CONSORTIUM MANAGEMENT AND LEADERSHIP TRAINING

FACILITATOR'S GUIDE

December 2014

coregroup
Advancing community health worldwide.

TOPS
Promoting excellence in food security programming

USAID
FROM THE AMERICAN PEOPLE

CORE Group improves and expands community health practices for underserved populations, especially children and women, through collaborative action and learning. Established in 1997, CORE Group is an independent organization, and home of the Community Health Network, which brings together CORE Group member and associate organizations with scholars, advocates and donors to improve community health.

This guide was made possible by a grant from the USAID Technical and Operational Performance Support (TOPS) program. The TOPS Micro Grant Program is made possible by the generous support and contribution of the American people through the United States Agency for International Development (USAID). The contents of the materials produced through the TOPS Micro Grants Program do not necessarily reflect the views of TOPS, USAID or the United States Government.

Recommended citation:

Friedman, Lynette and LeBan, Karen. 2014. Consortium Management and Leadership Training Facilitator's Guide. CORE Group: Washington D.C.

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Acknowledgements

This Facilitator's Guide could not have been developed without the support of a variety of people and organizations. CORE Group would like to acknowledge the following individuals for their valuable input into the Guide: Christian Pennotti (CARE International); Patrick Daniére, Tammie Emuron, Sarah Ford, Bob Grabman, Lisa Kuennan-Asfaw, and Michelle Markey (Catholic Relief Services); Patrick Coonan, Michelle Shapiro (CORE Group); Lindsey Parr (FHI360); Bernard Crenn, Judiann McNulty, Kathy Tilford (Independent Consultants); Jennifer Burns and Gersande Chavez (International Medical Corps); Penny Anderson, Philippe Carette, Catherine McMahon, and Timothy Sparkman (Mercy Corps); Anita Gibson (MCHIP / Save the Children); Jennifer Peterson (Tetra Tech); Joan Whelan (USAID); and David Evans (World Vision).

Abstract

More than ever, international development organizations see the consortium model as a viable framework for addressing the challenges associated with the implementation of complex programs at a significant scale. Yet, those of us with experience working on a consortium understand that establishing a highly-functional consortium with multiple partner organizations is often easier said than done. The CAFÉ Standards from Catholic Relief Services and other conceptual frameworks have helped project designers and planners to address key considerations in the planning of a consortium, but what happens once a consortium is already formed and implementation begins?

The *Consortium Management and Leadership Training Facilitator's Guide* offers a reflective process to strengthen the consortium management and leadership skills of the senior leadership team of a consortium, technical team leaders within partner organizations, and the senior management of local partner organizations for Food for Peace-funded development food assistance programs.

Although this guide approaches consortium management with foremost consideration for the implications for Food for Peace-funded development food assistance programs, this consortium management and leadership training can serve as a useful framework for strengthening consortia of any type.

Introduction

Welcome to the curriculum for “Experiences with Managing Consortia: Aligning Organizations; Improving Impact”, a two-day participatory workshop.

Objectives:

By the end of this training, participants will be able to:

1. Identify the various factors that need to be addressed to create better alignment across partner organizations in a consortium; and
2. Strategize methods for developing a more effective partnership across a consortium to result in increased program impact.

Audience: This workshop is intended for senior leadership within Title II projects (both primes and subs), technical team leaders, and senior management of local partner NGOs.

Many food security programs operate with a prime leading a consortium of international and local NGO sub-recipients. The consortium arrangement allows for greater geographic coverage, inclusion of technical and sectoral strengths from multiple organizations, and the potential of much greater impact through the synergy of the collaboration as well as greater coverage. However, coordinating multiple organizations creates unique challenges in aligning different organizational systems, programmatic directions, and cross-organizational values.

This workshop does not seek to provide clear cut guidance into how to manage consortia, but rather provides a forum for engaging professionals in exploring their own and other’s experiences. Participatory exercises provoke analysis and discussion to enable participants to:

- Explore consortium management experiences with other NGO leaders;
- Identify causal effects of organizational conflict;
- Strategize approaches to better align organizational structures and partnerships;
- Improve quality of program implementation and program outcome; and
- Come away with tools and ideas for future collaborations.

This workshop is designed as a two-day event; however, any of the modules can be used individually or in various combinations based on the needs and interests of the audience. Each module includes a facilitation guide, handouts and PowerPoint presentations. Some modules also provide additional background materials for review by the facilitator. The facilitation guide provides step-by-step guidance to the module along with key points that should be brought out in discussion. Facilitators are encouraged to use these materials as a guide and adapt and evolve them as needed.

Two-Day Field-Based Workshop Agenda

Objectives

By the end of this training, participants will be able to:

1. Identify the factors that need to be addressed to create better alignment across partner organizations in a consortium
2. Strategize methods for developing a more effective partnership across a consortium to result in increased program impact

Day 1

Time	Session	Objectives and Description	Handouts/Resources
9:00 – 9:30	Welcome and Introductions	At the end of this session, participants will: • Feel comfortable in the workshop setting • Have met all participants and facilitators • Understand the purpose, flow and direction of the workshop Welcome Introductions and icebreaker Explain the flow of the workshop and how/why workshop was developed	Handouts: • Participant agenda PP: Consortium Management
9:30 – 10:30	Identification of Obstacles to Good Collaboration and Areas in Need of Alignment	At the end of this session, participants will: • Identify common challenges to collaboration within a consortium • Start to identify practices to prevent or address the common challenges Ask participants to “think of one word that describes a	Handouts: • Case Study

Time	Session	Objectives and Description	Handouts/Resources
		well-functioning consortium” Introduce case study of a challenging consortium and ask small groups to discuss: 1. What are the current problems? 2. If you could go back in time, what could have been done differently in design or management to prevent these problems? 3. Given the current status at midterm, what could be done now to improve the situation? Report back and discussion	
10:30 – 11:00	Introduction to Tools for Exploring Consortium Management	At the end of this session, participants will be able to: • Understand how they could use the CAFE Standards and the Partnership Model to facilitate discussions with partners during the consortium development and planning process Presentation of two tools.	Handouts: • CAFE Standards rating sheet • Quick Analysis of Consortium Partnering Practices
11:00 – 11:30	Break		
11:30 – 12:30	Maintaining a Shared Vision	At the end of this session, participants will be able to: • Identify opportunities for developing and maintaining a shared vision throughout the life of a project. Present video of murmuration of starlings and bring out key points related to complexity and visioning Share examples of various methods for visually depicting the vision, results framework or theory of change: Discussion of impact and usage	Materials: • Bird flocking video Handouts: • Resources for learning more about complexity and systems thinking • PSNP Plus Causal Model • SALOHI Results Framework • Maintaining a Shared Vision: Ideas from the Field PP: Maintaining a Shared Vision (optional

Time	Session	Objectives and Description	Handouts/Resources
		Brainstorm strategies to ensure staff ownership and keep a vision alive and dynamic over the course of the project	based on audience)
12:30 – 1:30	Lunch		
1:30 – 3:30	Aligning Structure	At the end of this session, participants will be able to: • Critique various organizational structures for their implications for project management. Provide each table with a different example of on organizational structure. Task small groups to develop a list of pros/cons and implications for how the project will function. Present attributes and processes from CAFE Standard for Structure and lead discussion related to rating for participants' own consortia. Develop participant recommendations for aligning structure in a consortium.	Handouts: • CAFE Standards for Aligning Structure • Three sample organograms • Small group assignment PP: Aligning Structure
3:30 – 4:00	Break		
4:00 – 4:30	Day One Closing	Summary of Day One and Overview of Day Two Plus/delta for Day 1 – What did you like; what would you like to see changed?	

Day 2

Time	Session	Objectives and Description	Handouts/Resources
9:00 – 9:30		Recap of Day One, Review of Day Two Exercise: Ask each participant to think of an image that describes their organization; explain and discuss	
9:30 – 11:00	Management Decision Making	At the end of this session, participants will be able to: • Identify opportunities for balancing the effectiveness and collaborative nature of decision making in a consortium Present various statements and ask participants to move to the side of the room that indicates their level of agreement/disagreement with the statement; Facilitate discussion within and between the ends of the line in order to bring out key issues Explore various management structure models and develop recommendations.	Handouts: • Sample management structure • Small group assignment • CAFE Standards for Interpersonal PP: Management Decision Making
11:00 – 11:30	Break		
11:30 – 12:30	Fostering Team Collaboration to Improve Program Quality	At the end of this session, participants will be able to: • Explain the mutual learning model and how it can be used to fostering team collaboration and improve program quality. Discuss what makes a good team. Record participant examples of: 1) good; and 2) bad characteristics and behaviors. Provide a handout with the core values. Ask participants in small groups to discuss and fill in what the words mean to them. Report out.	Handouts: • Worksheet on values, definitions, and models • Eight Behaviors for Smarter Teams • Case Study • Designing Participatory Meetings and Brown Bags: A TOPS Quick Guide to Linking Development Practitioners

Time	Session	Objectives and Description	Handouts/Resources
		Discuss Roger Schwartz's definitions for the values. Present unilateral control and mutual learning models and ask participants to compare the models in small groups. Explore case study of a budget negotiation using the eight behaviors for smarter teams. Discuss "Eight Behaviors for Smarter Teams".	
12:30 – 1:30	Lunch		
1:30 – 3:00	Setting a Program Learning Agenda	At the end of this session, participants will be able to: • Guide staff in the development of a learning agenda for the project Provide several statements about program learning and ask participants to arrange themselves in the room based on level of agreement/disagreement. Discuss statements in order to clarify understanding of program learning agendas. Explore case study of PSNP+ program learning with targeted discussion questions in large and small group	Handouts: • Case Study: Developing a Learning Agenda • PSNP+ Learning Agenda and Plan • Setting a Program Learning Agenda - Assignment • Learning Agenda and Plan (template) • Techniques for Sharing Technical Expertise to Improve Program Quality PP: Setting a Program Learning Agenda
3:00 – 3:30	Break		
3:30 – 4:30	Personal Prioritization and Next Steps	At the end of this session, participants will be able to: • Document next steps and a time line for incorporating the information taught in this workshop into their project at home	Handouts: • Next Steps
4:30 – 5:00	Evaluation and Closing	Conduct evaluation as an After Action Review – modeling technique and collecting information	Handouts: • Evaluation sheet

Module 1: Introduction

Total time: 30 minutes

Objectives

By the end of this session, participants will:

- Feel comfortable in the workshop setting
- Have met all participants and facilitators
- Understand the purpose, flow and direction of the workshop

Welcome and Icebreaker (20 min)

Introduce facilitators and welcome all participants to introduce themselves, their organization, and the role they have played in managing consortia.

Lead an icebreaker that is appropriate for the culture of the group.

Introduce Overall Workshop Objectives (5 min)

By the end of this training, participants will be able to:

1) Identify the various factors that need to be addressed to create better alignment across partner organizations in a consortium
2) Strategize methods for developing a more effective partnership across a consortium to result in increased program impact

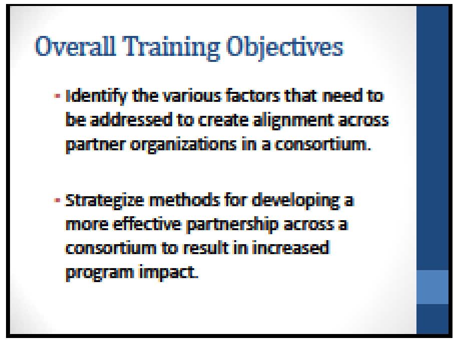
Provide overview to the agenda and topics to be explored.

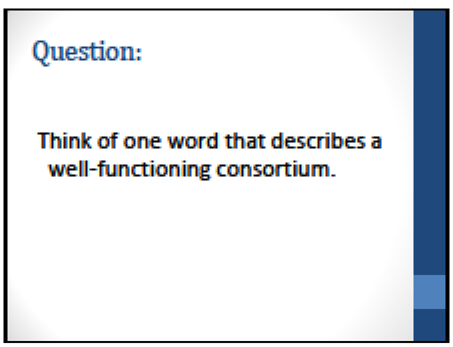
Explain Why and How Workshop Was Developed (5 min)

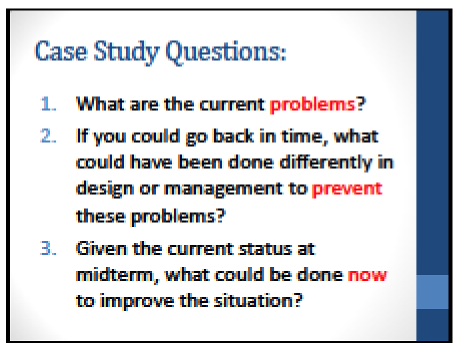
Managing consortia presents a unique management challenge. The consortium arrangement allows for greater geographic coverage, inclusion of technical and sectoral strengths from multiple organizations, and the potential of much greater impact through the synergy of the collaboration as well as greater coverage. However, coordinating multiple organizations creates unique challenges in aligning different organizational systems, programmatic directions, and values.

The workshop was developed based on challenges raised prior to and in regional Food Security and Nutrition (FSN) Network Knowledge Sharing Meetings; surveys; interviews with consortia leaders, evaluators, Food for Peace Officers, and NGO development staff; and program midterm and final evaluations.

Module 1 PowerPoint Presentation







Module 2: Identification of Obstacles to Good Collaboration and Areas in Need of Alignment

Total time: 60 minutes

Objectives

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

- Identify common challenges to collaboration within a consortium
- Start to identify practices to prevent or address the common challenges

Introduction (5 min)

Ask participants to think of one word that describes a well-functioning consortium. Write participants' responses on flip chart. Highlight themes and patterns that emerge from participant responses.

Small Group Case Study Activity (20 min)

Distribute Handout 1 |Case Study: Consortium Management

Introduce the case study. Point out that, although the country is fictional, this case represents a composite of about seven consortiums across Africa based on final evaluations and input from evaluators.

Ask participants to work in table groups to answer these questions:

1. What are the current problems?
2. If you could go back in time, what could have been done differently in design or management to prevent these problems?
3. Given the current status at midterm, what could be done now to improve the situation?

Report Back and Group Discussion (35 min)

Request responses from questions sequentially going around the room (i.e. one response per table); record responses on flip chart; code responses based on categories in frameworks.

Encourage personal reflections during discussion; responses do not need to be solely focused on the case study.

Draw out issues that the consortium in the case study may be facing. (See below for key issues and promising practices raised in the original evaluations used to formulate this case study).

Ask participants: "Based on your own experiences, are there other challenges that occur that haven't been brought out in this case study?"

Note whether certain components / standards tend to be minimized during project start-up, resulting in problems that needed to be addressed during the mid-term evaluation.

____

Some of the issues raised in the original evaluations include:

- Poor communication—up, down and across; internally and externally
    - The withholding of information is creating a lack of trust, especially around finances and sharing of resources.
    - The chain of command restricts who is allowed to communicate to whom.
    - The COP only communicates during emergencies (crisis management) and not proactively.
    - The COP does not reply to emails.
    - The COP does not visit the field.
    - Language barriers inhibit communication within the project (ex. French/English).
    - The frequency or design of meetings may be inadequate.
- Failure to use project documents
    - Most staff have not seen the Results Framework and it is not used in any meaningful way.
- Lack of real integration of strategic objectives (SOs) and cross-cutting themes
    - Two NGOs implement the SO for Agriculture/Livelihoods in the same geographic area.
    - Each NGO plants a different set of crops, has different structures/policies for activities such as Farmer Field Schools, and has a different set of incentives for community volunteers.
    - The two NGOs rarely meet to discuss the SO and their plans, activities, challenges, successes, and so on.
    - This dual implementation of the SO creates great confusion among the beneficiaries.
- Inadequate monitoring and evaluation (M&E) system
    - M&E is used for control rather than feedback and improvement.
    - Project lacks a data base or mapping of individual households or communities to show who is participating in which activity of the project.
    - Makes integration and coordination a challenge.
- Reasons for and benefits of forming a consortium is not well thought through
    - Prime motive for forming consortium is sometimes to decrease competition.
    - Power dynamics with control of finances and history of competition.
- Varying levels of expertise across the consortium
    - The impact of partner implementation may lead to disparate results when the consortium does not address the varying level of expertise across the consortium.

