trainers

One armpit can't hold two watermelons.

Turkish proverb

It's also obvious that you can't offer elected leadership training without a cadre of trainers. What isn't so obvious to many is the ease with which you can meet this need. Whether it was sheer luck or brilliant planning and execution on the part of the initiators of the first edition of these training materials, they created a training of trainers' (TOT) template that seems to work in diverse cultural and geographic settings. Let's look at some of the quality indicators behind the success of these TOTs, and the way this innovation diffusion mechanism works.

Quality Indicator (QI) # 1: The initial edition of the elected leadership series has proven over the years to be user friendly. In other words, the series has been easy for trainers, particularly newly recruited trainers, to use with a high level of confidence. While some critics perceived the series as being too basic, even naïve, a decision was made early in their development to sacrifice comprehensiveness and complexity for simplicity and user friendliness. Given the success of the first edition, we are now challenged to retain these qualities while also making them timely and relevant in a rapidly changing local elected leadership environment.

QI # 2: The tools in each of the manuals are designed to be modified at the trainer's discretion. We encourage trainers to tinker with them, to improve upon them and, on occasion, to take only the core design idea and construct their own learning experience around it. In your TOTs, encourage your participants to incorporate their own ideas based on the needs of their training clients.

QI # 3: It's important to have a small team of competent trainers to train other trainers. We don't encourage the blind leading the blind. Our experience in conducting TOT's suggests that a two-person team is sufficient to conduct an effective TOT with this training series. But there are no hard and fast rules on how many to include on the TOT training team. Whatever the number, they need an in-depth knowledge about what's in the manuals, and confidence in their ability and skills to conduct experiential learning events. "Experiential" is a fancy word for interactive knowledge enhancement, skill-based learning experiences that tap the needs, personal attributes, and experiences of the participants. It is important for these trainers to be willing to take risks in their designs and training delivery and to be willing to experience occasional failure.

QI # 4: The quality and number of TOT participants are also important ingredients for achieving TOT success. Before we talk about the quality of your TOT participants, let's talk about numbers. We recommend you keep the numbers of trainees in your workshops to no more than sixteen. The TOT designs that have worked with predictable success have been very intensive, so managing more than sixteen becomes difficult. Groups of either

twelve or sixteen have proven effective since many of the TOTs we are familiar with have used four person teams to design and deliver training modules to others based on the elected leadership series. More about the TOT designs in a moment; but first, let's look at the types of men and women you might consider recruiting for your EL TOTs.

While the recruitment of future elected leadership trainers will depend a lot on local practices and possible mandates from those funding the TOT, we want to share with you some lessons learned from past initiatives to train local elected leadership trainers. These lessons have been garnered from a wide range of cultural and geographic settings.

- It helps if the TOT participants come from organisations that will support their efforts to launch an elected leadership programme when they return home.
- Opportunities for success in launching and sustaining back-home programmes are enhanced if the participants come as teams who can work together after the training.
- Requiring previous training experience doesn't seem to be an important factor in the success of TOT participants nor does age although in both cases, it helps to have mentoring relationships in the initial stages of their development as trainers.
- Some of the trainers who have achieved the greatest results as elected leadership trainers have been either young professionals or seasoned elected officials. One of the participants in the first regional elected leadership program conducted by FPDL was twenty years old. He has been one of the most successful and prolific trainers to come out of their TOT programmes. He has worked in a number of countries in eastern and central Europe. A woman, who had served for many years as a member of her village's elected council in Slovakia, expressed an interest in becoming a trainer after going through the training programme. She went on to become one of their most successful trainers and participated as a lead trainer in TOTs held in Kazakhstan and Montenegro.
- When seasoned trainers are among those who are recruited to be TOT participants, it is important for them to come to the experience with an open and willing attitude to engage in new learning. They probably haven't worked with elected officials, and we think the working environment of local elected officials is both unique and challenging. The training materials may also be quite different from those they have used in the past.

QI # 5: Finally, the TOT design. While there are many ways to design TOT workshops, the success of a particular elected leadership training of

trainers (EL TOT) design that has worked remarkably well in many parts of the world gives us confidence in recommending it. It is based on a two-week experience where the participants are immersed immediately into small group activities to design learning experiences that are then delivered to either co-trainers in the workshop or elected leaders from the area where the TOT is being held.

Rather than bore you with descriptions of how such TOTs are conducted, we have included in the back of this workbook two workshop designs that have evolved from TOT efforts involving the authors and two trainers from FPDL.

Two final comments about TOT initiatives based on these elected leadership materials. Don't expect every participant to become a competent and successful trainer of elected officials based on a two-week TOT. Nor should you be too concerned about the initial quality of the training your TOT participants deliver when they return home based on such a short TOT experience. We have learned over the years that it is better to have trainers from the same country or culture working with their elected officials, even though they might not be polished trainers, than some outside trainer with long experience. New trainers graduating from your TOTs will have another advantage. They will be working with materials that are user-friendly and, more likely than not, their workshop participants will have low expectations about the quality of elected official training based on their past experience.

Just how versatile is the proposed TOT design and local elected leadership (LEL) training materials? Good question. We offer the following testimony in their defence. One of the authors worked as a co-trainer on a TOT in Egypt to introduce the elected leadership programme for Arabic language countries. At the same time, Ana and Nicole from the Partners Romania Foundation were in India conducting the first elected leadership TOT programme in that country. After only two weeks of training, and no follow-up training or consultation, the participants in each of these TOT programmes were successful in developing sustainable programmes in their respective countries. Training trainers who train others without your continuing assistance is capacity building at its best.

Finding a Secure Home for the Elected Leadership Training

Another aspect of the LEL planning process that we think is worth discussing concerns finding and securing a home base for the training. This may be the most difficult and problematic part of the whole planning and management process. There is no magic formula or easy answer. What we can offer are some possibilities. If you have a national or several national organisations that represent local governments, i.e. association of municipalities or elected officials, we think this is the place to begin your exploration. Non-profit research and development organisations that work

with local governments might be another. University or other educational institutions with public service institutes and professional associations that cater to the needs and concerns of locals government professionals also represent potential places where your elected leadership training and associated services might be located.

Individual entrepreneurs who offer LEL training are also a potential asset in the mix of management options, but rarely do they have the depth of capability or stature to provide long-term sustainability. We suggest you conduct a stakeholder analysis of the potential organisations that might assume overall management responsibilities for your elected official training programme.

Training Options and Impact Assessments

The mouse that has but one hole is soon caught.

Arabic proverb

The final two issues in *Managing the Planning Process* we think are important to call to your attention are delivery options and assessing the impact of your LEL training investments. While we will discuss later in this Guide opportunities to use the LEL series with non-elected official audiences, let's look at opportunities directly associated with elected officials.

The most logical LEL audience is what is known in the training profession as "stranger groups." In other words, those individuals participating in the workshop may or may not know each other. The options for organising elected leadership training for such a group are many. You can organise residential programmes where participants will need lodging for one or more nights depending on your design. There are obvious advantages to residential training although the cost of lodging can be a factor. In Slovakia, participants were recruited to participate in a number of 2-3-day workshops scheduled over a period of about 4-6 months. The participants went through the entire series of roles and competencies as a group. They developed a strong bond and trust within each group that greatly enhanced opportunities for individual and group learning. If you have the resources, we highly recommend this approach.

Other options include a series of one-day workshops covering selected competencies or the entire series. These sessions can include individual elected officials who are interested in improving their skills, all elected officials from one local government who want to learn more about their oversight responsibilities, or elected officials from several adjoining local governments. In this last option, it may be an opportunity to bring together elected officials from more than one jurisdiction who need to work together to solve regional problems. Start with training and move on to more

important issues. In other words, use training as the vehicle to help them begin the dialogue process across jurisdictional lines.

Or you might want to organise workshops for special groups of elected officials such as women officials; the chief elected officials, mayors, or whatever the official label is in your country; or chairpersons of specific committees, e.g., finance. While the time and participant options are not endless, they are numerous. You are encouraged to be creative in expanding the opportunities to train elected officials. One enterprising trainer we know conducted short workshops in conjunction with an annual meeting of the Association of Local Governments to raise awareness about the availability of the training and to recruit participants for future workshops.

Finally, assessing impact! If you haven't considered conducting some kind of impact assessment on the elected leadership training you offer, we strongly suggest you do. While assessing the impact training has had on individual learning and behaviour is important and should be done, we recommend going a bit further in your assessment initiatives. Assess, for example, the impact of training on deliberations and decisions of the participant's elected body and the performance of the local government's programmes and services. Since any such impact may be low when only one or two members of the elected body have attended the training, the potential increases when more elected colleagues share the learning experience. If you want to bring about changes at the corporate body or organisational level, we encourage you to involve as many elected officials as possible from the same local government in elected leadership training. To learn more about impact assessments, contact UN-HABITAT for a copy of the *Manual for Evaluating Training's Impact on Human Settlements.*

Part III: Training Design and Delivery

I n the following discussion, you will find an overall checklist of some key design and delivery factors to keep in mind; a look at some of the more mundane but important factors to consider, such as time, venue and equipment; the importance of adaptation and creativity in using these materials; the art of writing training goal and objective statements; and how to design learning events that will keep your clients coming back.

Training delivery is another one of those complicated subjects. It also includes a lot of planning tasks although they are different from those we just discussed. In the following discussion you will find an overall checklist of some key design and delivery factors to keep in mind; a look at some of the more mundane but important factors to consider, such as time, venue and equipment; the importance of adaptation and creativity in using these materials; the art of writing training goal and objective statements; and, how to design learning events that will keep your clients coming back.

There are many factors to consider in designing and delivering effective, efficient, and engaging learning experiences. The following checklist targets some of the more important ones. It is followed by more in-depth discussions about each. By the way, *effectiveness* has to do with providing training experiences for your clients that meet your client's immediate and short-term learning needs. *Efficiency* is how you deliver the training. *Engaging* is the process of involving your participants through sharing their ideas, life experiences, and visions about the future.

- Effective, efficient and engaging training is driven by purpose. Your ability to write clear and concise objective statements that describe what you plan to accomplish during the learning experience is the most important design task you will undertake.
- The quality of your learning events will be determined in large measure by the time and energy you invest in adapting these materials to fit the situational context of your participants.
- Holistic learning events involve the infusion of new knowledge, ideas and insights and the opportunities for participants to process and apply these infusions based on their individual and collective experiences and needs.
- The most insightful learning design can be sabotaged by external factors. Fortunately, most of these externalities are within your control, but they need to be managed.

Since the need to cope with the last set of factors often precedes efforts to sit down and design the training event, let's look at them first.

Managing the External Factors

It's impossible to design and deliver an effective training programme without taking into consideration many of the external factors that will often determine just how successful you will be when you begin the training. While most of these may be obvious to many of you, they are still worthy of review.

1. Expectations

To the extent possible, narrow the expectation gap between you as the trainer and the workshop participants. Your workshops are more likely to be effective if the participants know ahead of time what they will be learning and the process to be used to facilitate their learning. We mentioned earlier where one country team organised one-day marketing workshops to introduce the series and to demonstrate experiential training techniques. This can be important if your intended audience is likely to have experienced only lecture-oriented training in the past. You might also consider developing a training calendar that can be provided to client organisations such as municipal associations, so they can announce when workshops on various topics will be available, their length, and location.

We encourage you to negotiate a mutually agreed-upon contract with potential training clients. These clients might be a cluster of local governments, an association of local governments, or even an educational institution that wants to broaden their services to local governments. Individual training contracts allow the trainer and the client organisation to be much more explicit about training content and scheduling. In any case, it is important that information on training content and approaches is specified beforehand so that participants know the learning opportunities being made available to them.

2. Duration and timing

The number of workshops to be conducted, their duration, and the sequencing and timing of training exercises depend on a number of considerations. If you can schedule the training as a single programme (e.g., one or two weeks in length) involving participants from many organisations, you will have considerable control over content and schedule. A series of 2 or 3-day workshops designed to cover the entire series presents a different design and scheduling problem. Since the materials provide lots of optional learning exercises for each of the roles and competencies, there is a substantial amount of design freedom built into their use. Be particularly careful to include enough time for participants to fully process the information being covered in every exercise or workshop before moving on to

the next. Build reflective time into the overall design so that individuals and small groups can informally explore in more depth the issues and topics being covered.

3. Location and physical facilities

It is important to create an environment that supports learning, one that removes participants from everyday distractions and encourages them to think and act in new and different ways. One of the worst training venues would be the room where they hold their official meetings. On the other hand, some of the best locations have been somewhat remote and rustic settings. These kinds of environments seem to foster a greater willingness to be open and to take risks in their interactions with others.

The physical facilities are also important. Look for workshop venues that offer privacy, have movable furniture, and provide enough space for several small groups to meet concurrently. Auditoriums and large, open buildings are usually not flexible enough and lack the intimacy needed for effective interaction. It is also important to arrange things so that participants are not interrupted by non-participants, telephone calls, or other annoyances during training sessions.

It may also be useful to consider that facilities promote gender equality in participation. For example, you may consider making provisions for child care as this might be what you need to give women an equal opportunity to participate.

4. Equipment and training aids

Be sure that you have access to materials and equipment that can be transported easily or can be supplied by the training venue. Essential items include flipcharts, easels, numerous pads and markers, and an overhead projector or other audio-visual equipment that is compatible with your needs and expectations. Check the equipment to see that it is in good working order and have contingency plans when something malfunctions. Our experience tells us that anything that can go wrong will and at the last moment. Prepare participant handout materials including instruments, questionnaires, checklists, and worksheets in advance and make provisions to have access to photocopy equipment or service at the training site. Notebook computers have also become standard equipment at workshops. They can be invaluable training aids for making copies of data and information compiled on-site, for projecting power-point presentations, and playing solitaire after all the younger participants have departed for the disco.

5. Numbers of participants

We discussed earlier the number of participants we believe optimum for training trainers. While we won't be dogmatic about the number of elected officials you can involve in elected leadership training programmes, we think there are some good guidelines to consider. Groups of 16 to 24 are just about ideal for one or two trainers to facilitate. These numbers also lend themselves to small group work sessions of four, six or eight members each. If you begin to include more than twenty-four, although we realize this number is arbitrary, it makes the experience less intimate, more impersonal, and cuts down on the time that each member of the group has to contribute to the interaction. Unfortunately, these decisions are often determined by funding constraints.

We've covered only a few of the important external factors that can influence the quality of the learning experience you will be designing and delivering for the benefit of others. While there are obviously many more, we don't want to deprive you of the opportunity to discover them yourself as you head down that elected leadership training trail.

Know What You Want to Accomplish and State it Clearly

A good archer is known not by her arrows but by her aim.

English proverb

As we said earlier, effective, efficient and engaging training is driven by purpose. Your ability to write clear and concise objective statements that describe what you plan to accomplish during the learning experience is the most important design task you will undertake. Here are some thoughts about how to do this and maybe even a few that are unconventional.

The best roadmap for guiding you to successful learning experiences is a clear statement of your overall goal and objectives. If you are able to state these clearly, you have increased your chances of success immeasurably. Now writing learning goals and objectives can be dull, deadly business. We don't know a trainer who enjoys doing it. And yet it has to be done. The old adage, "If you don't know where you are going, you probably won't know when you get there," applies to learning design. It's not a very attractive alternative for either you or your workshop participants.

By the way, we are using two terms, *goal and objective,* to describe aspects of your learning roadmap. The goal we see as the accomplishment of the overall expectations you hope to fulfil with your participants as a result of the learning experience. It's the super-ordinate objective you hope to achieve, a statement of the big learning picture. Objectives are sub-goals, or

statements of those things you want to accomplish through specific learning experiences during the workshop.

Don't get hung up on these terms. They are for your convenience, and the enlightenment of your learning guests. When we reviewed some of the other training materials we have written over the years, we discovered that we substituted *purpose for objective.* It probably drives the pedagogical experts crazy, but it seems to work. In a general management manual, we made this statement about one of the learning tools: "The purpose of this exercise is to help participants develop action plans that will apply important insights on staff development to their own performance as managers."

Many training textbooks recommend that we write objectives in the following way: *By the end of the training, participants will be able to demonstrate their ability to write a policy statement,* or some other concrete task. This implies that we are going to be testing them in some way to make sure they can do it. This strikes us as being a bit too academic for a bunch of elected officials who want to learn how to be more effective leaders. Given this, we will lay on you our own bias about this onerous training-design task, but not before making it clear that you should feel free to write learning objectives in any way that you feel clearly states what you plan to accomplish in the workshop.

We often write learning objectives based on what is possible to accomplish through experiential learning. This includes:

1. increased knowledge and understanding;
2. new or improved skills, either technical or relational;
3. new or altered attitudes and values; and
4. creative acts.

The first two are standard learning objectives associated with knowledge and skill-based training. The next two are harder to defend. Let's look at the third one on attitudes and values. Some still argue that you can't change these personal attributes through training. Why not? Take, for example, someone who believes that women have no right to be elected officials. Now that's an attitude, but it might also be a value that this person believes in. Through a learning experience, this person begins to understand the importance of gender equality and equity and in particular, how important it is to have women represented on their elected body. Beyond the workshop, he demonstrates this new attitude and value through supporting women in their efforts to become elected. Sometimes, attitudinal change starts with holding the mirror up so they have an opportunity to see themselves as others do.

There is no question that helping others alter their attitudes and values is a difficult learning objective to accomplish, but often it is the cutting edge of important community changes. And, we would argue that elected officials have a responsibility to be there. So, don't shy away from these more emotionally charged learning opportunities.

Regarding the fourth objective, "creative acts," it's more curious than difficult. What if you ask participants to develop an action plan as part of your learning objectives or outcomes? It hardly fits in the first three categories, so we invented a fourth.

The ultimate learning outcome is, of course, behavioural change. If the elected official's behaviour doesn't change as a result of learning new concepts or strategies, acquiring new or improved skills, or even changing a few attitudes and values in a learning experience, then the training investment is lost.

Another important distinction to keep in mind when designing learning programmes is the difference between *outputs and outcomes.* For example, when participants demonstrate that they know how to develop new policies that will outlaw ethnic discrimination in the local government's employment practices, this is an "output." They have learned how to do it. When they go back to the organisation and lead the charge to implement a new policy outlawing ethnic discrimination, based on the knowledge and skills gained in an elected leadership workshop, it is an "outcome."

Engage in Adaptation and Creativity

Simply put, you need to take advantage of the opportunities in your immediate working environment to make these materials and the training you will be conducting as relevant, timely, and client-centred as possible. Here are a few guidelines to train by:

1. If you decide to use a case study, role play, simulation, or any other tool from any of these Volumes in your training programmes, adapt it to meet your needs and the learning needs of your participants. Change names, locations, circumstances, and anything else that says, "Not invented here!"

2. Talk to some elected officials before you sit down to finalise your workshop design. Ask them if they have any interesting experiences that might relate to the topics you plan to cover. If so, check to see if you can incorporate them into your design.

3. Whenever possible, exploit your participant's experiences in the role or competency you are covering. Use these experiences to create new learning exercises, or to modify those presented. For example, you can create a role play right on the spot based on something that might be bothering many in the workshop. Or you can have an elected official describe a particularly difficult situation that he or she is experiencing and break the others up into small discussion groups to determine what they

might do in this situation.

4. Look in **Volume 3** of this series *Concepts and Strategies* , for clues to develop your own exercises. For example, many of the reflection exercises are ready-made to be turned into workshop learning experiences.