Promising practices raised in project evaluations include:

- Effective communication

    - The COP spends a lot of time using e-mail to disseminate information, often summarizing key documents in a digestible form for everyone (ex. project workshop reports, technical articles, updates from USAID and FFP).
    - The COP uses e-mails and meetings to highlight special achievements, obstacles that have been overcome, and innovations made.
- Benefits of co-location
    - Collocating representatives of all consortium members in the same office facilitates communication.
    - Collocation also fosters opportunities for better integration by exchanging "favors"—ex. "If you help my women's groups with their gardening activities, I'll train your agricultural agents on how to set up credit and savings associations."; "Can you ask the women in your groups to try out these new seeds we want to test?"
- Importance of shared vision
    - Sustainability and exit plans are reviewed and updated every six months to ensure that the focus is on day-to-day along with overall long-term focus.
- Opportunities for program learning
    - Learning can be cross-organizational with a focus on building the "field of practice" rather than siloed within one organization.

Module 2 Handout 1 | Case Study: Consortium Management

Once upon a time, USAID Food for Peace issued a Request for Applications (RFA) for a Multi-Year Assistance Project (MYAP). Even before the RFA came out, the country offices of NGOs in the capital city were buzzing with "strategic positioning" talk. Someone from STEPS' headquarters (HQ) office flew out to help the country office with their decision-making. Behind a closed door with the STEPS Country Director (CD), the following conversation occurred.

> *Mr. HQ: I really think you need to form a consortium with HELP and CRISES to go after this. USAID really likes consortiums these days. And, if they are in a consortium with us we won't have to compete with them for this MYAP.*
>
> *CD STEPS: But, they have always been our biggest competitors. How could we work together?*
>
> *Mr. HQ: Well, if you neatly divide up the Strategic Objectives (SOs) among you, then, each partner just takes care of his/her own and you really don't have to interact with them on a regular basis. Only your Monitoring and Evaluation person (and you should keep that position as the prime) will have to coordinate monitoring and reporting with them. Now, HELP would be the likely one to take SO1 (Livelihoods) because they are strong in that and CRISES could take SO3 (Governance), which is the smallest of the SOs, and we get SO2 (MCHN).*
>
> *CD STEPS: But, we are also good at SO1!*
>
> *Mr. HQ: Listen, we have to compromise a little. The biggest part of the budget will go to us for SO2 and for management. And, I'm sure they will be happy to have us do the monetization and manage the food*.

Across town, HELP and CRISES were also getting advice from their HQs that a consortium was the way to go. Not only was USAID seemingly leaning towards consortiums, HELP never liked handling food, and CRISES knew they didn't have the technical expertise for SO1. So, the three NGOs signed a teaming agreement. They hired the very best consultant who led a dynamic and congenial design workshop and wrote the proposal. However, when the STEPS Country Director got the final draft, she sat at her computer with her technical staff and re-wrote SO1, talking half of the activities for STEPS.

Fast forward to the Mid-Term Evaluation. The report says:

> "There are serious management issues with the consortium. Staff are not co-located and meet only quarterly so there is little communication. The COP has never been out to the field to see the work in SO3. He meets with the CDs of the partners only rarely and for urgent business. He does not reply to e-mails or share information readily about finance issues or the monetization. In fact, consortium partners are not allowed to communicate directly with the Finance Officer but must go through the COP.

The SOs are not integrated, rather are operating in silos and there is no way to track which beneficiaries are being reached by all three SOs. Field staff feel hounded by the Monitoring and Evaluation *(*M&E) officer to turn in reports and data but never get any feedback.

Both STEPS and HELP are implementing activities for SO1 in the same communities, which is a source of confusion to beneficiaries. They use different incentives for volunteers and have very different behavior change approaches. HELP says that, in the initial teaming agreement they signed, they were to have gotten all of SO1. They feel very resentful towards STEPS for changing the proposal. They had to sign a new teaming agreement after the award was made, at which point, they had no choice but to go along with the change.

Each consortium partner was allocated certain senior technical positions in the design phase. Due to the lack of communication and coordination, there has been very high staff turnover at that level. When HELP or CRISES were slow to re-fill positions, STEPS assumed those positions. CRISES no longer has any positions on the technical "team". In spite of the fact that most of the technical staff now belong to STEPS, they do not communicate with each other across SOs, further exacerbating the lack of coordination and integration."

Please discuss the following questions:

1. What are the current problems?

2. If you could go back in time, what could have been done differently in design or management to prevent these problems?

3. Given the current status at midterm, what could be done now to improve the situation?

Module 3: Introduction to Tools for Exploring Consortium Management

Total time: 30 minutes

Objective

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

- Explain how they could use the CAFE Standards and the Partnership Model to facilitate discussions with partners during the consortium development and planning process

Explain the Two Frameworks (15 minutes)

Distribute Handout 1 | Management Standards and Rating Sheet

Distribute Handout 2 | Quick Analysis of Consortium Partnering Practices

Provide a brief overview to each model. These two frameworks can help organizations think about consortium management.

Emphasize these key points:

- The CAFE standards describe a high level of function and purpose for the consortium. They provide a framework for discussion and exploration with partners.
- The Partnership Model is based on research analyzing partnership behaviors and predicting partnership efficacy in increasing the quantity and/or quality of services. It includes five questions that can provide a structure for exploring the benefit of partnering versus individual efforts.

Tie the Discussion Back to the Previous Module (15 minutes)

Revisit issues captured on flip chart during case study discussion and coding done based on frameworks.

Provide insights to categorization of issues raised.

Module 3 Handout 1 | Management Standards and Rating Sheet

Component (aspect of consortium)	**Standards** (Measurable, clear, and concise statements of desired state)	**Rating Scale** **1**= the standard is rarely reached **2**= the standard is sometimes reached **3**= the standard is usually reached **4=** the standard is almost always reached **5**= the standard is exceeded
1. Goals Describes the common understanding of the consortium's functions	**The consortium has:** a) a common vision for the consortium, understood and agreed to by all levels of each agency (e.g. country, regional, HQ) b) common criteria for excellence in internal consortium management, programmatic and financial c) accountability for service delivery to communities and/or project participants, compliance to donors, and to each other	
2. **Strategy** Definitions of the plans and tactics of the consortium	**Consortium leadership has mutually agreed to:** a) roles and processes based on the capacities of each agency and the needs of the consortium b) appropriate technical, financial and managerial approaches based on assessed need, and aligned with community and national goals c) a contingency plan to address unforeseen shocks to the project or to the consortium	
3. Structure The framework that organizes resources to support service delivery, accountability, and decision-making	**Consortium structures:** a) guarantee and support efficiency and effectiveness at all levels of consortium in governance project, and financial management b) are documented by a formal and mutually agreed to organizational chart representing all levels of the consortium and of each agency c) respond to the needs and requirements of project participants and donors d) create synergy by capitalizing on member organizational structures and ensure a high level of participation within the consortium	
4. Roles Definition of the tasks, authority, actions, and expected outputs of consortium members	**Consortium roles are:** a) linked with their associated responsibilities in a mutually reinforcing process b) based on consortium needs and assigned based on assessed capacity to maximize service delivery c) account for each member's non-negotiable organizational value or policy statements d) agreed to at all levels of each agency (country, regional, HQ) and formally documented	

Component (aspect of consortium)	**Standards** (Measurable, clear, and concise statements of desired state)	**Rating Scale** **1**= the standard is rarely reached **2**= the standard is sometimes reached **3**= the standard is usually reached **4=** the standard is almost always reached **5**= the standard is exceeded
5. Process Documented mechanisms, which create and support an enabling environment for the consortium	**The consortium has mutually agreed to:** a) an operations manual documenting administrative, financial, and human resource processes and procedures to remain in compliance with host nation law and donor requirements. b) an accountability-based performance evaluation process that links performance with resources c) conflict resolution, communication, and decision-making protocols that reinforce transparency and accountability at all levels of the consortium	
6. Interpersonal Describes the ideal for individuals and institutions to interact and relate to each other	**Consortium staff, policies, and procedures:** a) respect the human dignity of each person (consortium members, project participants, stakeholders, and other) without regard for organizations, job responsibility, or personal identity b) conduct consortium business in a transparent, timely, and respectful fashion c) work to build a consortium based on trust and mutual respect, consistently modeling and supporting positive interpersonal behavior d) put the needs and identity of the consortium ahead of individual organizational needs when representing the consortium	
7. Learning Elaborates a reflective process resulting in change based in experience and evidence	**The consortium:** a) allocates sufficient resources to learning and knowledge management systems b) supports staff in learning, change, and innovation c) creates and sustains a culture that continually improves its management practices from lessons learned, both failures and successes	

From *Consortium Alignment Framework for Excellence (CAFE)*, Catholic Relief Services
http://www.crsprogramquality.org/publications/2009/1/8/consortium-alignment-framework-for-excellence-cafe.html

Module 3 Handout 2 | Quick Analysis of Consortium Partnering Practices

<table>
<tr><th rowspan="2">Activity Domains</th><th>Program Delivery (SOs)</th><th colspan="2">Human Resources Development</th><th colspan="2">Resource Mobilization</th><th colspan="2">Program Learning</th><th>Policy Advocacy</th></tr>
<tr><td>Are all SOs addressed in all project areas in a quality manner? Do partner staff coordinate?</td><td colspan="2">Is training of staff and volunteers appropriate, asset based, gender-sensitive, building self-confidence and empowerment?</td><td colspan="2">Does the consortium work as a team to identify and allocate needed technical and financial resources?</td><td colspan="2">Is there a program learning agenda across all SOs and all partners that everyone can contribute to?</td><td>Does the consortium have a plan / mechanism to share lessons learned and best practices across all actors and outside of the consortium?</td></tr>
<tr><th>Partnership Type</th><td colspan="8">Are actors aware of each other but not working closely together or realizing their potential? (Potential for partnership)
Are actors partnering but not in an efficient manner? (Nascent partnership)
Do partners derive benefits and increased impact through a relatively fixed and limited set of shared activity domains, such as service delivery and resource mobilization? (Complementary partnership)
Do partners derive benefits and increased impact by addressing complex, systemic development problems together through the use of multiple activity domains? (Synergistic partnership)</td></tr>
<tr><th>Actors</th><td colspan="8">Are the partners diverse in the assets and experience they bring to the consortium?
A key principle is to look for the "maximum tolerable un-alikeness".</td></tr>
<tr><th rowspan="2">Process Factors</th><th colspan="2">Common Goals</th><th colspan="4">Trust</th><th colspan="2">Complementary Principles</th></tr>
<tr><td colspan="2">Does the consortium as an "organization" have common goals shared across all partners?</td><td colspan="4">Do the partners trust and respect each other? Is there an internal accountability mechanism in place?</td><td colspan="2">Are partners called upon to help outside of their SOs or geographic areas? Are there common cross-cutting themes and agreed upon principles for programming across partners?</td></tr>
<tr><th rowspan="2">Value Adding Mechanisms</th><th colspan="2">Risk Mitigation</th><th colspan="2">Continuity</th><th colspan="2">Comprehensive-ness</th><th colspan="2">Coordination</th></tr>
<tr><td colspan="2">Is there a plan to address internal weaknesses related to design, technical capacity or management? Do partners have different spheres of influence and experience that they can draw upon to respond to external opportunities and threats?</td><td colspan="2">Does the consortium work with its partners and actors to develop new skills as new challenges arise?</td><td colspan="2">Is the intervention package as comprehensive as it can be across all project areas?</td><td colspan="2">Is the consortium aware of other development actors and does it coordinate with them to have better coverage, develop more cost-effectives programs, create economies of scale, and build social capital?</td></tr>
<tr><th>Impact</th><td colspan="8">Does the consortium have a monitoring and evaluation system in place to collect similar data across all project areas and partners? Is it looking at the impact on beneficiaries in terms of coverage, quality, equity?</td></tr>
</table>

Note: Adapted 2014 by Karen LeBan and Judiann McNulty from "*Levinger, Beryl and Mulroy, Jean. 2004. A Partnership Model for Public Health: Five Variables for Productive Collaboration. Pact Publications*"

The Figure on the first page presents a set of variables to be considered in an analysis of a consortium.

Consistent with this model, the following five questions provide a structure for predicting whether a given set of actors are likely to achieve MORE through JOINT rather than INDIVIDUAL effort.

1) To what extent does the partnership mobilize additional resources?

2) To what extent does the partnership organize its partners according to their comparative advantages?

3) To what extent does the partnership bring promising innovations to new beneficiary groups?

4) To what extent does the partnership allow beneficiary groups and partner organizations to build on previous gains?

5) To what extent does the partnership create conditions for sustainable developmental improvements?

Module 4: Maintaining a Shared Vision

Total Time: 60 minutes

Objective

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

- Identify opportunities for developing and maintaining a shared vision throughout the life of a project

Implications from Systems Thinking (15 min)

Show the video of murmuration of starlings (http://youtu.be/eakKfY5aHmY). Ask participants to identify key points from this video for consortium management and visioning.

Discuss the key points as a group. Address the following points:

- Self-organizing system
  - Who is in charge of the flock? Answer: No one. How does that reality change how you manage?
  - The flock moves in synchrony not because some conductor is telling it to. It moves because the individual birds are all interacting and their behaviors are interdependent.
- Interdependence
  - Systems thinking looks at the whole and the parts and specifically at the interactions among the parts.
- Emergent group behavior
  - The behavior of the group is naturally dynamic and unpredictable.
  - Patterns emerge from living systems that are beyond the control of the individual parts.
  - Individual decisions can have cascading effects on the system. By each bird trying to optimize its distance to the bird in front and on the sides, these birds form a flock of birds.
- Unpredictable nature
  - Each system and pattern is unique.
  - If you take a snapshot at one point in time, will you be able to predict what will happen in the future?
  - What are the ramifications of this insight for project planning?

Concluding observation—it is often more important to understand the group interactions and relationships and the creation of a shared vision rather than to develop a strategy based solely on situational analysis.

Central Systems Concepts (5 min)

Share the figure from the "Three Central Systems Concepts" slide in the PowerPoint presentation to illustrate the main implications of systems thinking for food security:

- Interrelationships—the essential feature of a systems is in the connections among parts.
- Perspectives—the system looks different from different eyes. Understand the implications for equity.
- Boundaries—how do we define what is inside and outside of the system?

Distribute Handout 1 | Resources for Learning More about Complexity and Systems Thinking

Discussion of Visions (10 min)

Present PowerPoint presentation on visioning. (This is optional based on audience).

Lead the large group in discussing the following questions:

- What is a vision?
    - A vision is a concrete picture of the future that you wish to create.
    - Developing a common vision is a critical step early in the proposal development stage.
- What is the difference between an individual vision and a shared vision?
- What processes did you use to develop the vision for your own projects?
- Who was involved?
- How is the vision used in your project?

The Power of Visual Depictions (10 min)

Question: What types of documents aid projects in communicating their shared vision?