5. Don't be afraid to deviate from your workshop design or agenda when you see an opportunity for significant learning emerging out of the dialogue and energy that has been created by your participants.

The Art of Designing Learning Events

An axe without a handle does not cut wood.

Swahili proverb

If you are able to decide with clarity what you want to accomplish during a workshop, seminar, or some other kind of planned learning event, you have cleared the first and most important training hurdle. We are, of course, assuming that you have also arrived at these conclusions in consultation with your client(s) and their training needs and transformed your ideas into written statements of purpose, goals, and objectives that are concise, understandable and doable. If so, then the next step it to figure out how to accomplish them within the time allotted. This is the training design part of the puzzle.

As we said in our overview comments leading into this discussion on training design and delivery, effective, efficient and engaging learning events involve three interrelated activities: 1) the infusion of new knowledge, ideas, and insights; 2) the opportunities for participants to process these infusions, based on their individual and collective experiences; and 3) the application of what they have learned to their individual, work team and organisational needs and opportunities. Holistic learning designs should, whenever possible, include a mix of input, processing and application. We are using the term "holistic" to convey the notion that these are inter-related parts of a complete learning experience.

The first two of these interrelated components are common to most experiential training designs. We provide new ideas, information, concepts and strategies as input, and we design some kind of interactive experience so participants can process the new input. The third, *application,* is less frequent mostly because it is more difficult to design into training, or so it seems. Application is evident when we have participants complete an action plan, design a new revenue reporting form in a financial management workshop, or develop a list of stakeholders who might be important to consider in carrying out a community development project.

The most important thing to remember about these three interrelated components of the holistic learning design is their complete flexibility. You can start with any one of the components and move to the other two in whatever sequence you want. While it is fairly common to provide a lecture, for example, and follow it with some kind of exercise to process the content of the lecture, it is less common to start with an exercise and then insert the lecture. When you realize you can start with any one of the three components and move to the other two in whatever sequence we choose, you have one of the most important value-added dividends of experiential learning at your command. To learn more about this approach, we suggest you get a copy of the UN-HABITAT publication, *Designing Human Settlements Training,* or download it from the website. The manual comes in three versions for African, Asian, or European countries. Never mind what geographical "flavour" you get, just turn to somewhere around page 50 in Volume One and read all about how to mix your training design components.

The Craft of Implementing Training Designs

Each of the Volumes in the *Local Elected Leadership* series consists of exercises and activities developed and sequenced to provide a comprehensive learning experience for elected officials. A variety of activities, role plays, case studies, simulations, instruments, and so forth, have been put together in various combinations. These are designed to help participants make sense out of the concepts and ideas being presented in **Volume 3** of this series.

The exercises we have included in the series are all structured in about the same way although the subject matter differs from volume to volume and among the roles and competencies presented in these volumes. For example:

- Each exercise begins with an estimate of the time required. The times or time ranges are an estimate of the time it takes to complete the exercise. While staying within the recommended time frame is, well, recommended, don't be a slave to it. Use your judgment. If the exercise has sparked lively and important discussions, don't cut it off by saying, "Sorry, but we've scheduled a role play, and we need to get on with it." That's an example of the trainer meeting his or her needs and not the needs of the participants and is very dysfunctional. If it takes longer to complete an exercise than scheduled, you can either make up the time elsewhere in the workshop or discuss with the participants the need to add a bit more time to the schedule.
- The time estimate is followed by the exercise objective.

Each objective is *performance oriented;* that is, it is meant to be a specific, realistic appraisal of what participants will know or be able to do as a result of their active participation in the exercise. The test of a good objective is that participants can understand it and see themselves capable of achieving it.

- Following the objective is a step-by-step procedure indicating in detail what you and participants are to do in the appropriate sequence. We call this the process. Occasionally, the *process* will include variations or alternatives for your consideration particularly if the exercise is to be used with participants who work together and may be interested in improving their team performance. A time estimate may be provided for various steps in the process.

- The process description is followed by worksheets to be either read or written on by participants. Typical worksheets are cases, role-play situations and role descriptions, instruments to be completed, questions to be answered by small groups, and other participant-involving things. Worksheets should have clear instructions and be easy for participants to read. All worksheets included in the Volumes are designed and intended for mass duplication.

Each role and competency includes a warm-up exercise. These exercises are transitional experiences meant to serve as a bridge between the new ideas being presented in the workshop and the pre-existing knowledge and points of view that participants bring with them. Warm-ups are the means by which you begin moving participants from the known to the unknown and start the process of getting them acquainted as early as possible into the workshop with others, the learning process, and you.

Several of the exercises make use of one of several well-known methods of group problem solving. In each case, the intent is to pass along to workshop participants a working knowledge of a useful process and at the same time, experience in using the process to carry out a role-relevant learning task. In one competency chapter, participants are introduced to brainstorming, one of the common methods for generating ideas to solve a problem or make a decision. In another competency chapter participants are encouraged to use force field analysis as an analytical aid in planning ways to remove obstacles to the attainment of a leadership objective. Many of the chapters in **Volume 3** *(concepts and strategies)* and **Volume 4** *(Training Tools)* include exercises that have general applicability across the various competencies. Given this, you might want to get acquainted with what is available in all of them before designing workshops on specific competencies and roles.

A number of the training tools are designed to build on participant-contributed situations or problems. Working in small task groups, they are asked to analyse the situation and suggest courses of action that are then reported during a plenary session. In other suggested workshop designs, there are problem-solving activities supported by worksheets. These are intended to be completed by participants working in small groups as an aid to analysis and for later reporting. Worksheets are useful for at least two reasons: they provide a record of small group reactions to the assigned tasks, and they give participants written record of their small group's results to take home with them.

At the completion of each workshop design is a skill-transfer exercise. The intent is to help participants begin the transition back to the "real world" of participating elected officials. It is important that participants begin making definite plans for trying out or changing certain aspects of their role performance responsibilities. These plans are more effective if they are made in writing, realistically critiqued, and shared openly with other participants.

IMPORTANT NOTE! We have been talking about the tools in each of the Volumes as though they are workshop designs. They <u>are</u>, and they are not. They are because they include a sequence of training exercises that can be selected to conduct a workshop based on a particular competency covered in the Volumes. They are also sequenced to help you develop a learning rhythm in your workshops.

However, we never intended that you should use all the exercises in one workshop, nor to adhere rigorously to the sequence in which they are presented. In this respect they <u>are not</u> workshop designs. Use your imagination, and your design knowledge, skills, and experience to develop a workshop design that will work for you and your participants.

The Finesse of Facilitating Learning Activities

With the possibility that we are repeating ourselves on some of these issues, we will nevertheless press on with some clues about how to work with small groups, one of our favourite techniques as you have no doubt discovered. We will focus on three aspects of managing small group learning: giving instructions, monitoring their progress or lack thereof, and helping them to report out and process what they have learned.

Giving Instructions

Most experts on giving instructions agree on one thing: begin the instruction by giving participants a rationale for the task or exercise. When participants know why they are being asked to do something, they will be far more

interested in learning how. Beginning with this expert-driven mandate, giving good instructions can be viewed as a simple, four-step process.

- **Introduce the exercise by giving a rationale.** This should include the objective of the exercise and anything else you might add to help participants see the importance of the exercise from their point of view.
- **Explain the task.** Describe what participants will be doing. Usually the task of a small group is to produce a product. Use active verbs to describe the product such as, "list the three most important…" or "describe an incident in which you were involved that…" Make the transition from the rationale for the task to the explanation as smoothly as possible.
- **Specify the context.** It is important for participants to know who they will be working with, under what conditions, and how long. The context of the exercise spells out how they will be accomplishing the task.
- **Reporting.** Let them know that they will be asked to report out to the larger group the results of their small group discussions. The purpose is not just to explain what happened but to advance the process of learning. Reporting allows participants to share their experiences with one another, hopefully enabling them to expand, integrate and generalize learning from their individual or small group experiences. Ask them to decide on who will represent them in this reporting process before they begin their discussions. Encourage them to share this role between all members of the small groups.

Monitoring Small Group Activities

When participants are busy carrying out the tasks you have assigned them, you need to be busy keeping track of how their work is progressing. We call this monitoring. It's not time for you to go shopping or to look up some high school sweetheart who happens to live near the training venue. Monitoring is important for two reasons:

- It gives you feedback on how well participants know what they are supposed to be doing and how committed they are to the task. If you sense confusion, misdirection, or misinterpretation in a group, you may need to restate the task, perhaps by paraphrasing the original instructions or augmenting them with an example.
- It helps you to adjust the time needed for the task. Even

the most carefully designed small group exercise will require some adjustments in the amount of time it takes to complete certain tasks. Each participant group is different. Therefore, your concern should be with assuring the small groups enough time to gain the most learning value for its members.

When you have given small groups their instructions, stand quietly and wait until they have convened and have gotten underway on the task. After a few minutes, circulate to find out how things are going. Enter the work area quietly being careful not to interrupt. If you are asked questions, and you usually will be, answer them briefly. If one small group's questions suggest there may be confusion in the other groups, then interrupt the others and re-phrase appropriate parts of the task for all of them.

As groups proceed with the task, there are several aspects of their activities you should be aware of and intervene in if it seems necessary to help them be more productive:

- Is the physical space and seating conducive to all participants, or are some participants isolated?
- Are there changes in the noise level in the group? These changes may indicate that a group has finished its task, just getting down to work, or perhaps confused about the task. In any event, you need to check it out.
- Do participants seem to be working on the task, or are they engaged in idle conversation? If participants are discussing matters unrelated to the task, they may have finished, or they may be avoiding the task. Check it out.
- Based on the task given and the time remaining, are participants behind, ahead, or on schedule? If time is running out but participants are still working intently, it may be more desirable to give them more time. When you notice that some groups have finished and others have not, you might offer a time check, "You have two minutes left," for example.

Facilitating the Reporting Process

By reporting, we do not mean a detailed, "this is what we did during our meeting" recital. Rather, the term "reporting" is intended to mean an opportunity to share the most important observations and conclusions of the time spent by a small group on a task.

Logistics are an important aspect of facilitating small group reporting. What group will report, when, and who will represent them? What kind of reports will be expected - on newsprint, orally with no visuals, or by

power point? One of the authors worked on a training programme in one of the Pacific Rim nations where every group was expected to make computer-assisted reports.

Time is also an issue in reporting and it needs to be managed. For example, you can have each group report two or three items from its list rather than report every item. Another approach to reporting is to have each small group examine and report on a different aspect of the same topic. Finally, where small groups have been working on the same task and some kind of synthesis or consensus is needed, a polling procedure can be used. For example, have each small group place its recommendations on a sheet of newsprint which is posted for all to see. When all the sheets are posted and reviewed, comparisons can be made, differences noted, and confusing entries clarified.

Three skills are required to effectively facilitate the reporting process:

1. Asking initiating and clarifying questions: To help initiate and clarify group reports, you need to be able to ask direct, but not leading, questions. These should be open-ended questions usually beginning with what, when, where, how, or why such as, "What are the implications of this method given your role as an elected official?"

2. Paraphrasing. This is important to be sure you are actually hearing what the participant meant you to hear. Your objective is to assure the participant that you are listening and that you are eager to know if you have heard correctly. For example, if someone reports that, "Elected officials have difficulty doing the right thing," you might paraphrase or restate what you heard for clarification by saying, "You mean elected officials know the right thing to do but often find it difficult to get it implemented."

3. Summarizing. While paraphrasing is meant to mirror the meaning with a change of words, summarizing is to synthesize or condense a report to its essentials. The intent, once again, is to test for understanding. Efforts by a trainer to summarize or reduce information to its essentials might begin with phrases like:

"In other words .... "
"If I understand what you are saying, you mean...."
"In summary, then, you feel..."

Some Other Important Tools of the Training Trade

While the training exercises in each of the role and competency presented provide some of the important tools needed to construct a series of elected leadership workshops, they still need the skills of the master builder to apply them with success. Here are a few ideas on how to work more effectively with these tools.

Be Flexible

Flexibility in working with the training materials and the participants may be the most important and often most difficult skill to develop as a trainer. While most of the exercises can probably be conducted without a lot of modification, we don't recommend it. There are many reasons for this. You might experience time constraints that will require you to "cut and fit" the exercise to fit the time available. The participants may have different expectations from those assumed when the exercise you want to use was developed. There may be something about the exercise that just doesn't feel right in the culture in which you are working. Your participants may have actually raced ahead of you in discovering something that is important to them, and they want to talk about it in more depth. It's not the time to say, "That's fantastic, folks, but I have this role-play scheduled and we need to get it in before the lunch break." It's important to be flexible, to seize the opportunity of the moment.

Enrich the Content

While we have tried to provide enough content materials in Volume 3 of this LEL series to get you through most workshops, we encourage you to enrich the content with local examples, new concepts or strategies that you might have discovered, or even evidence that refutes what we have written about so eloquently. As we found out from the first Elected Leadership series, the world of the elected official is changing rapidly, and whatever we write today may be out of sync with tomorrow's reality. As you prepare for each workshop, enrich the content with current examples and new ideas that build upon, or even refute, the concepts, principles, and strategies we have provided.

There is another content enrichment opportunity that is available in every experiential learning experience that yearns to be tapped at any given moment. That's the experience, wisdom, and ideas of the participants. While we have included a number of different approaches to collecting and evoking information and ideas from your participants in the Volumes, we encourage you to invent your own. One of the most successful techniques we have found is to get a lot of ideas out quickly and organize them into some logical framework using large index cards.

One of the authors was involved in a workshop to identify training needs of non-governmental and community-based organisations (NGO/CBOs) in sub-Sahara Africa. Each participant was given a number of large index cards and asked to write on each card one of the most important problems they perceived NGOs and CBOs are experiencing in their efforts to be effective and efficient in that part of Africa. In less than an hour the participants had generated and organised into clusters more than 500 ideas. While many were duplicates and different interpretations of the same

problem, this exercise generated a wealth of information and shared understanding about the world in which they were living and working. From this visual display of information and ideas, the participants then went to work to determine what kinds of training interventions, if any, might help them address these problems and challenges.

There are, of course, many ways to tap the experience of participants to add to the content of each workshop. These include developing instant case studies or critical incidents based on their experience rather than using ones that have been included in the Volumes; asking participants to take various positions in a role play that reflects a situation they might be struggling with in their own communities; or creating an instant simulation based on the needs of the participants. For example, the simulation might involve a budget hearing where citizens have, for the first time, been given the opportunity to participate in the deliberations.

Providing Balance and Rhythm

Designing workshops is a bit like writing a musical score. You need to take into consideration things like sequencing events, balancing your instruments and their impact on the overall production, and assuring that the rhythm doesn't bore either the audience or the conductor(s). For example, the arrangement of exercises and presentation should proceed naturally from the more known to the less known, from the less complex to the more complex, from the less interactive to the more interactive. Every component of the workshop should contribute to the attainment of workshop goals. Even the refreshment breaks, meals, and free times should be placed strategically.

And don't forget those ice-breakers, energisers, and openers that are so important to group growth and ongoing maintenance. They serve the needs of those who join together to learn and implement what they are learning. Since some of us get these tools confused with each other, it might be useful to describe them and how they differ.

Icebreakers and openers have a lot in common, but also some differences. Icebreakers are relatively subject-free activities whereas openers are often related to the content of the workshop. Icebreakers are typically used when workshop participants don't know each other. They are designed to help members get acquainted and become more comfortable as learning partners. Openers, on the other hand, are tools to help participants ease into the subject matter. They tend to set the stage for interactive learning; help the group, including the facilitator, avoid abrupt starts; and generally help the participants get comfortable with the content material. An opener may be as simple as asking the participants to share in pairs what they think is meant by "enabling" when that particular competency is introduced.

The other type of climate-building and group-maintenance exercise is the energiser. Typically, it's a fun event to get the group's collective energy level up when the group seems to have hit a slump. Don't hesitate to use

these group "environmental tools" to open your workshops, to help everyone get acquainted, and to infuse a bit of adrenalin into the learning community when it's fuel tank seems to be on empty. If you want to learn more about these tools, check with your training colleagues or get on the Internet and surf for ideas. If these two options fail, just ask your participants to lend a hand. Our experience it that most groups have individuals who are skilled in running these types of exercises and enjoy the opportunity to become involved.

Process the What, Why, and How of Learning

Everything that happens to you is your teacher.
The secret is to learn to sit at the feet of your
own life and be taught by it.

Polly Berends

To paraphrase Polly's metaphor about self-learning, everything that happens in a workshop is important. The secret is to keep on top of the what, the why and the how of your learning design and process them. Processing is simply an activity that is designed to encourage your participants to plan, reflect, analyse, describe, and communicate throughout the learning experience. These are the events that encourage the transfer of learning from the workshop environment to the real-world working life of your participants. Here are some processing techniques to consider:

- Use observers to report on the process or outcome of an exercise.
- Ask participants to serve as consultants to one another to stimulate thinking and problem solving.
- Divide participants into several smaller groups for rapid processing of new ideas and information and provide for reports and summary discussions.
- Leave time for participants to reflect on what they have been learning and doing.
- Encourage back-home application by having participants develop written plans about what they plan to do to apply what they have learned to their roles and responsibilities as elected officials.

Encourage Participation but Don't Overdo It

While an important trainer role is to stimulate participants to exercise more freedom in thought and action, it is important not to force any activity that might cause them to feel threatened or intimidated. This is particularly true if people are attending a workshop involuntarily or with strong reservations. Be sensitive to the feelings and needs of all participants. Don't expect your participants to involve themselves with equal enthusiasm in every single activity.

Celebrate Opportunities to Learn

Every significant learning experience is a cause for celebration. While you will need to determine what is "significant" based on your experience and the norms of your situation, we tend to think that a week or more of training deserves some kind of celebratory event. It may be a closing luncheon, the handing out of certificates of participation, a group photograph, or something more significant depending on the time and personal commitment of your participants. If you will have a large number of elected officials participating in the full series of workshops, you might consider holding one large celebration or reunion once a year. This could provide publicity for your programme and also an opportunity to make it more elaborate.

Have Fun

We came across a French proverb while writing this part of the User's Guide that sums up one of the most important qualities of a learning experience. The most wasted of all days is the day when we have not laughed. Think about your own experiences as a trainer or participant and the ones you have treasured and remembered. So, have fun knowing that laughter in the midst of learning is a no-cost, value-added commodity.

Part IV: Helping to Assure Learning Application

A good anvil is not afraid of the hammer.

Greek proverb

While training is the accepted strategy throughout the world for workforce development, it's expensive. A good return on your training investment is assured when (1) the training addresses real performance discrepancies and skill needs; (2) the training is competently designed and delivered by experienced trainers; and (3) those who have attended the training apply their new knowledge and skills to improve work performance. All of these factors must be present for training to meet the expectations of those who invest in it. But it is the third that is the most problematic. Unless those who are trained make the effort to use what is learned to correct discrepancies or to modify or change their behaviour, the investment is lost. Here are some thoughts on what you might do to help participants apply what they learned when they return home from your workshop:

Planning for Learning Transfer

An observer of the training business more than four decades ago pointed out three necessary conditions for training to transfer. First, the training content must be applicable to the work to be done. Second, the person being trained must want to learn what is being taught. Third, the person being trained must be motivated to apply what has been learned.2

In a book by Broad and Newstrom on training transfer, the authors promoted the idea of developing learning partnerships to enhance the potential for learning follow-through. These partnerships include those doing the training (trainers), those being trained (in this case, elected officials) and those with a personal and organisational stake in using training to make the organisation more effective and productive (other elected officials, key local administrators and, of course, citizens). They recommend the implementation of three specific transfer strategies:

1. Before the training begins, get agreement within the elected body for specific performance criteria and encourage participants in training to be accountable for results.
2. During the training, provide participants with application-oriented objectives and individualized feedback on their performance; work them in support teams for the

exchange of ideas; and create opportunities to develop individualized back home action plans.