- Visual depictions
- Theory of change[1]
- Results frameworks
- Log frames

[1] A theory of change describes a process of desired change and makes explicit the way we think about a current situation or problem, its underlying causes, the long-term change we seek, and what needs to happen in order for that change to come about. It can also be a product that contains a set of hypotheses and critical assumptions that make up causal pathways of change needed to bring about a long-term goal.

Share examples of various methods for visually depicting the vision, such as a results framework or theory of change.

Distribute Handout 2 | SALOHI Results Framework

Distribute Handout 3 | CARE Ethiopia Causal Models

- How would these various depictions help the project?
- What has been the impact and usage of visual depictions within your project?

Maintaining a Shared Vision (20 min)

A major challenge emerges as staff change and the people implementing the project are not the same ones who developed the shared vision.

What are strategies for keeping a vision alive and dynamic over the course of the project?

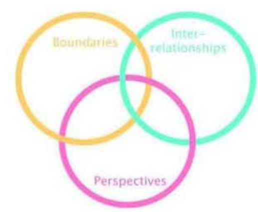
Distribute Handout 4 | Maintaining a Shared Vision: Ideas from the Field

Module 4 PowerPoint Presentation

coregroup
Advancing community health worldwide.

Maintaining a Shared Vision

Three Central Systems Concepts



What are the different ways of developing visions and strategies?

1. Conventional way – Start with the situational analysis.
2. An alternative way – Start with defining a shared vision.

Conventional approach to "strategy development"

• Where are we now?	• Situational analysis
• Where do we want to go?	• Strategic objectives
• How do we get there?	• Strategy

Disadvantages of common practice

1. Situational analysis is often more descriptive (indicators list) and less analytical.
2. "Visions" are set lower because reference point is the current situation (often depressing)
3. Encourages only incremental changes, not fundamental ones

An alternative way

1. Where do we want to go?
2. Where are we now?
3. Why is there a difference?
4. What needs to change?
5. How do we get there?

Comparison

Old Way		New Way
		• Shared vision
• Situational analysis	→	• Situational statement
		• Root cause analysis
• Strategic objectives	→	• Strategic objectives
• Strategy	→	• Strategy

Advantages of the new way

- Shared vision clarifies what is important and empowers people to take initiative
- Nurtures analytic thinking
- Encourages focus and creativity
- Highlights the need for change
- Forces confrontation of the obstacles

Visions are crucial to the process of change to:

- Generate creative tension
- Clarify what is important
- Nurture values
- Guide practices
- Help allocate resources more efficiently and effectively
- Help manage conflicts
- Promote learning

What happens when we don't have a shared vision?

- Confusion
- Low effectiveness
- Inefficiencies
- Loss of time and opportunities
- Pettiness prevails

Which describes your situation best?

Situation	Result
1. No vision	Confusion
2. False vision	Cynicism
3. Personal vision	Compliance
4. Shared vision	Commitment

Good shared vision

1. People own it
2. Inspires people
3. Concrete
4. Engages everyone
5. Stronger than the key constraint
6. Suggests what people need to do

Poor shared vision

1. Vision owned only by "leaders"
2. Does not inspire
3. General or vague
4. Engages only a few
5. Weaker than the key constraint
6. Does not suggest clear action

Visionaries are "cathedral or mosque builders"

Brick-layer – "I am laying bricks"

Mason – "I am building a wall"

Visionary – "I am building a cathedral or mosque"

Module 4 Handout 1 | Resources for Learning More about Complexity and Systems Thinking

Discussion Note: Complexity-Aware Monitoring, USAID, 2013
http://usaidlearninglab.org/sites/default/files/resource/files/Complexity%20Aware%20Monitoring%202013-12-11%20FINAL.pdf
This discussion note outlines general principles and promising approaches for monitoring complex aspects of USAID development assistance.

Local Systems: A Framework for Supporting Sustained Development, USAID, April 2014
http://www.usaid.gov/sites/default/files/documents/1870/LocalSystemsFramework.pdf
This Framework describes USAID's overarching approach to transforming innovations and reforms into sustained development. Drawing upon USAID's experience, established good practice and systems thinking, this Framework places local systems at the center of all our efforts to promote sustainability.

Systems Concepts in Action: A Practitioner's Toolkit, Bob Williams and Richard Humelbrunner, 2010
This book explores the application of systems ideas to investigate, evaluate, and intervene in complex and messy situations. The text serves as a field guide, with each chapter representing a method for describing and analyzing; learning about; or changing and managing a challenge or set of problems.

Thinking in Systems: A Primer, Donela Meadows, 2008
Thinking in Systems, is a concise and crucial book offering insight for problem solving on scales ranging from the personal to the global. This essential primer brings systems thinking out of the realm of computers and equations and into the tangible world, showing readers how to develop the systems-thinking skills that thought leaders across the globe consider critical for 21st-century life.

The Systems Thinking Playbook, Linda Booth Sweeney and Dennis Meadows, 2008
This book has become a favorite of K-12 teachers, university faculty, and corporate consultants. It provides short gaming exercises that illustrate the subtleties of systems thinking. The companion DVD shows the authors introducing and running each of the 30 games.

The 30 games are classified by these areas of learning – Mental Models, Team Learning, Systems Thinking, Shared Vision and Personal Mastery. Each description clearly explains when, how, and why the game is useful. There are explicit instructions for debriefing each exercise as well as a list of all required materials. A summary matrix has been added for a quick glance at all 30 games. When you are in a hurry to find just the right initiative for some part of your course, the matrix will help you find it.   Every game works well and provokes a deep variety of new insights about paradigms, system boundaries, causal loop diagrams, reference modes, and leverage points.

Note: All descriptions are quotes from the documents referenced.

Module 4 Handout 2 | SALOHI Results Framework (Modified April 1 2012)

Strengthening and Accessing Livelihood Opportunities for Household Impacts

Program Goal:
Reduce food insecurity and vulnerability
in 21 districts in eastern and southern Madagascar by 2014

SO1: Health and nutritional status of children under five improved.

Intermediate Result 1.1: (Maternal and Child Nutrition) 96,000 households adopt recommended maternal and child nutrition practices.

Activities:

- Growth monitoring and promotion
- PD Hearth
- Pregnant women support groups
- Essential nutrition actions
- Behavior change communication (IEC/BCC)

Intermediate Result 1.2: (C-IMCI) 96,000 households adopt recommended disease prevention practices

Activities:

- Integrated management of childhood diseases (C-IMCI), focusing on prevention
- Community health volunteers
- IEC/BCC

SO2: Livelihoods of food insecure households improved.

Intermediate Result 2.1: (Farm Productivity) 79,000 smallholder farmers and 3,000 pastoralists increase food production.

Activities:

- Farmer Field School (FFS)Model Farmer (training)
- IEC/BCC

Intermediate Result 2.2: (Agribusiness) 24,000 smallholder farmers/pastoralists expand agri-business activities.

Activities:

- Cooperative/Groups
- Market surveys
- Develop agribusiness plans
- Links with agriculture service providers

Intermediate Result 2.3: (Village Savings and Loans) 28,000 households mobilize capital through membership in VSL groups.

SO3: Community resiliency to food security shocks increased

Intermediate Result 3.1: (Emergency Preparedness) 592 communities are prepared to respond to shocks.

Activities:

- Disaster prevention and mitigation plans (DPMP)
- Community Based Early Warning

Intermediate Result 3.2: (Resource Management) 592 communities improve management of land, water, and roads.

Activities:

- Sustainable Land Use Plans (SLUP)
- Food for Work (FFW)

Intermediate Result 3.3: (Social Protection for Urban Households) 2,500 extremely food insecure families in urban areas access critical support from service providers.

Activities:

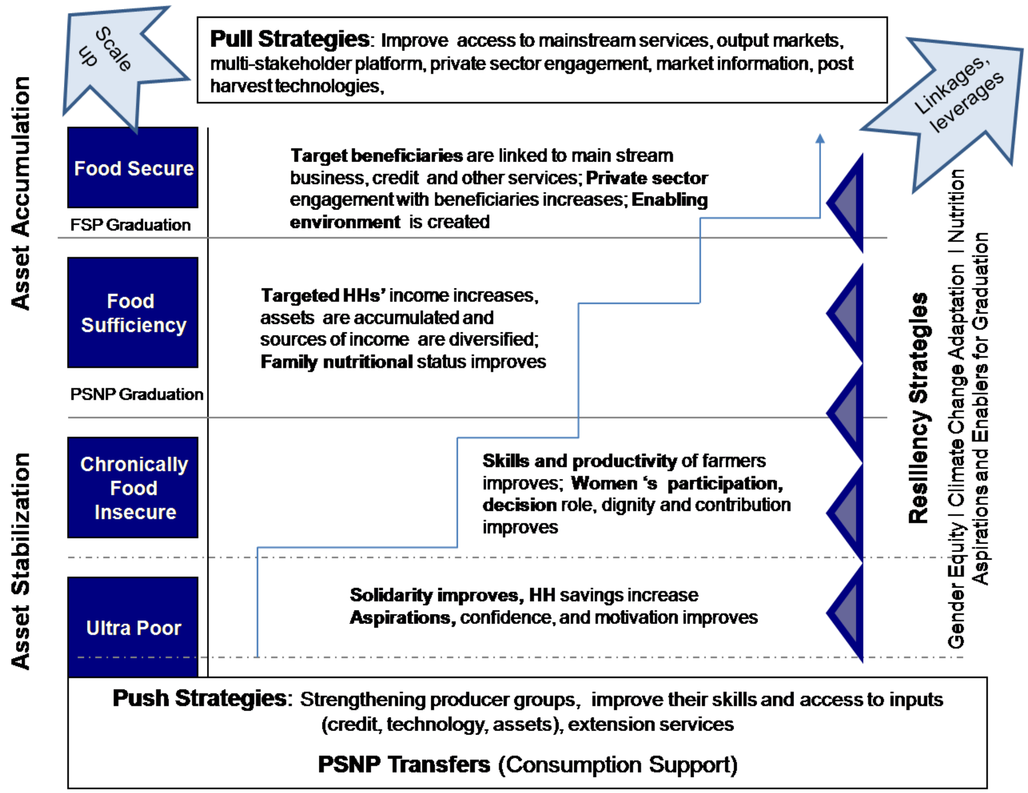
- Strengthen Social Protection Centers
- Train vulnerable household members

Intermediate Result 3.4 (Good governance): Community based organizations influence decisions that affect food security in 112 target communes

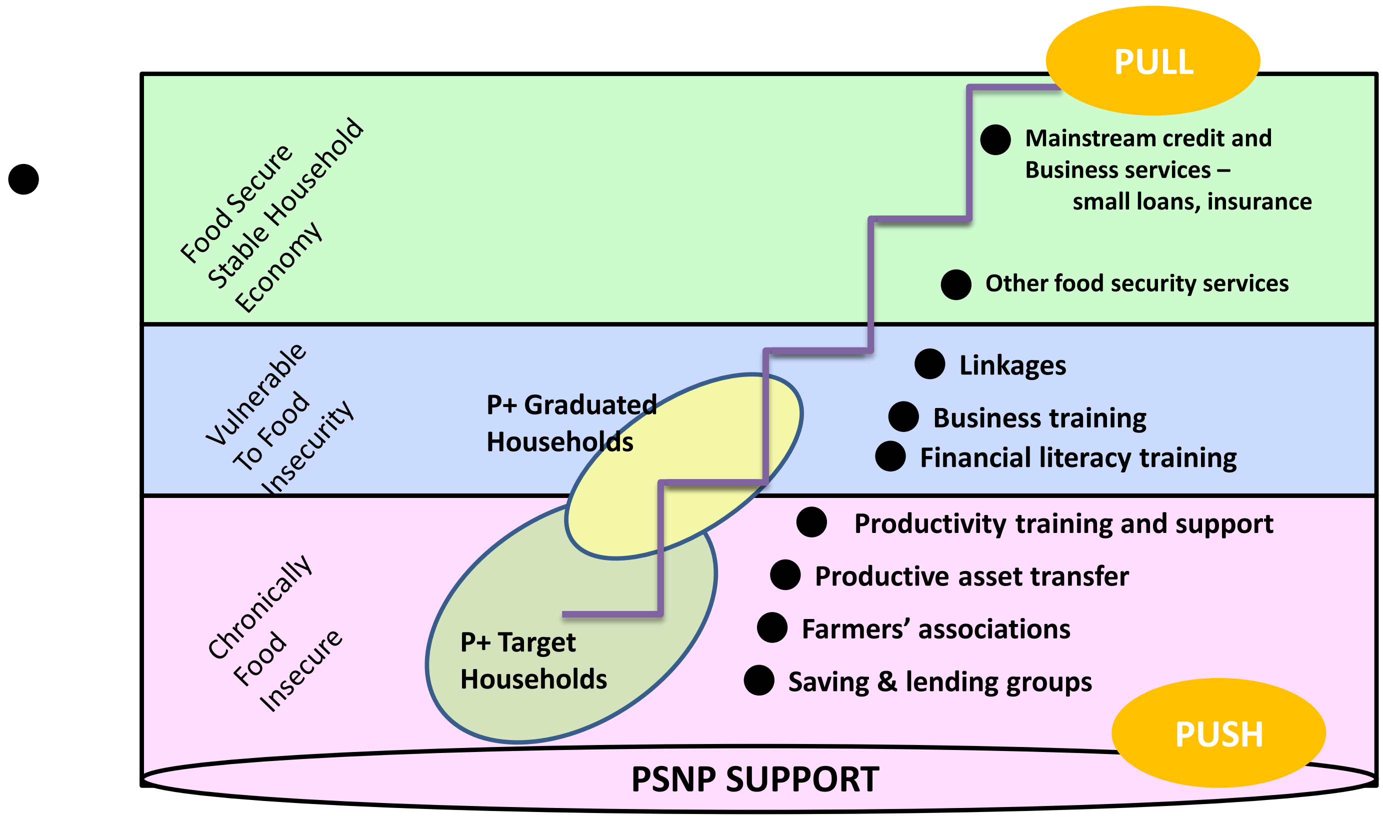
How was GRAD designed

GRAD Causal Model

Figure 1: GRAD Causal Model for Graduation and Resilience



PSNP PLUS CAUSAL MODEL



1. The PSNP Plus hypothesis is: If you provide basic food support, and link the CFI HHs with functioning markets and microfinance ,we can graduate these families out of food aid. This needs a particular combination and sequencing of services to move these HHs from chronic food insecurity to food sufficiency to food security.
2. Our major learning interest is to test this hypothesis.
3. Longitudinal Impact Assessment was designed to test this hypothesis.

Module 4 Handout 4 | Maintaining a Shared Vision: Ideas from the Field

A major challenge emerges as staff change and the people implementing the project are not the same ones who developed the shared vision. What are some strategies for keeping a vision alive and dynamic over the course of the project?

CRS/Ethiopia created a wall-sized poster with their project activities that could be seen by all team members.

SALOHI in Madagascar created a plastic covered version of their results framework. They shared French versions with their whole team during orientation. They developed similar plastic covered posters for their Year 5 sustainability results framework.

SALOHI started the project with an all-hands orientation for 5 days in the first three months of the program. As part of that orientation, they developed vision drawings for each SO.

They also coordinated a number of meetings in order to maintain a shared vision and coordinate across the program.

- Annual results reporting and work planning workshops with all field office managers; technical, M&E, and commodity management staff; some of the best extension staff; and ten key external partners every year. These meetings were held these in the field for three days with a field trip.
- Annual town hall meetings with beneficiaries and stakeholders for ½ day or 1 day with field trip.
- Quarterly program management meetings (3 days in the field with site visits)
- Quarterly technical meetings/trainings (3 days in the field with site visits)
- Monthly Country Director meetings and annual retreats

What are your ideas?