3. After the training and in the work setting schedule debriefings provide safe opportunities for skill practice and give positive reinforcement for demonstrating desired behaviours.[3]

Figure 1 below shows twenty-seven learning application strategies that are believed suitable and effective for participants in an elected leadership workshop. The strategies are arranged in a matrix by when - before, during or after the training - and by whom responsibility should be given for assuring strategy implementation.[4]

The Pre-workshop/Airport Challenge

Our experience with pre-workshop assignments is not all that promising. At best, it seems that participants hope for a delay in their travel plans so they can do a quick skip though any materials sent to them prior to the workshop. The challenge for the participant is how to read several hundred pages of pre-workshop assignments while going through security checks. Nevertheless, we keep hoping and trying to alter pre-workshop behaviour, and we suspect you do too.

If there is an opportunity to meet with small clusters of those who will be coming to the LEL series workshops, it can be an opportunity to better understand the kinds of challenges they face as elected officials. Such discussions can lead to exploring ways the LEL series training can effectively help them address these challenges more. Of course, meeting with some and not all of those who will be coming to your workshop can create a "we-they" situation at the beginning of the formal learning experience.

Given the reality of pre-workshop participant performance, we suggest you enclose with whatever information you send to your perspective attendees a copy of *The Role and Competency Performance Satisfaction Self-Assessment Inquiry* questionnaire from Chapter one-Introduction to the Local Elected Leadership Series in. Volume 3 - *Concepts and Strategies.* Ask them to take time to complete the questionnaire and reflect on what they expect to gain from the forthcoming learning experience.

---

2 Mosel, James N., "Why Training Programmes Fail to Carry Over," Personnel Psychology 34, Number.3. (1957), pp. 56-64.

Figure 1: The Learning Application Matrix

	Pre-Training	During Training	Post-Training
Chief Elected Official and Non-Participating elected colleagues	Involve elected leaders (ELs) in setting post-training performance goals.	Protect ELs in training from unnecessary distractions and interruptions.	Debrief ELs to discover what took place and review their learning application plans.
	Public acknowledgment for ELs who take time to participate in professional efforts.	Transfer scheduled EL assignments to peers on a temporary basis.	Provide opportunities for ELs to practice new skills and provide public acknowledgment of success.
	Officially recognise elected leadership training as potentially beneficial to council effectiveness.	Take part in activities designed to encourage the use of new skills to improve overall council effectiveness	Reinforce efforts to apply new skills and schedule briefings with other members of the council as appropriate.
Trainers	Align training with the needs, goals, and priorities of local elected leaders.	Develop an understanding about what trained ELs can do to put new skills to use in their roles.	Create expectations that success will follow from efforts to apply learning.
	Involve participants in needs assessment and in the review of training designs for relevance.	Help ELs to apply learning and to visualize doing in their roles what they have learned.	Follow-up through writing, calls, and on-site visits to review results and help remove obstacles.
	Distribute pre-training materials and data gathering to stimulate EL readiness and interest.	Use performance aids to enhance learning retention and to reinforce application commitments.	Conduct evaluation surveys and refresher sessions and feed back results for ELs and their peers.
Participating elected leaders	Use any opportunity to provide input into workshop planning.	Develop a plan for using skills to improve personal and council performance.	Review training materials for retention of knowledge and skills.
	Anticipate the many opportunities for better performance made possible by the training.	Compile a record of learning to avoid memory loss after returning home.	Review efforts to apply learning to performance improvement and assess the results.
	Commit to active participation in all planned training events.	Make commitments to other elected colleagues at the training to follow through on applying what has been learned.	Maintain contact with other trained ELs with whom application commitments were made.

Workshop Strategies to Aid Learning Application

Sharing Experiences

The opening session of an elected leadership workshop is not too soon to raise the importance of how the participants will apply their new-found knowledge and skills when they return home. If this is one of a series of open enrolment workshops on the various roles and competencies, you might ask if any participants had attended earlier workshops on the series. If so, invite them to share their experiences in applying what they learned. This sharing technique can provide continuity and remind other participants that it is important to think about how they will apply what they will be learning to challenges in their local leadership role.

Learning Objectives

It is conventional wisdom to include near the start of any organised learning experience a discussion of the objectives you hope to achieve as a group. However, it's not so common to ask participants to develop their own set of learning objectives based on the workshop content and design. We suggest you do. It could be the introduction of the questionnaire we just talked about that is located in Chapter one of Volume 3, or a variation of this questionnaire. Have them write their own learning objectives and remind them that they will be asked to return to them at the end of the workshop when they prepare an action plan based on what they plan to do when they return home.

Action Planning

We suspect you have your own version of the Action Planning end-of-workshop exercise questionnaire. If not, consider the following and modify it to meet your needs and those of your participants. While we have included all twelve of the elected leadership roles and competencies in this learning application planning document, you may want to edit it to only include those you covered in any specific workshop. Or you might want to include all and request that they bring it back to each future workshop in the series so they can continue the action planning process based on additional learning opportunities.

My Plan for Applying What I Learned

The following worksheet is designed to help you think about what you have learned in this workshop and how you will apply your new leadership

---

3   Broad, Mary L. and John W. Newstrom. Transfer of Training: Action-packed Strategies to Ensure High Payoff from Training Investments (Reading, MA: Addison-Wesley Publishing Co., 1992), pp. 13-4.

4   Manual for Evaluating Training's Impact on Human Settlements (Nairobi: UN-HABITAT, 1997, 1997), p.78.

insights, knowledge, and skills when you step back into the pressures and chaos of elected public service. It is designed to be used in conjunction with the pre-workshop questionnaire The Role and Competency Performance Satisfaction Self-Assessment Inquiry questionnaire from Chapter One Introduction to the Local Elected Leadership Series in **Volume 3**.

While the following inquiry includes statements about all of the roles and competencies included in this series of training handbooks, concentrate your efforts on those covered by this workshop. Be as specific as possible about what you plan to do, with whom, under what circumstances, and within what timetable to use your increased competencies to achieve specific and personal objectives. By the way, we have used the word results to be synonymous with the objective(s) you want to accomplish in each of the competencies. Follow each specific proposed result with details on how you plan to accomplish it.

- I plan to use my increased *Communicating* competencies to accomplish the following results in working with my constituents and colleagues when I return home:

_____
_____
_____
_____

- I plan to use my increased *Facilitating* competencies to accomplish the following results in working with my constituents and colleagues when I return home:

_____
_____
_____

- I plan to use my increased competencies and skills in *Using Power* to accomplish the following results in working with my constituents and colleagues when I return home:

_____
_____
_____

- I plan to use my increased *Decision-Making* competencies to accomplish the following results in working with my constituents and colleagues when I return home:

_____
_____
_____

- I plan to use my increased *Policy-Making* competencies to accomplish the following results in working with my constituents and colleagues when I return home:

_____
_____
_____
_____

- I plan to use my increased *Enabling* competencies to accomplish the following results in working with my constituents and colleagues when I return home:

_____
_____
_____
_____

- I plan to use my increased *Negotiating* competencies to accomplish the following results in working with my constituents and colleagues when I return home:

_____
_____
_____
_____

- I plan to use my increased *Financing* competencies to accomplish the following results in working with my constituents and colleagues when I return home:

_____
_____
_____
_____

- I plan to use my increased *Overseeing* competencies to accomplish the following results in working with my constituents and colleagues when I return home:

_____
_____
_____

- I plan to use my increased *Institution Building* competencies to accomplish the following results in working with my constituents and colleagues when I return home:

_____
_____
_____
_____

- I plan to use my increased understanding and skills in *Representation* to accomplish the following results in working with my constituents and colleagues when I return home:

_____
_____

• I plan to use my increased understanding and skills in overall *Leadership* to accomplish the following results in working with my constituents and colleagues when I return home:

_____
_____
_____

I realize that accomplishing the results I have outlined above will be challenging, and at times difficult. Given these possibilities, I plan to share these plans with the following individuals and ask them to support me in these efforts. We will decide how best this support can be accomplished when we meet.

Supporter # 1: _____

Supporter # 2: _____

I also realise there will be pockets of resistance to what I want to accomplish in each of the competencies and roles and responsibilities listed in my action plan. Given these possibilities, here is my plan for overcoming the resistance in each of the competency and role areas. (Be specific about what kind of resistance you expect, from what quarters, and about how you plan to cope with it.)

_____
_____
_____
_____
_____
_____

Part V: Expanding the Client Base

We discussed earlier some of the possibilities for using these handbooks in more traditional ways to train local elected officials. What we want to do now is provide you with a market basket full of ideas on how to use these handbooks in a wide variety of situations and settings. We will repeat some ideas that were presented earlier in the guide assuming you may have forgotten them already or you skipped over them to get to this part of the User's Guide.

Variations on the Elected Leadership Theme

If you decide to be a purist and focus only on local elected officials as your training target, here are some options to consider:

- A series of workshops for the same group designed to cover all competencies and the two foundation roles of *Representation and Leadership.* This can be a very powerful experience for the participants particularly if you can offer the training as a residential programme of two- to three-day workshops scheduled over several months.
- A series of workshops for stranger groups, meaning no cohort groupings-just those who respond to an open enrolment announcement. These could be one, two- or three-day workshops on specific competencies.
- Full or half-day workshops offered in conjunction with various other events, i.e., an association of local governments' annual conference.
- Workshops for just the elected officials from one local government, or adjoining local governments.
- Workshops on specific or all competencies for the chief elected officials from local governments of a similar size and population, for instance, mayors and their counterparts.
- Workshops for elected officials from various political subdivisions such as counties, townships, etc. Sometimes they feel "special" or unique with unique learning needs, so you can cater to their whims.
- Workshops for elected officials from a metropolitan region where there is the need to create a regional dialogue which could lead to better understanding and future cooperation.
- A radio series on the handbooks that is directed to local elected officials. We have no idea how this might work,

but some regions around the world are considering the possibility.