Module 5: Aligning Structure

Total time: 2 hours

Objective

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

- critique various organizational structures for their implications for project management.

Introduction to Aligning Structure (10 minutes)

Give background on this session. Use the PowerPoint presentation if needed. Aligning structure was a major challenge identified in the needs assessment for this workshop. The CAFE Standards state that "the structure and/or hierarchy of an organization and how its component parts work together to achieve common goals." Structure provides a framework that organizes resources to support service delivery, accountability, and decision-making.

Distribute Handout 1 | CAFE Standards: Aligning Structure

Ask participants to think about consortia they have formed or were part of:

- How were partners and their roles selected?
- What were the implications (good and bad) that this had on the work of the project?

Type of Overall Structure (20 minutes)

Ask participants to consider three types of project organization:

1) Division of roles by geography—each partner does all strategic objectives (SOs) in their geographic area

2) Division of roles by SO—each partner does their SO in each geographic area

3) Combined approach—each partner heads an SO at the national level and each partner does all SOs in their geographic area

First Small Group Task

Distribute Handout 2 | Aligning Structure: Small Group Assignment

Assign one type to each of three small groups and ask them to:

- Identify the pros and cons of their assigned structure.

- In thinking about pros and cons, they may want to consider implications for:
    - Decision making
    - Reporting and supervision
    - Conflict management
    - Coordination and communication
    - Project identity
    - Uniformity of program quality
    - Headquarter (HQ) and field relationships

Report Back (20 minutes)

Ask small groups to present the pros and cons using flip charts.

Large Group Question (10 minutes)

After posting each flip chart on the wall for the three structures, ask for additional categories of structures based on experiences in the room. What are some of their pros and cons?

Activity (20 minutes)

Present the following attributes and processes from the CAFE Standards for Structure and ask participants to respond on the degree to which their consortium meets these attributes.

1. Consortium member organizations' structures create synergy by taking the best from each and combining to a greater whole, reduces duplication
2. Each level of structure is well defined and understood by all
3. Structure is linked to systems to ensure accountability
4. Structures are adaptable to change (program quality, administration, capacity, etc.)
5. Structures support quick, efficient and effective processes
6. Structures are designed to ensure efficient and effective service delivery
7. Structures are designed to support goals and strategies
8. Elements of structure are determined by the scope of project (size, resources, etc.) and the scope of the consortium
9. Are kept simple and flexible
10. Mutually agreed-to definitions and organizational chart

Second Small Group Task (20 minutes)

Ask participants to discuss the following in small groups:

- Based on this session's discussion and the CAFE Standards for Structure, do you have any recommendations for aligning structure in a consortium?

- What steps should be taken to select the best structure when designing a consortium?

Report Back and Final Discussion (20 minutes)

Small groups report out on the two bullet points. Ask for additional comments.

Distribute Handouts 3, 4 & 5 | Organogram Examples 1, 2 & 3

Optional Task

Review and discuss implications of each organogram.

Organogram Example 1: This is a combined approach with each partner taking the lead on a strategic objective (SO) at the national level and covering all SOs for their own geographic areas. Each SO lead is part of the project coordinating committee and co-housed in the prime's office.[2]

Organogram Example 2: This is a complex project with large number of partners. Several partners were selected by the consortium and others were requested by the USAID Mission.[3]

Organogram Example 3: The prime is the main implementer. The subs are niche technical partners.[4]

Key points for First Small Group Task:

- **Choosing a Structure**. There is no "best" structure. Different structures are useful in different contexts.
- **Added Complexity**. There is an added complexity with a large number of partners. Consider the complexity of managing additional partners and whether bringing on a partner is worth the trade-off.

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[2] The advantages of this model as reported by the Chief of Party of this project example include (a) good coordination with USAID, UN, the government and other development partners due to the project having technical representation in the capital; (b) learning facilitated between partners and zones because the national level technical coordinators visited all project zones and could share and disseminate what they saw; (c) the program appeared to external stakeholders as unified with a complete package of technical approaches with significant geographic; and (d) the project could share resources (including consultants, technical assistance staff). The disadvantages noted by the COP include (a) pressure from NGO headquarters to brand their approaches; (b) some headquarters offices ignored the program and could not support it well, and (c) in some areas, partners seconded staff to other partners, which could lead to lack of support by the parent organization, failure to attend project meetings with partners, and reporting challenges.

[3] The COP for this project example reports challenges with managing large numbers of partners.

[4] It is uncertain whether this structure would now be supported by USAID Forward.

- **Contingency Planning**. Contingency planning is important when a position is vacant for a period of time. Do you need to build in some redundancy in roles?
- **Addressing Issues**. Sometimes business development staff don't address certain issues to the structure and project design because they expect that the field will handle it later. However, field staff may look for guidance or feel locked into what is or isn't in the program design.
- **Document Assumptions**. A lot of the complexity in the assumptions, thinking and rationale behind the proposal doesn't get documented, yet it could be very useful to staff charged with implementing the program in the field so that they can understand why things were written a certain way and whether certain elements can be changed.
- **Beneficiary Perspective**. Think about how the project functions from the perspective of the beneficiary.
- **Alignment**. There are different answers related to alignment for different components—financial and administrative structures are especially difficult to align.
- **Understanding Partner Benefits**. Try to understand what is in it for each organization—what they want from the opportunity to collaborate in the consortium and where the overlap exists. Sometimes country programs can be frustrated when a core skill area is given to a partner.
- **Define Roles**. Clarify what type of partner each partner organization is and what role they will have.
- **Security Considerations**. Security issues in countries can significantly affect structure. Local partners may be the only ones who can do the implementation of activities with technical oversight from other partners.
- **Type of Oversight.** Explore experience/challenges with technical oversight vs. direct supervision
- **Lack of Technical Experience**. When one partner is in charge of everything in a geographic area, there are potential issues with lack of experience and therefore quality programming in some of the technical areas
- **Conflicting Approaches**. Partners can have conflicting approaches at the community level. This could lead to conflicts in areas like community health worker remuneration or M&E issues related to double counting beneficiaries.
- **Leadership**. Sometimes lines between a Chief of Party (COP) and Country Director can be a little blurry and problematic.
- **Coordination and Communications.** Go beyond the organizational hierarchy and ensure that there are good and clear communication structures between positions. Many organizations like to develop a clear communication guide for consortium members in the beginning, mostly to make it clear who to talk to, and how to talk to them. Sometimes that formality can make it hard for partners to reach out to one another.

    - Formal—Perhaps more appreciated by USAID. Rigid rules and requirements communicate a potential level of program standards and quality. Potentially more comfortable to the prime's HQ to lead with more unilateral decisions.
    - Informal—May be more responsive to partners, more inclusive and participatory. There is a choice to lead more by consensus with monthly meetings with all country directors and by promotion of more local (field level) innovation.
- **Shared Management**. The management structure needs to have all organizations represented.
- **Cross-cutting Issues**. Which shared services do all partners need and how will you collectively finance them? Are there key cross-cutting positions to have on staff or as a consultant on retainer? One consortium reported that they needed to add a communication person on the management team. They found they needed skills both in (1) institutional marketing, marking and branding; and (2) IEC, BCC, adult education.
- **Headquarters Involvement**. Interrelationship with HQ and field levels. Where does the communication and decision-making take place?
- **Risk and Fiduciary Responsibility**. With the increase in OIG audits, NGOs recognize increasing risk working with and through partners. While NGO partners tend to reimburse the prime for disallowed costs and commodity losses required by USAID, when subs do not recognize their fiduciary responsibilities in this regard, it makes NGO HQ staff concerned.
- **Preventing Stove Piping**. Strategies to improve the flow of information across the project could include:
    - Conducting joint technical visits to the same area with all technical coordinators
    - Developing an integration strategy, monitoring integration indicators, etc.

Closing comment and food for thought:

> "In deciding on structure, we often use practical processes (who already works in the target zones, who can bring cost share, who already implements Title II programs in the country so how to co-opt all current partners into one program, to reduce competition), or think strategically (who/what does USAID want to see, who do we traditionally partner with, how to meet USAID forward agenda items) rather than really thinking through who does what best. In reality, even if we don't get the best partner leading a specific component, as long as everyone remains flexible and collegial during implementation, it is fairly easy to use adaptive management to capture unanticipated benefits from each partner."

Module 5 PowerPoint Presentation

USAID TOPS coregroup

Aligning Structure

Structure:

The structure and/or hierarchy of an organization and how its component parts work together to achieve common goals.

Structure provides a framework that organizes resources to support service delivery, accountability, and decision-making.

Questions:

Think about a consortium you have formed:

- How were partners and their roles selected?
- What were the implications (good and bad) that this had on the work of the project?

Type of Structure

1. Division of roles by geography (i.e. each partner does all SOs in their geographic area)
2. Division of roles by SO (i.e. each partner does their SO in each geographic area)
3. Combined approach (ex. each partner heads an SO at the national level and each partner does all SOs in their geographic area)

Assignment

Look at one structure.

Identify the pros and cons of this structure.

In thinking about pros/cons, you may want to consider implications for: Decision making; Reporting and supervision; Conflict management; Coordination and communication; Project identity; Uniformity of program quality; and HQ and field relationships.

Capture the key pros and cons on a flip chart.

How does your consortium rate?

1. Consortium member organizations' structures create synergy by taking the best from each and combining to a greater whole, reducing duplication
2. Each level of structure is well defined and understood by all
3. Structure is linked to systems to ensure accountability
4. Structures are adaptable to change (program quality, administration, capacity, etc.)
5. Structures support quick, efficient and effective processes

How does your consortium rate?

6. Structures are designed to ensure efficient and effective service delivery
7. Structures are designed to support goals and strategies
8. Elements of structure are determined by the scope of project (size, resources, etc.) and the scope of the consortium
9. Are kept simple and flexible
10. Mutually agreed-to definitions and organizational chart

Questions:

1. What are your recommendations for aligning structure in a consortium?
2. What steps should be taken to select the best structure when designing a consortium?

Module 5 Handout 1 | CAFE Standards: Aligning Structure

Structure: the structure and/or hierarchy of an organization and how its component parts work together to achieve common goals. Structure provides a framework that organizes resources to support service delivery, accountability, and decision-making.

Component	**Attributes and Processes**
Aligning Structure	
Consortium structures: a. Guarantee and support efficiency and effectiveness at all levels of consortium in governance, project, and financial management b. Are documented by a formal and mutually agreed to organizational chart representing all levels of the consortium and of each agency c. Respond to the needs and requirements of project participants and donors d. Create synergy by capitalizing on member organizational structures and ensure a high level of participation within the consortium	• Consortium member organizations' structures create synergy by taking the best from each and combining to a greater whole, reduces duplication • Each level of structure is well defined and understood by all • Structure is linked to systems to ensure accountability • Structures are adaptable to change (program quality, administration, capacity, etc.) • Structures support quick, efficient and effective processes • Structures are designed to ensure efficient and effective service delivery • Structures are designed to support goals and strategies • Elements of structure are determined by the scope of project (size, resources, etc.) and the scope of the consortium • Are kept simple and flexible • Mutually agreed-to definitions and organizational chart

Module 5 Handout 2 | Aligning Structure: Small Group Assignment

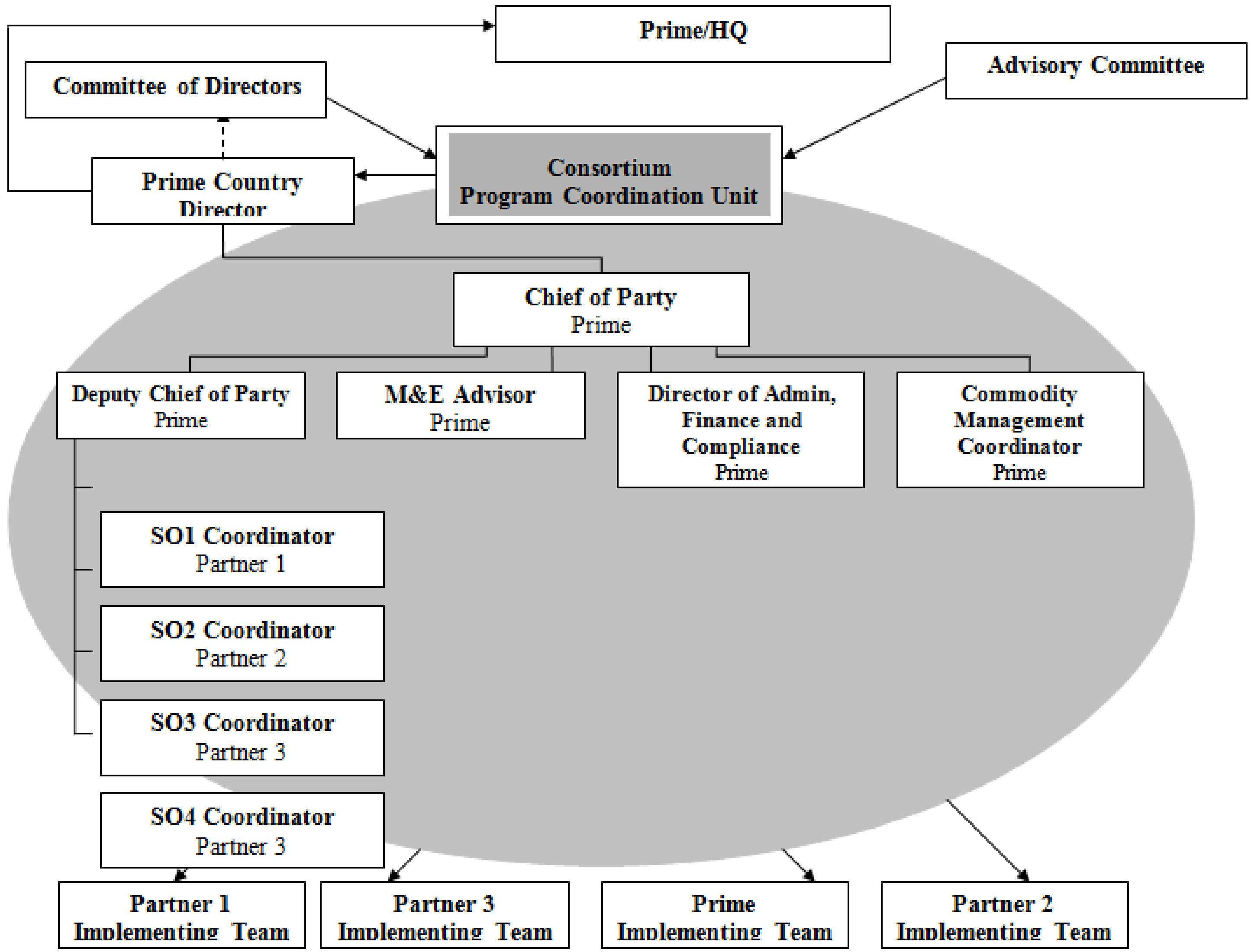
Please discuss and answer the following questions:

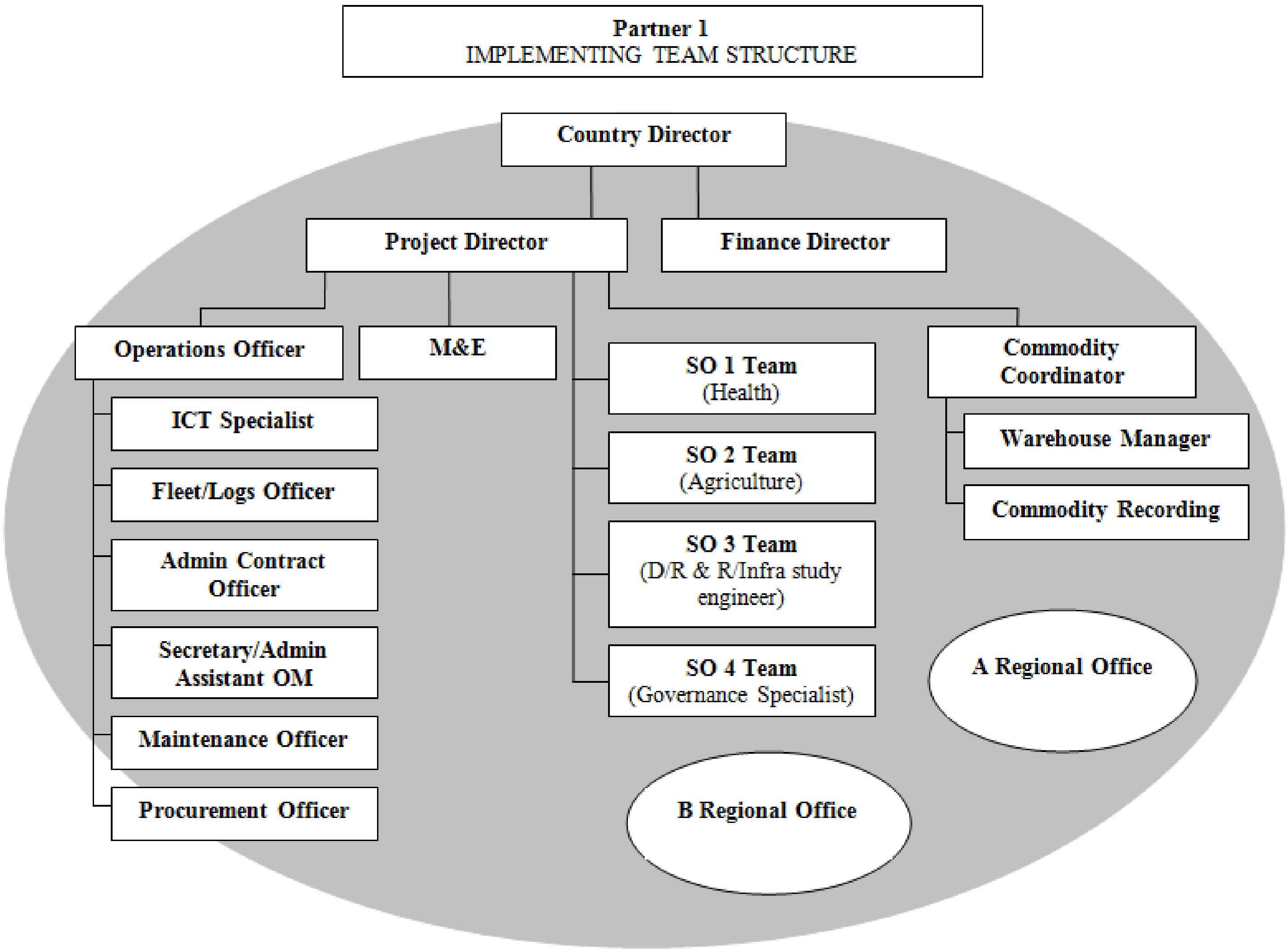
What might be some of the pros and cons of this structure? You may want to consider implications for:

- Decision-making
- Reporting and supervision
- Conflict management
- Coordination and communication
- Project identity
- Uniformity of program quality
- HQ and field relationships

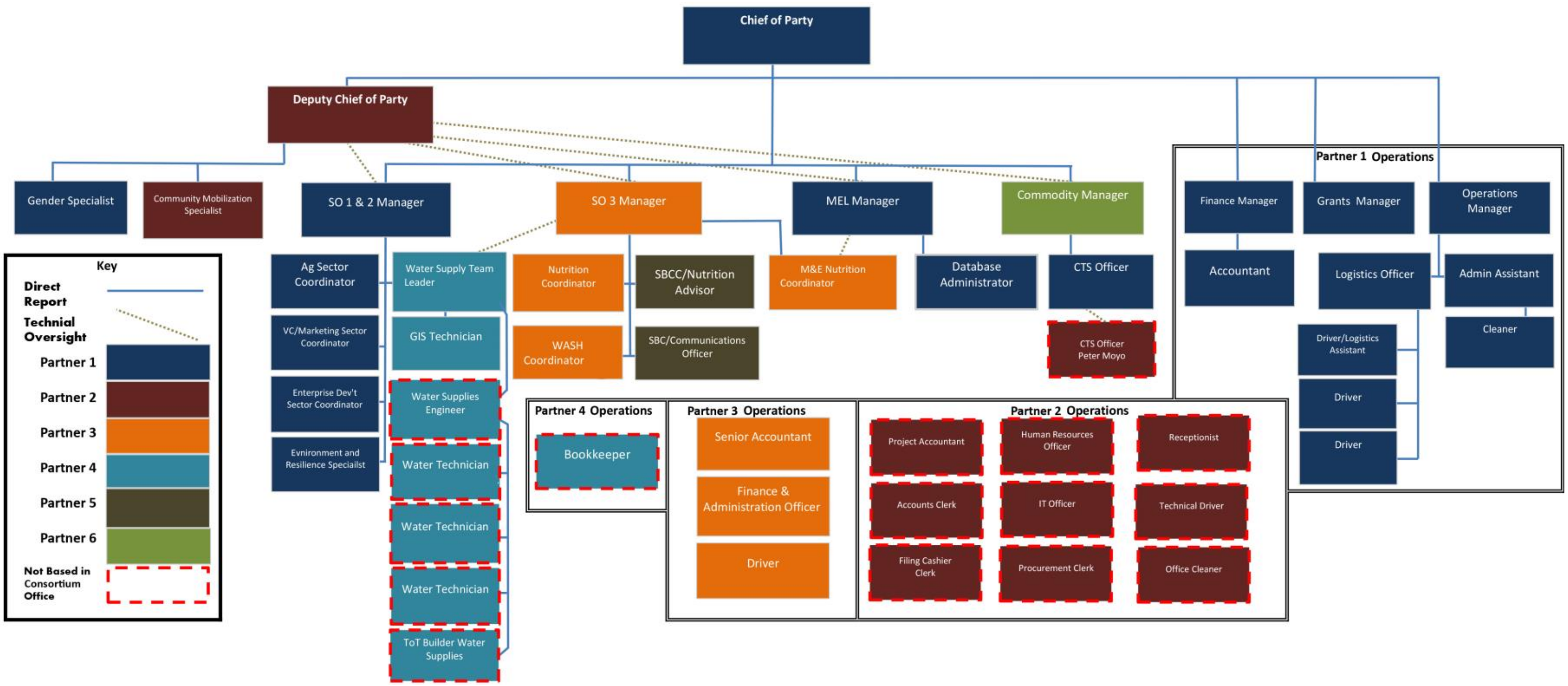
Please capture the key pros and cons on a flip chart.

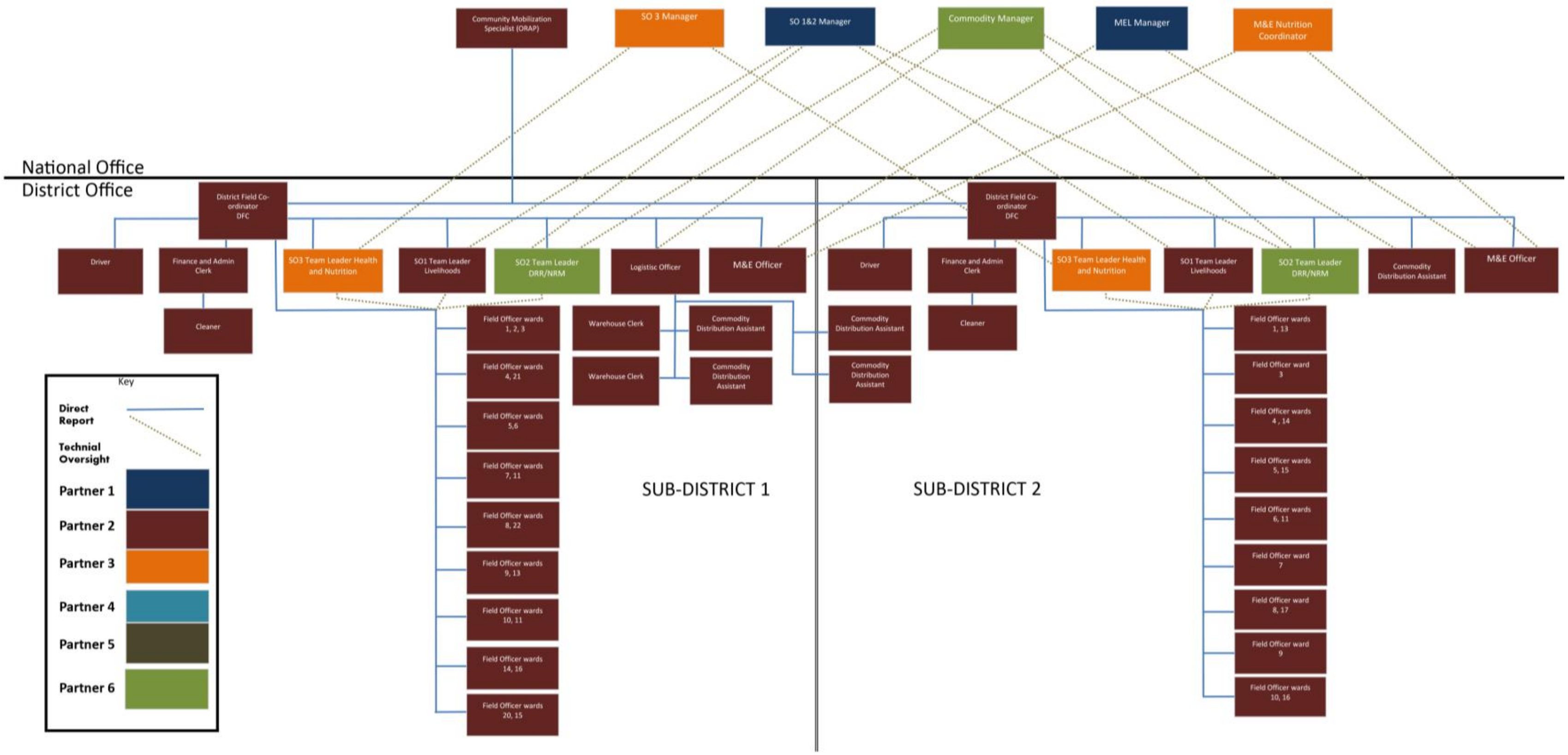
Module 5 Handout 3 | Organogram Example 1




Partner 1
IMPLEMENTING TEAM STRUCTURE
Country Director
Project Director
Finance Director
Operations Officer
M&E
SO 1 Team
(Health)
SO 2 Team
(Agriculture)
SO 3 Team
(D/R & R/Infra study engineer)
SO 4 Team
(Governance Specialist)
Commodity Coordinator
Warehouse Manager
Commodity Recording
ICT Specialist
Fleet/Logs Officer
Admin Contract Officer
Secretary/Admin Assistant OM
Maintenance Officer
Procurement Officer
A Regional Office
B Regional Office

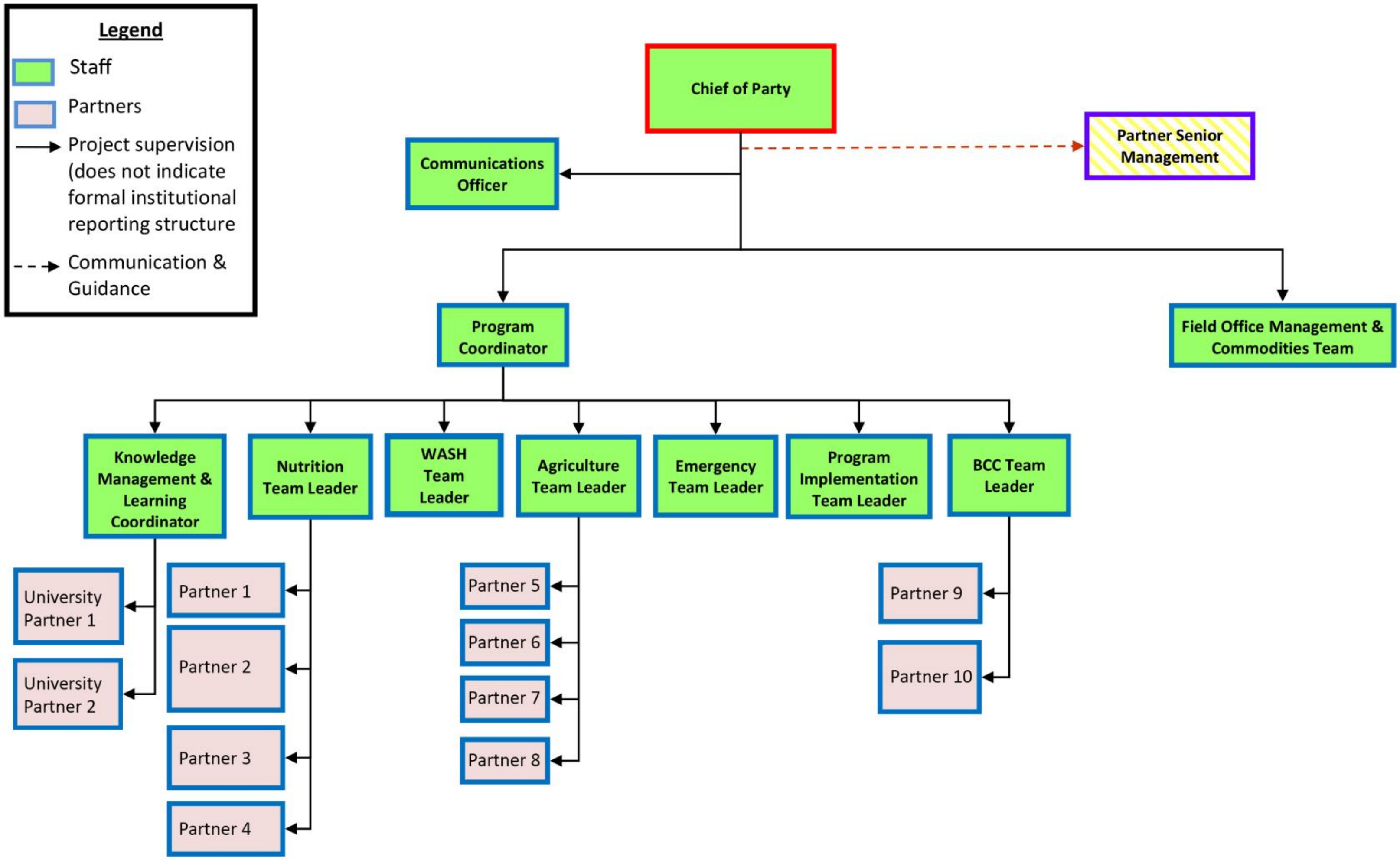
Module 5 Handout 4 | Organogram Example 2