- Offer the series through an educational institution where there could be a more formal credential offered. It could attract those who think it might help their re-election chances.

- Workshops for only women elected officials could be useful where their numbers are limited and their opportunities to be influential are thwarted by lingering discriminatory cultural or gender norms.

- If you have a minority population in your country, think about a special programme of workshops for their elected officials. If they aren't represented on the elected body, consider conducting a series of workshops to prepare them to run for elected office. This is an area where it might be easier to get funding if their representation on local government elected bodies is being challenged.

As you can see, the opportunities to provide training for elected officials are many. We encourage you to use your imagination to make these training opportunities available to as many elected officials as possible. If training is how you make a living, or training is one of the services your organisation offers to local governments and other public institutions, it's also good business.

Cross Boundary and Other Opportunities

There is nothing in these handbooks that say they can't be used to train individuals and groups that are not elected officials. Granted, you will have to make a few adaptations, but most of the knowledge and skill development topics covered in the handbooks are useful in a variety of settings.

Before we jump totally out of the elected official arena, let's look at some possible transitional uses:

- Discuss with your favourite elected officials the possibility of holding workshops for a mix of elected officials and their appointed management team members. Encourage them to focus on those competencies where they may be having problems, i.e., communicating or institution building.

- Workshops for elected officials, select local government staff members, and citizens on competencies such as negotiating or facilitating meetings based on evidence that such cross-boundary training could be useful.

- If you have elected men and women who are interested in

training others in the community on certain of these competencies, help them develop the trainer skills so they can facilitate the training. This may sound a bit farfetched, but think about it for a moment. There may be a committee of elected officials who are responsible for overseeing their local government's work with street children. They might decide to hold a short workshop for some of the street level leaders on decision-making. It might help them to better understand this unique constituent group and provide everyone involved with a meaningful learning experience.

- Ask your elected officials for ways they think these handbooks could be used to expand the capacity of local leadership.

Finally, we want to take your imagination beyond the learning boundaries imposed by the titles we have given this series. Think about the possibilities of using these handbooks to train in these arenas:

- Leadership workshops for the governing boards and top management staff of non-governmental and community-based organisations.
- Skill-building workshops for local men and women who aspire to become local elected officials.
- Small business owners and operators who need additional skills in communication, decision-making, or other competencies when such training is not available to them at a price they can afford.
- Team-building sessions with local government staff or coalitions of organisations working on a public service project where relationships need a boost.
- Organisation and community interventions where strategic planning or conflict management competencies are required to move community organisations or coalitions forward.
- Teachers who train school children in peer mediation and other leadership skills.
- Evening, open enrolment workshops in neighbourhoods on such competencies as communicating, facilitating, and representation to encourage the development of future elected leaders particularly in disadvantaged areas of the community.
- Assaulted and abused women who need to learn how to use power more effectively.

The original elected leadership series found its way into some unusual learning venues and arenas. We believe this series will also attract new audiences outside the boundaries of local elected leadership with your

help, of course. So, after you have trained all the elected officials in your training domain, start to think outside the box. How can you introduce leadership learning opportunities to others in your community?

Part VI: Trainer Survival Kit

While the handbooks offer enough training materials to help you design and deliver a full-scale local elected leadership programme, we decided to supplement these with a few basic tools of the trade. They are divided into two categories: 1) workshop learning components, i.e., case studies, role plays, etc,; and 2) training delivery tools. They cover some of the basics trainers need to survive with dignity.

Think of these learning components as parts from which you can design and build an experiential learning event. They are largely interchangeable although their success depends on a number of environmental variables. For example, the number of participants you are working with, the time you have available, the mix of participants and, most importantly, what you hope to achieve. Start with your learning objectives and your learning audience and then decide which of these might be helpful in constructing a winning workshop design.

Presentations

Trainers who believe in andragogy, a fancy term for adult education, and experiential learning, which translates roughly into learning-by-doing, are usually horrified to even mention the word "LECTURE" in the company of other trainers. Instead we use such terms as lecturette, guided discussion, and yes, presentations. However, there are lots of opportunities when it is both appropriate and essential to present ideas, concepts, strategies, data, and other brain-stuffers to achieve your learning objectives even in the most interactive training experience. The following are a few ideas to help you make presentations that will keep your participants from snoring.

Presentations are useful for explaining new concepts and subject-matter details and to stimulate critical thinking. Used in conjunction with other learning methods, presentations help workshop participants become better informed, involved, and comfortable with learning new things.

Presentations are more than just a way of delivering information. You can use them at the start of a workshop to establish a proper learning climate, promote interest in learning, and reduce participant anxiety. You may present information spontaneously at any point in the workshop to stimulate thought, introduce exercises, clarify or interpret a new concept, or test for comprehension. Finally, you can take advantage of presentations at the conclusion of a workshop to summarize important lessons learned and encourage learning transfer.

Many trainers see the presentation only as a form of information delivery. Viewed from a broader perspective, the presentation is an opportunity for the trainer to get a group of participants involved in their own learning. This is more likely to happen when a presentation includes planned

or spontaneous participant-involvement techniques sometimes referred to in the volumes as guided discussions. Here are a few clues on how to engage your participants in your presentation:

- Ask participants to think about and discuss situations in their own work experiences that illustrate a concept you have just introduced to them as a way of helping them see its practical application to their own work.
- Ask participants to answer questions about material just covered or restate in their own words what they just heard you say as a comprehension check before going on to new material.
- Give participants a handout that covers some aspect of the material being presented orally and include some blank spaces in the handout for their use in writing down their own interpretations or possible job applications of the material being discussed.
- Most importantly, use visual materials to supplement your oral presentations, i.e., flipcharts, chalkboards, over-heads and, if available, computer-assisted materials. These help to keep participants awake, lengthen their attention span, increase the retention of new information, and lessen the chance of your being misunderstood.

In summary, successful presentations are planned with four considerations in mind.

- They are brief, focused on a few key ideas and packaged to deliver information in "bite-sized" chunks.
- They are designed to include provocative beginnings, convincing middles, and strong endings.
- They give participants ample opportunity through question and answer techniques to demonstrate their comprehension, and to compare viewpoints and experiences with the trainer and other participants.
- They respond to the needs of participants to experience multiple ways of accessing information and ideas.

Discussions

Discussion is any interaction between two or more people on a topic of mutual interest. The types of discussion used in the Local Elected Leadership series are of two kinds depending on the trainer's role. In those that are trainer-guided, the trainer takes an active and direct part in guiding and directing the discussion. In what is sometimes called a structured

discussion, you will be letting participants manage their own deliberations.

In the trainer-guided discussion, the objective is to encourage participants to think about, relate to, and internalize new ideas related to a particular topic. While usually planned as a way of processing case-study data, role-playing experiences, or other exercises, such discussions may occur spontaneously during a presentation or near the close of a workshop. How productive they are will depend on how experienced you are with the question-and-answer method and your knowledge of the subject.

In a structured discussion, the objective is to engage participants in idea generation or problem solving relative to an assigned topic and to demonstrate the value of teamwork - interdependence. You need little subject-matter expertise to initiate a structured discussion. Normally, you will divide the participant group into several small groups of about equal size and assign the same or different tasks to each group. After tasks are assigned, a period of time is allowed for the small groups to discuss the task. You might want to give instructions to the small groups about appointing a leader, a reporter, and a timekeeper. At the end of the discussion phase, small groups are asked to come back together and to report their findings, sometimes written on flipchart paper which can be taped to a wall of the training room.

Sometimes, the focus of small group discussions is on the process of working together as well as the product of the group effort. There is much learning value in exploring relationships or patterns of interaction among participants as they work together to solve a problem, decide on a course of action, or carry out some other task. You might decide to select one or two participants to be observers. Ask them to monitor the process of interaction among participants as they work together on tasks. Assure that this is being done with the knowledge and consent of other group members. Their final task is to feed back their observations and conclusions to the group when it has finished work on its assigned task.

In summary, the discussion method can stimulate participant involvement in the learning process. Trainer-guided discussions are of value principally in stimulating logical thinking. However, subject-matter expertise is required if you plan to lead such a discussion. Structured discussions, on the other hand, help participants to become self-reliant, to develop team thinking and approaches, and to be less dependent on the trainer. Your role in discussions of this kind shifts to coach and interpreter. Through mutual exploration, struggle, and discovery, participants in small groups gain insight and the satisfaction that comes from having attained these insights.

Case Studies and Critical Incidents

Under this heading we will discuss two types of exercises that are used in this handbook series: (a) the longer traditional case study used in many professional schools and (b) an abbreviated version of the case study called the *critical incident.*

Traditional case studies

The case study is an actual or contrived situation, the facts from which may lead to conclusions or decisions that can be generalised to circumstances experienced by those taking part in the exercise. Put another way, a case study is a story with a lesson. Cases used in training can take many forms. They may be quite long, complex, and detailed. Or they may be short and fairly straightforward similar to the one- to three-page variety found in the handbook series.

The case method assumes group discussion. The well constructed case stimulates participants to analyse and offer opinions about (a) who was to blame, (b) what caused a person to behave as he or she did, and (c) what should have been done to prevent or remedy the situation. The more important contributions of the case method to training include:

- Discouraging participants from making snap judgements about people and behaviour.
- Discouraging a search for the one "best answer."
- Illustrating how the same set of events can be perceived differently by people with similar backgrounds.
- Encouraging workshop participants to discuss things with each other and to experience the broadening value of interaction.
- Emphasising the value of practical thinking.