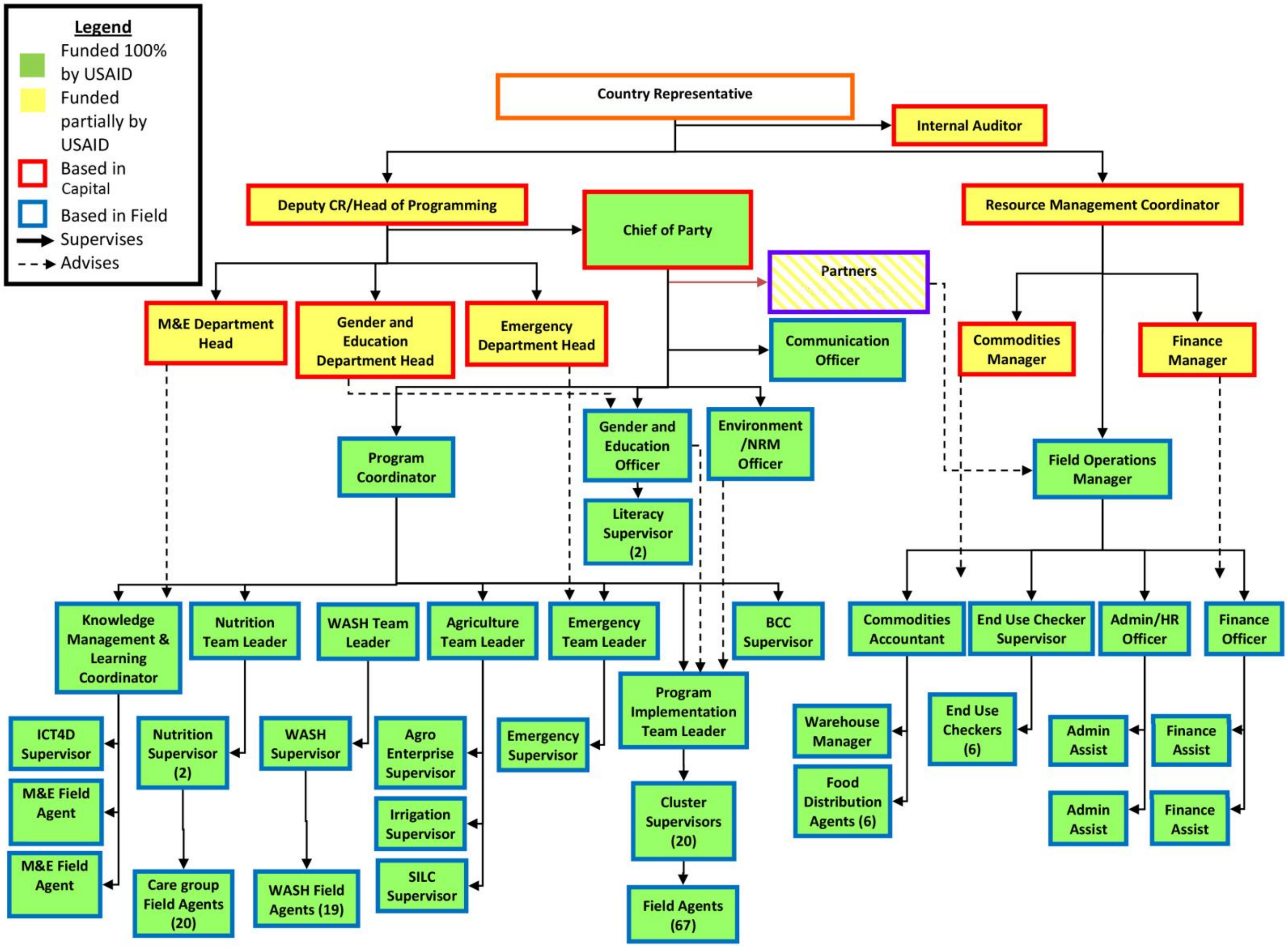




Community Mobilization Specialist (ORAP)
SO 3 Manager
SO 1&2 Manager
Commodity Manager
MEL Manager
M&E Nutrition Coordinator
National Office
District Office
District Field Co-ordinator DFC
Driver
Finance and Admin Clerk
Cleaner
SO3 Team Leader Health and Nutrition
SO1 Team Leader Livelihoods
SO2 Team Leader DRR/NRM
Logistisc Officer
M&E Officer
Field Officer wards 1, 2, 3
Field Officer wards 4, 21
Field Officer wards 5,6
Field Officer wards 7, 11
Field Officer wards 8, 22
Field Officer wards 9, 13
Field Officer wards 10, 11
Field Officer wards 14, 16
Field Officer wards 20, 15
Warehouse Clerk
Warehouse Clerk
Commodity Distribution Assistant
Commodity Distribution Assistant
SUB-DISTRICT 1
District Field Co-ordinator DFC
Driver
Finance and Admin Clerk
Cleaner
Commodity Distribution Assistant
Commodity Distribution Assistant
SO3 Team Leader Health and Nutrition
SO1 Team Leader Livelihoods
SO2 Team Leader DRR/NRM
Commodity Distribution Assistant
M&E Officer
Field Officer wards 1, 13
Field Officer ward 3
Field Officer wards 4 , 14
Field Officer wards 5, 15
Field Officer wards 6, 11
Field Officer ward 7
Field Officer ward 8, 17
Field Officer ward 9
Field Officer wards 10, 16
SUB-DISTRICT 2
Key
Direct Report
Technial Oversight
Partner 1
Partner 2
Partner 3
Partner 4
Partner 5
Partner 6

Module 5 Handout 5 | Organogram Example 3




Legend
Funded 100% by USAID
Funded partially by USAID
Based in Capital
Based in Field
Supervises
Advises
Country Representative
Internal Auditor
Deputy CR/Head of Programming
Chief of Party
Resource Management Coordinator
Partners
M&E Department Head
Gender and Education Department Head
Emergency Department Head
Communication Officer
Commodities Manager
Finance Manager
Program Coordinator
Gender and Education Officer
Environment /NRM Officer
Field Operations Manager
Literacy Supervisor (2)
Knowledge Management & Learning Coordinator
Nutrition Team Leader
WASH Team Leader
Agriculture Team Leader
Emergency Team Leader
BCC Supervisor
Commodities Accountant
End Use Checker Supervisor
Admin/HR Officer
Finance Officer
Program Implementation Team Leader
ICT4D Supervisor
Nutrition Supervisor (2)
WASH Supervisor
Agro Enterprise Supervisor
Emergency Supervisor
Warehouse Manager
End Use Checkers (6)
Admin Assist
Finance Assist
M&E Field Agent
Irrigation Supervisor
Cluster Supervisors (20)
Food Distribution Agents (6)
Admin Assist
Finance Assist
M&E Field Agent
Care group Field Agents (20)
WASH Field Agents (19)
SILC Supervisor
Field Agents (67)

Module 6: Introduction to Day Two

Total Time: 10 minutes

Objective

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

- Understand the purpose, flow and direction of the workshop
    - Management Decision Making
    - Fostering Team Collaboration to Improve Program Quality
    - Setting a Program Learning Agenda
    - Personal Prioritization and Next Steps
    - Evaluation

Overview

Provide a recap of day one and highlight the sessions of day two.

Icebreaker (10 min)

Ask each participant to think of an image that describes their organization, explain it and discuss.

After everyone has shared, ask the group:

- What do these different images tell us about collaboration amongst different organizations in a consortium?

Module 7: Management Decision Making Session Facilitation Guide

Total time: 90 minutes

Objective

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

- Identify opportunities for balancing the effectiveness and collaborative nature of decision making in a consortium

Activity (30 minutes)

Use a piece of paper on the wall to designate one side of the room as "I agree" and the opposite side as "I disagree." Present various statements using the PowerPoint presentation if needed, and ask participants to move to the side of the room that indicates their level of agreement/disagreement with the statement.

Participants can move all the way to that side if they completely agree or disagree, or they can locate themselves somewhere in between if they are not in full agreement or disagreement.

After participants stop moving after a statement, ask some probing discussion questions to tease out the issues.

- *Statement 1: Centralized and decentralized decision-making*

  "My organization is very decentralized. Our country office is fairly autonomous and makes decisions without needing to consult our HQ office. Opposite end of the spectrum: My organization is very centralized. Our HQ office makes most decisions and the country office needs to work through the HQ office to coordinate decision making across different countries."

  Discussion

  - Ask each end: What do you wish partners with a different structure understood about you? (Note: Ask two ends to discuss amongst themselves first and then share with the other end) (Note: Encourage groups to sit down for discussion since they will be standing a lot for subsequent questions)
    - Probe: What are the positive aspects of centralized organizations? What are the positive aspects of decentralized organizations?

- Probe: How does the existence of centralized and decentralized organizations within a consortium affect project decision making? (ex. speed of decision making; changing a decision after consultation with HQ)
- Probe: How could you improve the situation, making the process easier for both types of organizations?

Points to bring out

- Centralized organizations often take longer to make decisions since decision making needs to take place at the headquarters office. This time lag may also affect the timing of submitting reports and documents within the consortium if a country office needs to send documents for editing and approval first to their headquarters office. Organizations need to understand this time constraint and provide adequate time for partners to seek approval.
- Country partners may all come to agreement on a course of action in a meeting, but a centralized organization may not get the approval from the headquarters and may need to change their position at a later date.
- Decentralized organizations may be able to make faster decisions since they don't need to consult a headquarters office, but they may not have the technical and administrative support and support with donor communication that could be provided from a headquarters office.
- In some projects, the prime is very directive and calls the headquarter offices of subs dictating what they should tell their field offices to do.
- Different offices/functions may be centralized or decentralized within an organization. For instance, budgeting, finance, and compliance may operate more centrally than technical program direction.
- It may be useful to play "good cop; bad cop" with field/HQ offices. This may influence partner's perspective of the degree of centralization within an organization.

- *Statement 2: Trust*

"Our partners trust and respect each other."

Discussion

- Ask each end: What makes you feel that there is a trusting environment? What makes you feel that there is not? (Probe for concrete behaviors and practices that make people feel there is or is not a trusting and respectful environment)
- What actions facilitate trust? What actions hinder trust?

Points to bring out

- Previous experiences will affect practices. For example, after a previous bad experience, a partner insisted on having everything documented.
- Small subs may face greater financial scrutiny and feel that they are forced to give up more confidential information to the prime. They may not have the energy or legal support of larger partners to counteract requests for information.
- "You know there is trust when people voice the challenges in an open forum instead of always saying that everything is fine."

- *Statement 3: Transparency (if not covered in discussion on trust)*

  "Consortium business is conducted in a transparent fashion."

  Discussion

  - Ask each end: What makes you feel that there is transparency? What makes you feel that there is not? (Probe for concrete behaviors and practices that make people feel there is or is not transparency)

  Points to bring out

  - Partners should be transparent about that which they will and will not be transparent.
  - Sometimes you are only more transparent when you have to be; when you are about to hit rock bottom.
  - When you are part of an advisory committee where there is not follow-up to your suggestions and actual decisions are made at a different time, it provides the veneer of participation, with no actual transparency.

- *Statement 4: Individual vs. collective interests*

  "When a partner represents the consortium, they put the needs and identity of the consortium ahead of individual organizational needs."

  Discussion

  - Ask each end: How does this play out? What is the effect? (Probe for concrete behaviors and practices that demonstrate the difference between prioritizing the consortium or the individual organization and show how that choice effects the partnership)
  - Are there principles or ground rules that could be helpful?

- *Statement 5: Gender equity*

  "Consortium leadership is committed to gender equity."

  (Note: may need to clarify difference between equity and equality).

Discussion

- Ask each end: What makes you feel that there is equity? What makes you feel that there is not? (Probe for concrete behaviors and practices that make people feel there is or is not equity)
- How does equity impact decision making?

Points to bring out

- Are there differences in decision making styles between men and women? Are these differences real or stereotypes? How does culture play a role in decision making of men and women?
- Are there differences in job roles, opportunities, and pay scales for men and women within and across partners? (Note: this may especially come out related to local partners who can't complete with the pay scales of larger organizations.)
- Are there differences based on cultural, religious or other identities?
- Any issues related to language? Do the leaders speak the common language?

- *Statement 6: Style of decision-making*

  "Decision making in the consortium is collaborative. One end of continuum: The prime makes all the decisions. Other end: All decisions are made by group consensus."

  Discussion

  - For those in the middle of the continuum: How would you define your position?
  - At all points: How effective is the decision making? How efficient is the decision making?
  - Is there an explicit methodology for decision-making in your consortium?

  Points to bring out

  - Use the final PowerPoint slide to show different types of decision-making options.

- *Statement 7: Raise other key issues as needed*

Decision Making and Prime/Sub Relationships (30 minutes)

This part of the session will explore decision making and prime/sub relationships in order to develop recommendations for balancing the effectiveness and collaborative nature of decision making in a consortium.

Distribute Handout 1 | CAFE Standards Interpersonal

Distribute Handout 2 |Example 1: Title II Consortium with Four Implementing Partners

Distribute Handout 3 | Management Decision Making: Small Group Assignment

Ask participants to work in small groups to discuss:

1. In your experience, how are decisions made? How are conflicts resolved?
2. What systems, processes, and /or structures can you put in place to ensure timely and effective decision making while allowing for inclusivity and collaboration?
3. What interpersonal or managerial actions can you take to maximize good prime/sub relationships?

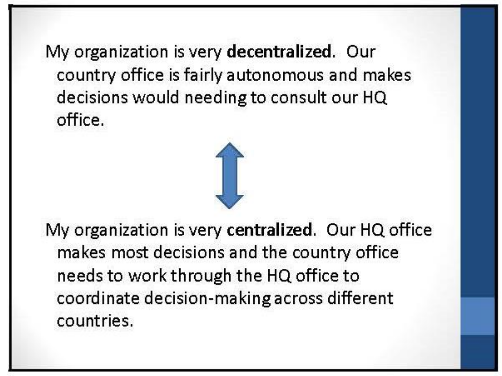
Report Back (30 minutes)

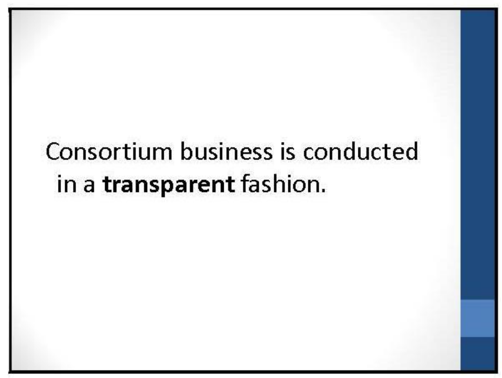
Ask participants to report back on recommendations.

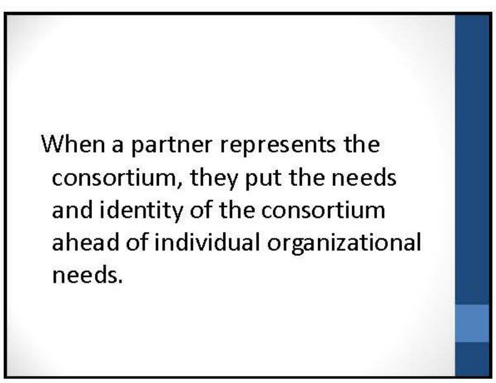
Points to bring out:

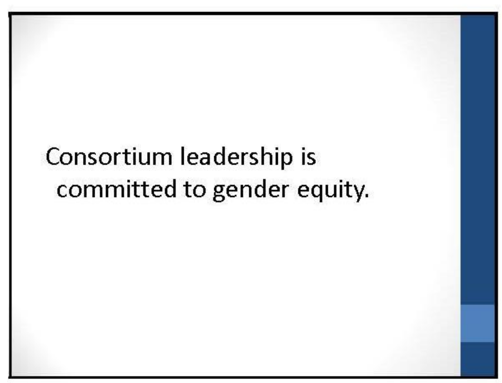
- There are cultural differences in preferences related to the degree of structure desired.
- A lot depends on personalities. Programs in different countries with the same prime can operate very differently.
- COPs are expected to already know how to run a consortium, so they generally aren't given much guidance by their organization.
- Visiting and having meetings at the offices of the subs and not just the prime helps to make people feel valued.
- Too much micro-managing can breed negativity.

Module 7 PowerPoint Presentation







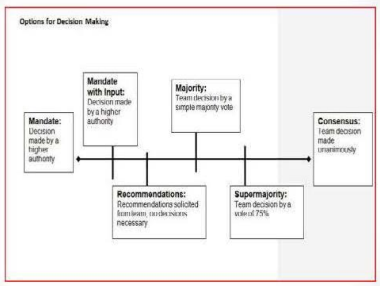


The prime makes all the decisions.

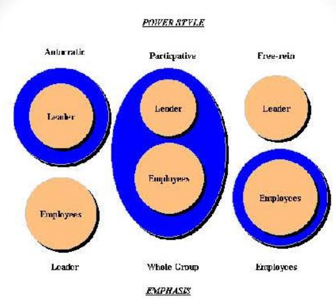
All decisions are made by group consensus.

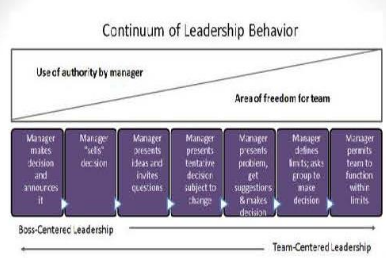
Small Group Questions:

1. In your experience, how are decisions made? How are conflicts resolved?
2. What systems, processes, and /or structures can you put in place to ensure timely and effective decision making while allowing for inclusivity and collaboration?
3. What interpersonal or managerial actions can you take to maximize good prime/sub relationships?



Optional Slides





Forces that influence the style to be used include:

- Amount of time available
- Are relationships based on respect and trust or on disrespect?
- Who has the information—Prime? Some or all partners?
- How well are partner staff trained and how well do they know the tasks
- Internal conflicts
- Stress levels
- Type of task, such as structured, unstructured, complicated, or simple?
- Laws or established procedures or training plans

Module 7 Handout 1 | CAFE Standards: Interpersonal

<table>
<tr><th>Component</th><th>Attributes and Processes</th></tr>
<tr><td colspan="2">Interpersonal</td></tr>
<tr><td>Consortium staff, policies, and procedures:
a. Respect the human dignity of each person (consortium members, project participants, stakeholders, and other) without regard for organization, job responsibility, or personal identity
b. Conduct consortium business in a transparent, timely, and respectful fashion
c. Work to build a consortium based on trust and mutual respect, consistently modeling and supporting positive interpersonal behavior
d. When representing the consortium, put the needs and identity of the consortium ahead of individual organizational needs</td><td>• All functions are conducted transparently, equally, and without bias
• Decisions and communications information sharing are transparent at all levels
• Definitions, systems, and remedies are mutually agreed to
• Consortium leadership is committed to staffing that reflects the composition of the nation
• Conflict resolution procedures include an appeal process
• Definitions of respect, trust, dignity, etc., are developed and agreed to by consortium staff</td></tr>
</table>

Module 7 Handout 2 | Example 1: Title II Consortium with Four Implementing Partners

Management Unit	Organizational members	Roles and Responsibilities	Frequency of Meeting
Program Coordination Unit (PCU)	• Deputy Chief of Party (Prime) • M&E Advisor (Prime) • Director of Admin, Finance & Compliance (Prime) • Commodity Management Coordinator (Prime) • Communications Specialist (Prime) (note: added later in project) • Program Quality/Knowledge Management Specialist (Partner 3) (note: added later in project) • SO1 Coordinator (Partner 1) • SO2 Coordinator (Partner 2) • SO3 Coordinator (Partner 3) • Good Governance (Partner 3)	• Develop overall implementation strategies and guidelines for program partners, • Provide technical oversight, • Identify implementation problems, • Measure program progress and impacts, • Share lessons learned • Communication of program impacts and approaches The PCU reports to the COP and are all housed together in the prime's office.	Weekly
Committee of Directors	Country Directors for each of the four consortium members	• Oversee individual partner programs (individual quality control, financial management) • Resolve strategic and implementation problems as identified by the Program Coordination Unit (PCU), individual consortium members, or others, • Respond to changes in the operating context that may require modification of the MYAP strategy.	Monthly; may have additional ad hoc meetings as issues arise
Advisory Committee	• Committee of Directors • Heads of Program from each Consortium Member • USAID Representative • Ministry of Agriculture Representative • Ministry of Health Representative • BNGRC Representative • ONN Representative • UN partners (WFP, UNICEF, FAO)	• Serve as a technical, strategic and policy resource to the PCU, • Facilitate coordination of MYAP activities with other in-country initiatives • Ensure compliance with national and US government policy	Quarterly (normally around the time when the quarterly report will be produced)

Module 7 Handout 3 | Management Decision Making: Small Group Assignment

Please use your own experience, the management structure from Example 1 in the Aligning Structure session, and the CAFE Standards for the interpersonal component to answer the following questions.

1. In your experience, how are management decisions made? How are conflicts resolved?

2. What systems, processes, and /or structures can you put in place to ensure timely and effective decision making while allowing for inclusivity and collaboration?

3. What interpersonal or managerial actions can you take to maximize good prime/sub relationships?

Module 8: Fostering Team Collaboration to Improve Program Quality Facilitation Guide

Total Time: 60 minutes

Objective

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

- Explain the mutual learning model and how it can be used to fostering team collaboration and improve program quality.

Introduction (1 minutes)

In this session, we're going to discuss how technical teams function and strategies for supporting them to better share information and collaborate.

Activity (5 minutes)

What makes a good team? Think about cross-organizational technical teams that you have worked on. Think about both those that functioned well and those that functioned poorly. What were their characteristics? Record participant examples on the flip chart in two columns: 1) good; and 2) bad characteristics and behaviors.

Key point:

- Teams are most effective when they lead to mutual learning

Activity (40 minutes)

Explore the mutual learning model and implications for fostering team collaboration.

1. Core Values

    Distribute Handout 1 | Core Values

    Ask participants in small groups to discuss and fill in what the words mean to them. Report out.

    Distribute Handout 2 | Values of the Mutual Learning Model

    Discuss any differences. (10 min)

2. Unilateral Control and Mutual Learning Models

Distribute Handout 3| Unilateral Control Model and Mutual Learning Model

Ask participants to compare the models in small groups. (10 min)

3. Case examples:

Ask for a volunteer in each table to describe to their table a challenging situation related to a programmatic or budget negotiation.

Distribute Handout 4 | Eight Behaviors for Smarter Teams

Ask the table to discuss which of the behaviors were and were not practiced in the situation. Ask participants to identify how the situation could be resolved differently using the eight behaviors. (20 min)

Conclusion (14 minutes)

Report back and discuss implications.

Share "Designing Participatory Meetings and Brownbags: A TOPS Quick Guide to Linking Development Practitioners" (http://www.fsnnetwork.org/designing-participatory-meetings-and-brownbags-tops-quick-guide-linking-development-practitioners). This document provides ideas and guidance for designing an interesting and useful peer-to-peer learning event. This guide includes ideas about different session formats and strategies for encouraging reflection and dialogue, keeping time, managing Q&A sessions, and working with small groups.

Key Points:

- To create and sustain a culture of collaboration, it is necessary for members to share a set of values and assumptions congruent with collaboration and to generate behaviors and structures that embody the values and assumptions.
- To effectively collaborate requires people to shift their mind-set (or mental models) from one of control to one of learning. This is often psychologically threatening because it requires us to give up our preconceived ideas of what the solutions should be.
- We often work out of the unilateral control model. The core values and assumptions underlie our behavior, but are generally not in our awareness at the moment.
    - The conversation is seen as a contest in which you seek to win, not lose.
    - You try to minimize the expression of negative feelings, believing that if people start expressing negative feelings, it will only make things worse.
    - You think that the way you are approaching the issue is perfectly logical.
    - You assume that you understand the situation and anyone who disagrees doesn't.
    - You question the motives of those with different views.

- This combination of values and assumptions leads you to design strategies that seek to control the conversation and win.
    - You don't fully explain your point of view because it might lead others to question and challenge it.
    - To minimize negative emotions, you may ease in. Easing in includes asking leading or rhetorical questions so that others will think that they have come up with the ideas that you want them to implement.
    - Because you assume that you understand the situation, you act as if your reasoning is foolproof without testing your assumptions and data.
- The Give-Up-Control Model is a variation of unilateral control. A manager who recognizes that he has been micromanaging may seek to change by "empowering" his employees. He delegates an important decision to the group, but in an effort to not influence them, withholds relevant information including criteria that the solution must meet. The employee solution is rejected and the manager takes over since he now thinks the group is not ready to be empowered.
- The mutual learning model is at the heart of the Facilitative Leader approach.
- The core values of this model are:
    - Transparency – when you're transparent, you share all relevant information, including your thoughts, feelings, and strategies.
    - Curiosity – when you're curious, you are genuinely interested in others' views and seek them out so that you and others can learn.
    - Informed choice – When you value informed choice, you act in ways that maximize your own and others' abilities to make decisions based on relevant information.
    - Accountability – When you're accountable, you take responsibility for your own actions and their short- and long-term consequences.
    - Compassion – When you're compassionate, you understand others' concerns and connect and respond to others. You suspend judgment temporarily so that you can appreciate other people's situations.
- The assumptions of the Mutual Learning mindset are:
    - I have some information; so do other people
    - Each of us may see things that others don't
    - I may be contributing to the problem
    - Differences are opportunities for learning
    - People may disagree with me and have pure motives
- The strategies that facilitative leaders use to implement their core values and assumptions are also known as the ground rules for effective groups.

- Outcomes of using this approach include increased quality of decisions or results, increased commitment to implementing the results, reduced time for effective implementation, improved working relationships, increased organizational learning, and enhanced personal satisfaction.
- The challenge is learning to think differently. If you only learn to apply the strategies of the mutual learning model, you will end up using them with a unilateral control model set of values and assumptions, which will generate the same negative consequences you've gotten in the past.
- Using the mutual learning model goes beyond conversations. Leaders often design team and organizational structures that have unilateral core values and assumptions embedded in them.
    - Example: budgeting process
    - What are other ways this plays out?

Module 8 Handout 1 | Core Values

Discuss the following values in your small group. What do they mean to you?

1. **Transparency**

2. **Curiosity**

3. **Informed Choice**

4. **Accountability**

5. **Compassion**

Module 8 Handout 2 | Values of the Mutual Learning Model

Roger Schwartz defines the core values of the Mutual Learning Model as:

1. **Transparency** – when you're transparent, you share all relevant information, including your thoughts, feelings, and strategies.

2. **Curiosity** – when you're curious, you are genuinely interested in others' views and seek them out so that you and others can learn.

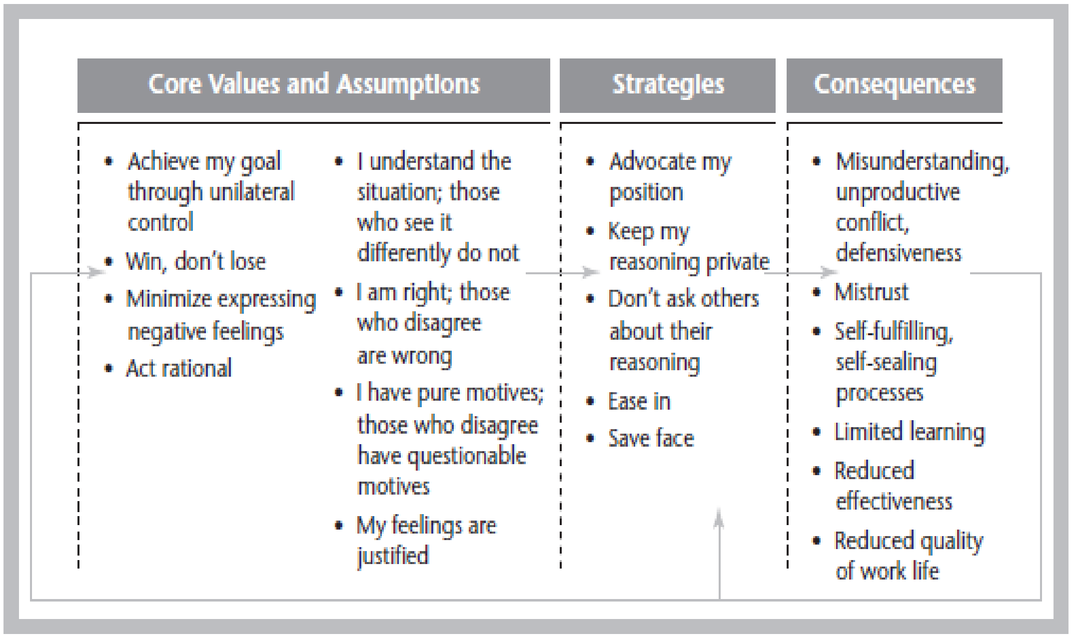
3. **Informed choice** – When you value informed choice, you act in ways that maximize your own and others' abilities to make decisions based on relevant information.

4. **Accountability** – When you're accountable, you take responsibility for your own actions and their short- and long-term consequences.

5. **Compassion** – When you're compassionate, you understand others' concerns and connect and respond to others. You suspend judgment temporarily so that you can appreciate other people's situations.

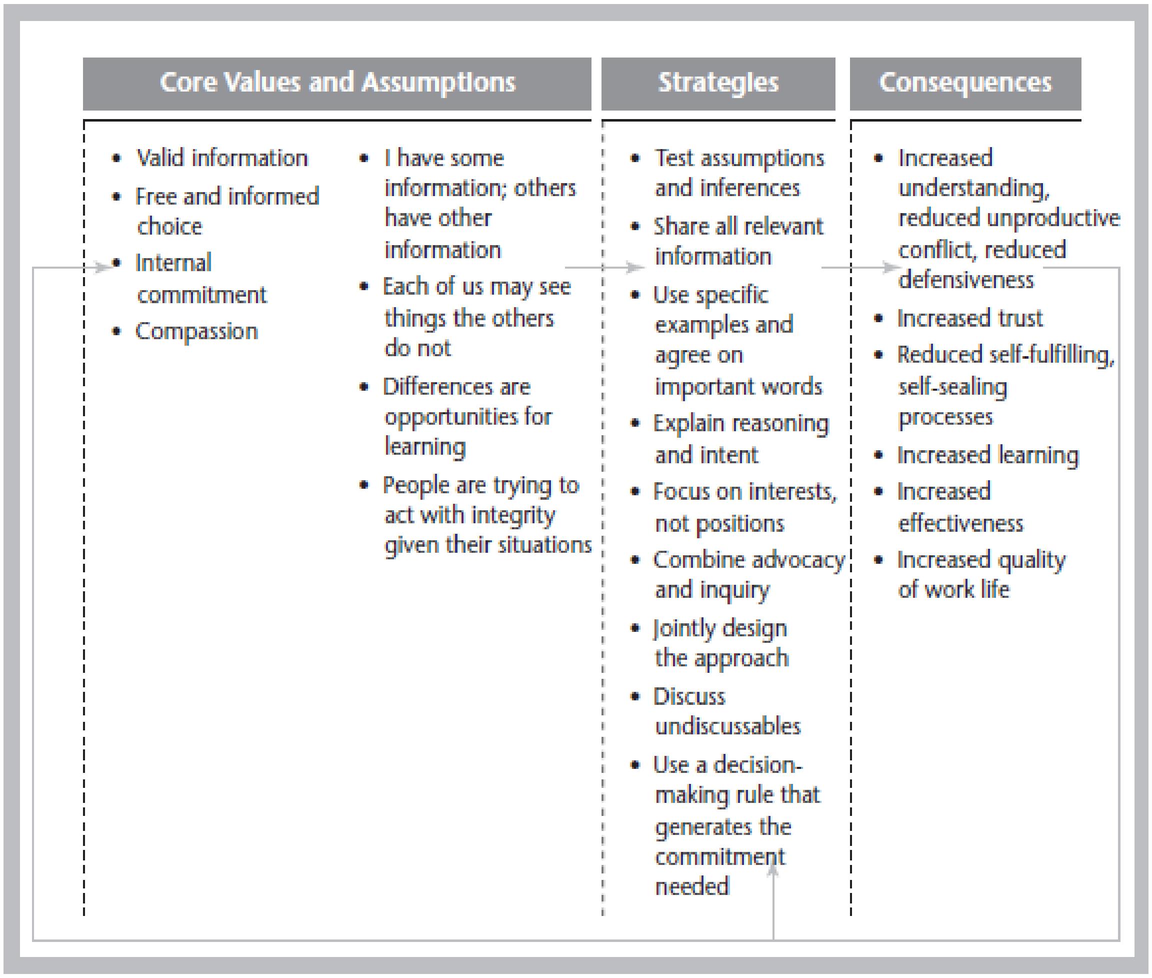
Module 8 Handout 3 | Unilateral Control and Mutual Learning Models

FIGURE 14.1. UNILATERAL CONTROL MODEL.