Critical incidents

Closely related to case studies, critical incidents are brief, written descriptions of situations that are familiar to the workshop participants. They can come from several sources: (a) the workshop participants themselves; (b) participants in earlier workshops; (c) anecdotal information collected by the trainer through interviews and surveys; (d) secondary source material such as journals, books, and manuals on the topic; and (e) the trainer's fertile imagination. When preparing a critical incident for use in a workshop, there are several design ideas to keep in mind:

- Keep them short - several sentences is usually enough - and simple so they can be read and understood quickly by workshop participants.
- Because incidents are short, they need to be tied directly to the workshop objectives.
- Include enough detail about the problem to emphasise the point of the incident.

When asked to write a critical incident, participants are instructed to think of a difficult situation related to the training topic. They should describe the situation briefly, state who was involved in it, and the role they played. Depending on how the incident is to be used, participants might be asked later to explain what was done about the situation and the resulting consequences.

Role Playing

Role playing involves asking workshop participants to assume parts of real or imaginary persons, to carry out conversations, and to behave as if they were these individuals. The intent is to give participants the chance to practice new behaviours believed appropriate for their work roles and to experience the effect of behaving this way on themselves and on others who are playing related roles. It is generally believed that on-the-job application of new behaviours increases to the extent that people are willing to try out and evaluate the new behaviours under supervised training conditions. Few training methods offer more effective ways to encourage experimentation with new behaviours than role playing.

To provide the context in which role playing can achieve significant participant learning, couple it with the case study or critical incident method. After reading and discussing a case study or critical incident, invite participants to step into the roles of the individuals featured in the situation. Realism is enhanced when detailed role descriptions are developed for each of the role players.

If an individual is resisting the opportunity to become involved in a role play, it is better not to push them into participating. It is up to the trainer to establish the tone for role playing. Provide firm direction when moving a group into role playing by establishing ground rules and the boundaries of good taste. Bring the role play to a close when it begins to lose its realism and learning value.

Here are some useful steps to take in setting up and directing a role play.

Step 1: Introduce the setting for the role play and the people who will be represented in the various roles. If names are not given, encourage role players to use their own names or provide them with suitable names for the roles they will be playing.

Step 2: Identify participants to play the various parts. Coach them until you are satisfied they understand the "point of view" represented by each part. Participants may be asked to volunteer for roles, or you may attempt to volunteer them for roles in a good-natured way.

Step 3: Ask participants who play roles to comment on what they have learned from the experience.

Step 4: Ask other participants to give critical feedback to the role players.

In summary, role playing is a highly interactive, participant-centred activity that, combined with the case-study method, can yield the benefits of both. When case situations, critical incidents, and role descriptions closely represent real-life conditions, role playing can have a significant impact on the participants' ability to learn new behaviour.

Simulations

Simulations are like role plays, but bigger. They are often simplified models of a process that is to be learned. Through simulation, workshop participants can experience what it is like to take part in the process and can experience their own behaviours relative to it in a safe environment. They help the participants learn while avoiding many of the risks associated with real-life experimentation.

Simulations are sometimes used to involve participants in organising physical objects to study how they make decisions. One example is to create small teams that are asked to compete against each other on the construction of a tower within designated time and resource constraints. The intent is to examine questions of planning, organisation, and the assumption of leadership within newly-formed teams. Another example of simulation is something called an in-basket exercise. Individual participants are asked to make quick decisions as a newly-appointed manager on how to delegate or otherwise dispose of a stack of correspondence left behind by a previous manager. The intent of this kind of simulation is to investigate how an individual sets priorities, delegates' authority, and generally manages time.

As with role plays and case studies, simulations garner their learning value from the authenticity of the situations and the degree of realism provided by participants taking part. What has been said earlier in the guide about setting up the situation and being sure everyone knows what he or she is supposed to be doing applies equally to your trainer role in producing successful simulations.

In summary, simulations are workshop representations of situations participants are likely to be confronted with in their real-life roles. They allow participants to practice with new ways of doing things and learn

more about their own behaviour in role-relevant situations with a minimum of personal or professional risk.

Instruments

An instrument is any device that contains questions or statements relative to an area of interest to which participants respond. Instruments are versatile. They can include questionnaires, checklists, inventories, and other non-clinical measuring devices. Normally, instruments focus on a particular subject about which workshop participants have an interest in learning. They produce a set of data for participants to study, either individually or in small groups or both. Often these instruments are designed to help participants discover more about their own beliefs, values, and behaviours and provide data on the norms of a larger population. Most participants, when confronted with their own data, are inclined to alter aspects of their future behaviour so they can be more effective.

There is a major distinction between just having participants complete an instrument and using it properly. The value of these learning aids is increased measurably when you apply the following steps:

Step 1: Administration. Distribute the instrument, read the instructions to participants, ask for questions of clarification only, and instruct them to complete the instrument. Monitor the time carefully and encourage participants to help others if they are having problems in completing it. Expect some individuals to take longer than others.

Step 2: Theory input. When participants have completed the instrument, discuss the theory underling the instrument and what it measures.

Step 3: Scoring. Based on the way the instrument is designed, ask participants to score their responses. Sometimes instruments have a built-in scoring mechanism. At other times, it may be necessary to read out the answers and to give other instructions, e.g., how to combine scores. Since some scoring instructions can be difficult, we suggest you take the instrument yourself and get familiar with all aspects of it before trying it out on others. This is even more important if you devised the instrument yourself.

Step 4: Interpretation. It is generally effective to have participants post their scores on chart paper for others to see. Small groups are often formed to discuss their scores. Special attention should be given to the meaning of low and high scores and discrepancies between actual and estimated scores, if estimating is done. Participants may be asked if they were surprised by their scores or other participant's scores.

In summary, instruments are used to derive information directly from the experience of workshop participants themselves. Owing to the personal nature of the feedback, instruments can be an effective method for helping participants learn more about specific behaviours and the impact these behaviours have on others. While we have included a number of instruments in the handbook series, we encourage you to develop your own based on the needs of your participants and your own interests in expanding your training design knowledge and skills.

Sample Training of Trainer (TOT) Workshop Designs

As mentioned earlier in the guide, we are including two training-of-trainer designs to provide some insight on how to prepare trainers to undertake the use of these materials in a very short period of time. The first TOT design was used to prepare a group of trainers from several eastern and central European countries in one of the first initiatives to make the elected training available in those countries. The most interesting aspect of this design is the involvement of local elected officials from several Romanian cities who participated in a five-and-one-half-day skill development workshop that covered the entire series of UN-HABITAT elected leadership training materials. This workshop was conducted entirely by the TOT participants without any interventions by the training team. They were given three days to prepare their training designs and presentations. After they conducted the elected leadership workshop sessions for the Romanian officials, they spent one full day in evaluating the experience and one half day preparing action plans for implementing elected leadership training programmes in their own countries. Please note that the following design outlines two workshops, one for the trainers and the other for the elected men and women.

The second TOT design involves training teams from a number of south-eastern European countries who were trained to use the UN-HABITAT Elected Leadership materials in their home countries. This workshop did not include elected officials. Participants trained each other in six of the eleven roles. It was different in two other respects. 1) It provided participants with much more knowledge about and skill building in adult education theory and practice. 2) The design includes more detail about various aspects of the design and schedule, what is often referred to as *trainer notes.*

In both of these designs, we are presenting them in the format and detail they were provided to the original participants. As trainers, we assumed you would find them not only interesting but instructive.

I. TOT WORKSHOP INVOLVING ELECTED OFFICIALS

REGIONAL PROGRAMME FOR CAPACITY BUILDING IN GOVERNANCE
AND LOCAL LEADERSHIP
**ELECTED LEADERSHIP TRAINING OF TRAINERS AND PILOT
WORKSHOP FOR ELECTED OFFICIALS**

AGENDA

TRAINING OF TRAINERS

WEDNESDAY	
During the day	Participants arrival
	Travel to Sinaia
Evening	Participants' Registration
	Dinner

THURSDAY		
09.00-13.30		**Morning Session**
09.00-09.30		Get acquainted session
09.30-10.30		Programme goal and objectives and participants' expectations Programme rules
10.30 -11.00	Coffee break	
11.00-12.00		Learning styles
12.00-12.30		Establishing the trainers teams
12.30-13.30		Presentation of the 11 roles
13.30 -14.30	Lunch	
14.30-19.30		**Afternoon session**
14.30-15.00		Teams share roles for the Pilot Workshops
15.00-15.30		Training cycle and training design
15.30-16.30		Participatory, interactive training tools: Brainstorming and NGT
16.30 -17.00	Coffee break	
17.00-17.15		Characteristics of a good quality lecture
17.15-19.30		Presentation of training tools: role play, visual aids and lecture, case study, questions and answers, simulation,discussions, instrumentation

FRIDAY and SATURDAY		

09.00-12.30		The teams of trainers develop the design for three roles
12.30 -13.30	Lunch	
13.30-15.30		Teams present in plenary session their design
15.30-18.30		The teams of trainers develop the design for three roles
19.00	Dinner	
20.00-22.00		Teams present in plenary session their design

SUNDAY		

09.00-12.30		Teams work on the last preparation for the opening
12.30-13.30	Lunch	
13.30-15.00		Plenary session: feedback sessions guidelines

PILOT WORKSHOP FOR ELECTED OFFICIALS

SUNDAY		

15.30-17.30		Elected officials' registration
17.30-20.00		Opening session
		Get acquainted
		Programme goal and objectives, participants' expectations
		Programme rules
		Perspectives on elected leadership training

MONDAY		

09.00-12.30		COMMUNICATOR
12.30 -13.30	Lunch	
13.30-17.00		FACILITATOR
17.00-18.00		Feedback session for trainers

TUESDAY		

09.00-12.30		NEGOTIATOR
12.30 -13.30	Lunch	
13.30-17.00		DECISION MAKER
17.00-18.00		Feedback session for trainers

09.00-12.30		POWER BROKER
12.30 -13.30	Lunch	
13.30-17.00		ENABLER
17.00-18.00		Feedback session for trainers

THURSDAY

09.00 -12.30		POLICY MAKER
12.30 -13.30	Lunch	
13.30 -17.00		INSTITUTION BUILDER
17.00 -18.00		Feedback session for trainers

FRIDAY

09.00 -12.30		FINANCIER
12.30 -13.30	Lunch	
13.30 -17.00		OVERSEER
17.00 -18.00		Feedback session for trainers
19.30		Dinner

SATURDAY

09.00-12.30		LEADER Closing ceremony, awarding of certificates
12.30 -13.30	Lunch	
14.00		Elected Officials' departure
13.30 -19.30		Relaxation time

SUNDAY

09.00		Tourist sights visit

MONDAY

09.00 -12.30		Morning session - TOT evaluation
09.00-09.30		Presentation of participants' end-of-course evaluation
09.30-10.30		Exchanging experience between trainers
10.30 -11.00	Coffee break	
11.00-11.15		Trainers evaluation of the TOT

11.15-12.30		Trainers self assessment
12.30 -13.30	Lunch	
13.30 -17.00		Afternoon session: Strategies development
13.30-14.00		Evaluation results presentation
14.00-15.00		Presentation of steps to develop action plans
15.00-15.30	Coffee break	
15.30-17.00		Trainers work on developing strategies to attend identified goals

TUESDAY		

09.00 -12.30		Morning session - Action plans development
09.00-10.30		Trainers work on developing action plans in order to implement the strategies
10.30-11.00	Coffee break	
11.00-12.30		Action plans presentation
12.30-14.30		Closing ceremony, awarding of certificates.

II.   WORKSHOP FOR TRAINING TEAMS

Please note: This workshop design includes much more information about how the design is organized and presented. The detail is intended to help the participants better understand how to prepare a detailed schedule and design. Normally, these *trainer notes* would not be included, but then, this is a training of trainers.

REGIONAL PROGRAMME "WORKING TOGETHER"
ELECTED LEADERSHIP TOT

AGENDA

Saturday

19.30   Participants' registration: Meeting in the lobby with passports, and tickets to fill in reimbursement form and receive the manuals.

20.00   Dinner

Sunday

9.00-11.00 **Module 1:**   Get-acquainted session, Programme Objectives, Manuals Presentation

5 minutes: Welcome

PARTICIPANTS PRESENTATIONS:

15 minutes: **Drawing of Country teams**

Task: Discuss in your country team for five minutes and prepare a team presentation through a drawing that include the following information about the country team and team members:

- One quality of each team member, name/organization
- One strength you think your team has for future trainings for municipal authorities (expertise, experience, commitment, etc.)
- One big expectation of your team in this TOT Programme

15 minutes: **Teams' presentation**

Registration of expectations during the presentation

10 minutes:	PROGRAMME OBJECTIVE AND STRUCTURE

Programme goal:

By the end of the Programme the trainers will be able to develop Capacity Building Programmes for Municipal authority representatives, elected officials and decision makers from City Halls, focused on leadership.

Programme objectives:

(a) Deepening participants' knowledge and skills on the concept of good leadership practices and on the roles and responsibilities of the local elected leader to better represent the citizens, provide civic leadership, and effectively work within their communities.

(b) Improving participants' understanding, knowledge, and skills in the design and conduct of interactive training programmes based on the Elected Leadership series of Manuals and the eight associated roles

Programme structure: On Flipchart

5 minutes:	WORKING RULES
5 minutes:	MANUALS PRESENTATION:

UN-HABITAT, philosophy, experience in using them

30 minutes:	EXERCISE: What is Leadership? Leaders' characteristics (Cards)

Working in your country teams, think of individuals you consider have demonstrated exceptional leadership. (Any historical period or geographic area)

Put on the cards 1-2 qualities/ attributes you consider this personality has (one quality/card).

Present in plenary your ideas in one min. and cluster based on the similarities

5 minutes:	LEADERS CHARACTERISTIC AND THE COMMUNITY LEADER ROLE.

Presentation of general characteristics and community leader role

30 minutes:	IDENTIFYING ROLES AND ACTIVITIES OF COMMUNITIES' REPRESENTATIVES

Flipcharts on the walls with the five roles as titles:

Communicator, Decision Maker, Enabler, Power Broker, Policy Maker

Task: What do you think the local leader as representative of community should do in the role of...?

Please write/add your answer on each flipchart

Ask volunteers to present the registered ideas on one role after presentation of roles as defined in manuals.

11.00-11.30 Coffee break

11.30- 12.30 **Module 2:**   **TRAINING AND LEARNING, LEARNING STYLE**
     10 minutes: **Presentation TOT Principles:**
     Learning by doing, accommodate all learning styles, learning from each other.
     TOT approach: Organize your experience besides having only new information
     Academic & training approach Diagram: Transparent

     10 minutes: What is training/learning
     Flipchart: trainer, participants, environment, content &process

     10 minutes: **Q/A:** Learning styles (What participants expect and need)
     What is your preference when you should learn something new, Knowledge and skills, 1-3 volunteers
     20 minutes: **Learning style inventory & group profile**
     Group profile, based on the instrument results
     10 minutes: **Explanation** of each style
     Why it is important to know that we have different styles from the trainer point of view?

12.30-14.00 Lunch Break

14.00-15.30 **Trainers roles & Training process**
     Learning objectives, experiential learning, training design

     10 minutes: **Trainers Role** Exercise Brainstorming in plenary
     Think of your experience - as participants or trainers
     Answer one of the two questions:
          a.   What the trainer should do?
          b.   What the trainers should not do?
     Questions on two flipcharts, the trainer registers the answers
     5 minutes: Trainer Primary competencies, using transparencies
     !0 minutes: **Presentation Content vs. Process**
     Content: What K, S, A & values, underlying ideas behind K&S
     Kolb model: transparencies
     Process: Presenting-Processing-Applying - how to decide on the sequence.
     What we remember!

| 10 minutes: | **Presentation Trainers Tools** learning pyramid |

Why?
When?
How?

| 10 minutes: | Forming the eight teams: four teams of four people and four teams of three people: |

Criteria:

- Experience in training
- Experience in working with local government
- Gender balance

| 10 minutes: | Tasks and teams |

Working in the teams, prepare for your colleagues a ten minute interactive, participatory presentation of the one of the following tools:

- Powerful Presentations
- Visual Aids
- Questions & Answers
- Instruments
- Case methods
- Role Play
- Brainstorming
- Nominal Group Process (NGTo)

| 20 minutes: | Individual study of tools |
| 15 minutes: | Group work to prepare the visual aids |

15.30-16.00 Coffee Break

16.00-18.00 **Module 4:** Trainers' Tool Kit: Lecture, Visual Aids, Questions & Answers, Case Study, Role Playing, Instruments, NGT and Brainstorming.

| 90 minutes: | Groups presentations and discussions |

| 10 minutes: | Roles assignment for the next days |

Working in your teams you should conduct two three-hour sessions for your colleagues on the one of the following group of topics:

1. Communicator
2. Decision Maker
3. Enabler
4. Power Broker
5. Policy Maker
6. Leader

Evaluation of the day

Monday

9.00-9.30   Clarifying tasks Writing Learning Objectives

9.30-10.30	Individual study for the 1st role
10.30-11.00	Coffee Break
11.00-12.30	Team work: Preparing the design
12.30-13.30	Lunch Break
13.30-17.30	Teams prepare (break included)
17.30-18.00	Giving and receiving feedback

Tuesday

9.00-10.30	Session on Communicator
10.30-11.00	Coffee Break
11.00-12.30	Session on Communicator
12.30-14.00	Lunch Break
14.00-15.30	Session on Decision Maker
15.30-16.00	Coffee Break
16.00-17.30	Session on Decision Maker
17.30-18.30	Feedback session

Wednesday

9.00-10.30	Session on Enabler
10.30-11.00	Coffee Break
11.00-12.30	Session on Enabler
12.30-14.00	Lunch Break
14.00-15.30	Session on Power Broker
15.30-16.00	Coffee Break
16.00-17.30	Session on Power Broker
17.30-18.30	Feedback session

Thursday

9.00-10.30	Session on Policy Maker
10.30-11.00	Coffee Break
11.00-12.30	Session on Policy Maker
12.30-14.00	Lunch Break
14.00-15.30	Session on Leader
15.30-16.00	Coffee Break
16.00-17.30	Session on Leader
17.30-18.30	Feedback session on Leader

Friday

9.00-10.30	Programme next steps and Action Plan Development
10.30-10.45	Coffee Break
10.45-12.30	Lessons Learned and Programme evaluation
12.30-14.00	Lunch Break
14.00-17.00	Visit to the Peles Castle

| 17.00-19.00 | Free Time |
| 19.00 | Closing Ceremony |

Saturday

| 8.30 | Participants Departure |

Conclusion

While we have provided you with many ideas on how to use these materials, your best source of insights, inspiration, and new ideas will come from using the materials in working with different groups of learners. Don't hesitate to try new approaches, to alter the exercises to meet your needs and those of your learning audience. Look for new case studies and critical incidents that flow from the discussions you have generated through the training. Create your own training designs on the spot based on what you think will work most effectively at the time. Take risks. And always remember that learning is a voyage of discovery, not just for your participants but for you as well. The most effective learning facilitators we know are those who see their training responsibilities as also encompassing the role of learning participant. They look over their own shoulder as they help others learn so they can see what is working, what isn't, and how they can make the learning experience more effective the next time around. In other words, they learn by doing.

Learning is a voyage of discovery. Bon voyage.