Source: Models derived from the work of Argyris and Schön (1974), who originally labeled them as Model I and Model II, and adaptations by Putnam, Smith, and MacArthur at Action Design (1997), who refer to them as the Unilateral Control and Mutual Learning models. Action design is an organization and management development firm that has built on the work of Argyris and Schön. Putnam and Smith are the coauthors with Argyris of *Action Science* (1985).

FIGURE 14.2. MUTUAL LEARNING MODEL.



Sources: Adapted from Argyris and Schön's Model II (1974) and Putnam, Smith, and MacArthur's Mutual Learning Model (1997).

Module 8 Handout 4 | Eight Behaviors for Smarter Teams

Behavior	Description	Example
1. State views and ask genuine questions	Stating your views and asking genuine questions means sharing your thinking, including your reasoning and intent, and inviting others to comment. For this behavior to be effective, your questions need to be genuine and not rhetorical or leading.	Leading: "Do you really think that will work?" Vs. Genuine: "I'm not seeing how this will work because…What are you seeing that leads you to think it will work?"
2. Share all relevant information	This is the practice of presenting all information that might affect how your team solves a problem or makes a decision. It ensures that all team members have a common pool of knowledge from which to make informed choices. Sharing relevant information includes presenting details that don't support your preferred solution.	"Although I think we should delay the project until January because it will balance our workload, Maureen says that our costs will increase by four percent if we wait."
3. Use specific examples and agree on what important words mean	When you give specific examples, you name people, places, things, events and report what people said and did. This enables others to independently determine whether they agree with your information and reasoning.	"When I say consensus, I mean that everyone on this team can say they will support and implement the decision, given their roles and responsibilities."
4. Explain reasoning and intent	Your intent is your purpose for doing something. Your reasoning is the logical process you use to reach conclusions based on information, values, and assumptions. When you share your reasoning and intent, you make your private thoughts public. This helps people understand what led you to make the comments you made, ask the questions you asked, or take the actions you took. When you share your reasoning and intent, others can ask you questions and explain how their views differ from yours. And you can do the same with them.	"The reason I am asking is…" "Here's how I reached my decision…" "Here's what led me to do this…"

5. Focus on interests, not positions	Positions are like solutions that people identify to address an issue. Interests are the underlying needs that people use to generate their solutions or positions. When our solutions don't take into account other stakeholders' needs, the other stakeholders reject the solutions. When we focus on interests, we are being transparent by explaining the reasoning and intent underlying our preferences, and we are being curious by learning about others' interests.	To identify interests: "No matter what the specifics of the solution are, the solution needs to be one that…" When someone is focused on a position: "What is it about that solution that's important to you? I'm asking because if we can identify this, we can help meet your needs."
6. Test assumptions and inferences	We are all hardwired to seek meaning in events. We naturally make inferences and assumptions all the time. The only way you can determine if your inference is accurate is to test it with the person about whom you have made the inference.	"I think you said that you were taking away the project from my team. Did I understand you correctly?" [If the answer is yes, continue] "I'm thinking that you're concerned about my team's performance on this. Am I mistaken?"
7. Jointly design next steps	When you jointly design next steps, you make decisions about what to do next by involving others rather than deciding unilaterally. Applying this behavior increases the likelihood that people will be committed to the next steps of your project. Decide with others what topics to discuss, when and how to discuss them, and when to switch topics, as well as how to resolve certain kinds of disagreements. Note, this behavior does not mean that teams must make decisions by consensus, or use any other particular decision-making rule.	For this next item, I suggest we first agree on the problem, then identify criteria for solving it, and then generate possible solutions before evaluating them. Does anyone have any questions or concerns about doing it this way?" "I think we're ready to move to the next item. Is anyone not ready to move on?"
8. Discuss undiscussable issues	Undiscussable issues are topics relevant to the team's work that team members don't address in the team, the one place where they can be resolved. People are often concerned that raising issues will make some team members feel embarrassed or defensive or generate conflict. Unfortunately, many people overestimate the risk of raising an undiscussable issue and underestimate the risk of not raising it.	"I want to raise what might be a difficult issue and get your reaction. I'm not trying to put anyone on the spot, but instead trying for us to work better as a team. Here is what I've seen and what I think the issue is. [State your relevant information]. How do others see this?"

Adapted from "Eight Behaviors for Smarter Teams" Roger Schwarz, 2013

Module 9: Program Learning Session Facilitation Guide

Total time: 90 minutes

Objective

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

- Guide staff in the development of a learning agenda for the project

Introduction (1 min)

Lessons are learned every day in the complex world of food security and nutrition integrated program implementation, but how are those lessons captured and shared so that necessary adaptations are put in place when needed, and future programs build on the successes and avoid the pitfalls of the past? In this session, we'll be using a case study from a food security project in Ethiopia in order to explore their specific process and outcome for a learning agenda.

Activity (14 min)

This activity will look at several statements about program learning in order to clarify what we're talking about.

Ask everyone to come to the front of the room. Present several statements on the PowerPoint slides and ask those who agree with the statement to stand on one side of the room and those who disagree to stand on the other side. Acknowledge that many may think "yes, but" or "no, but" and invite them to stand in the middle. After each statement, invite comment – why are you standing where you are? What do you think about this statement?

- *Statement 1*

  "The donor only cares about results, so we need to focus on coverage and numbers reached, not learning"

  <u>Key points</u>

  - Learning is now one of USAID's core values and FFP is requesting learning plans in development proposals
  - What is the implication of a focus on results? How will we know the best way to achieve those results?
  - Do we know if we've found the best approach to the problem we are trying to solve, to the improvements we're trying to achieve? How will we know if we don't stop to ask?

    - In the short term, learning will take away from time/money spent on coverage, but in the long term, it will improve the quality and effectiveness of programming

- *Statement 2*

  "If we didn't achieve the results we were seeking, something was wrong with the implementation."

  Key points

    - Local systems we work in are complicated and the causal pathways are often not clear

- *Statement 3*

  "Hard evidence is the only form of learning that counts."

  Key Points

    - What if the data tells us that all is proceeding as planned, but we're not seeing the change we expected?
    - Or what about if simple observation tells us things aren't working out, behaviors aren't changing, uptake isn't what we expected. Can we afford to wait for evaluation results? Will a standard performance or impact evaluation tell us what we need to understand? Will performance data tell us why?
    - What other kinds of inquiry might be in order?
    - Learning is systematic, planned, proactive AND unplanned (learning happens everyday)

- *Statement 4*

  "USAID is the best source for our learning agenda."

  Key Points

    - Learning can be for internal and external audiences. Internal learning is mostly the implementers' own questions and leads to sharpening tools and models (e.g. CARE wants to learn more about women empowerment). External learning answers the questions of the donor, government, industry/sector and is primarily geared towards replication.
    - Different people and organizations will see the world in different ways, often making assumptions without realizing it. Involving a range of stakeholders, including community members provides an opportunity to incorporate alternate viewpoints.
    - Program learning mobilizes teams to share information and collaborate around specific program questions

Present powerpoint visual on "Program learning from an implementation perspective"

Introduce Case Study (10 minutes)

Distribute Handout 1 | Case Study: Developing a Learning Agenda

Ask participants to read the case study.

Distribute Handout 2 | PSNP Plus Project

Discuss in large group: (5 min) How does this case study resonate with your own experience? What are the similarities and differences between this approach and your project's program learning strategy?

Small Group Work (15 minutes)

Ask participants to work in table groups to answer the following questions and prepare to present a "sales pitch" to project partners explaining why the project should support the development of a program learning agenda: (15 min)

Distribute Handout 3 | Setting a Program Learning Agenda - Assignment

> Program learning was not initially planned for this project, and they met a lot of resistance to budgeting time and money for this effort.
>
> - How would you argue for the importance of committing staff time and funds to develop a program learning agenda?
> - What do you think is an appropriate level of support for implementing the program learning agenda in the project?
> - What are ways to maximize program learning without over committing time and budget?

Report Out (25 minutes)

Ask participants to present their table's "sales pitch". Discuss and capture the main points emerging from the different groups on a flipchart. (25 min)

Large Group Discussion (20 minutes)

Discuss the following question in the large group. (Note: Provide participants with a few minutes to think about their own answers before soliciting group input.)

> Organizational learning is to a large extent determined by two factors:
> 1) How well people practice critical and analytical thinking; and

2) How well the organizational culture supports learning (i.e., how well it tolerates errors).
How could you create an environment in your consortium that would encourage learning?

Points to Bring Out

- Implications from case study:
  - Participation: It is important to think about the right people to involve from a broad base of program staff to the right stakeholders across partners; implications for quality of questions as well as level of buy-in to using the information.
    - In this case, project management chose to purposely engage front-line staff in the workshop in order to ensure that everyone understood the big picture and was empowered to make changes to help achieve the project's goal.
    - In addition to the national and regional level learning agenda, PSNP+ also engaged grassroots stakeholders in the learning effort facilitating a meeting of farmers to come together and share their experiences, learning and methods of adaptation.
  - Manageability: It is important to keep the learning agenda manageable.
    - Program learning involves making the initial space for reflective conversation and prioritization of questions, and then making existing coordination forums work better and improving the quality of existing conversations
    - A significant amount of time after the workshop was spent with the monitoring team to ensure that the project's existing M&E system was designed to contribute to answering the learning questions.
    - Part of the decision making on the action plan was determining the right amount of time and effort to dedicate to various questions.
    - Sub-taskforces were created to take on specific questions such as how to work with microfinance institutions to get loans for livestock.
    - Existing project meetings were used to report out on results for specific learning questions.
    - They focused on the application of the learning and not research for the sake of research
- Creating an environment to encourage learning:
  - Stimulating critical thinking and developing a learning culture involves increasing comfort with not knowing the answer; this is different from how national staff are trained and needs to be demonstrated from the top.

- PSNP+ identified the following challenges for developing a program learning agenda: Organizational culture, funds and capacity, priority, rigid plans to incorporate learning, and lack of staff capacity development on learning and sharing
- What are the current incentives (and disincentives) to learn and share?
- Some steps that can help create a culture of learning include:
    - Creating space and time for sharing and reflection
    - Building KM into roles, job descriptions, and annual reviews
    - Asking questions in hiring interviews to find people who can share and work effectively in a learning organization (ex. When was the last time you worked on a team and collaborated on a project?)
    - Understanding and modeling how to share information effectively
    - Recognition to encourage contributions – ex. I got these great ideas from x and we can use them for y.

Distribute Handout 4 | Learning Agenda and Plan

Distribute Handout 5 | Techniques for Sharing Technical Expertise to Improve Program Quality

Conclusion (5 min)

Ask participants to look at both handouts and ask for any comments on use of these or similar tools.

Module 9 PowerPoint Presentation

Setting a Program Learning Agenda

What is a learning agenda?

A **learning agenda** is a set of issues or **learning themes** around which a group or organization commits to generating and sharing lessons in order to build knowledge.

Statement 1:

The donor only cares about results

So we need to focus on coverage and numbers reached, not learning

Statement 2:

If we didn't achieve the results we were seeking, something was wrong with the implementation.

Role of inquiry

If only our path forward was always so straightforward

Role of inquiry

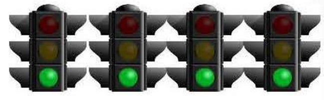
But the local systems we work in are more complicated – the causal pathways not always clear

Statement 3:

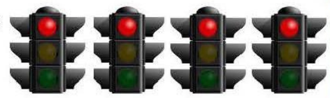
Hard evidence is the only form of learning that counts

But what if….

…the data tells us all is proceeding as planned



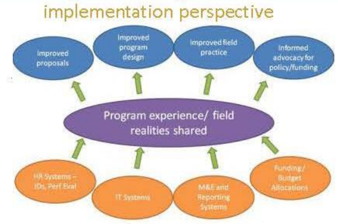
but we're not seeing the change we expected?



Statement 4:

USAID is the best source for our learning agenda.

Program learning from an implementation perspective



Knowledge sharing will support the entire project cycle – but requires support throughout the system

Question:

How does this case study resonate with your own experience? What are the similarities and differences between this approach and your project's program learning strategy?

Assignment

Program learning was not initially planned for PSNP+, and the staff met a lot of resistance to budgeting time and money for this effort.

- How would you argue for the importance of committing staff time and funds to develop a program learning agenda?
- What do you think is an appropriate level of support for implementing the program learning agenda in the project?
- What are ways to maximize program learning without over committing time and budget?

Prepare a "sales pitch" to project partners based on your responses to the above questions. Your presentation should explain why the project should support the development of a program learning agenda.

Question:

Statement: Organizational learning is to a large extent determined by two factors:

1) How well people practice critical and analytical thinking; and
2) How well the organizational culture supports learning (i.e., how well it tolerates errors).

Question: How could you create an environment in your consortium that would encourage learning?

Module 9 Handout 1 | Case Study: Developing a Learning Agenda

The Productive Safety Net Program (PSNP) Plus Project was a three-year pilot project in Ethiopia. Funded by USAID and led by CARE, PSNP Plus was carried out by a consortium composed of CRS, Relief Society of Tigray (REST), Save the Children - UK, Netherlands Development Organization (SNV), and Tufts University.

The aim of the project was to support chronically food insecure households to 'graduate' off of the government-sponsored safety net and into positions of food security, through facilitative and market-oriented approaches5. Intended to directly benefit 47,414 households in 12 woredas, PSNP Plus sought to combine targeted capacity building, increased access to financial services, and transfer of productive assets as part of an overall value chain approach to improved food and livelihood security. By demonstrating the potential impact of value chain approaches among chronically vulnerable populations, the PSNP Plus project also sought to inform government and private-sector strategies for strengthening markets in support of greater household livelihood security.6

At the outset of program activities, little budget had been set aside for learning given the imperative that as many households as possible be reached through direct implementation. As the program progressed, however, project leadership determined that it was important to assess the validity of the project's causal model and that this time and budget investment could have a positive impact on future programming efforts.

The final evaluation specifically cited the program-wide learning agenda as a cornerstone of the project's ability to execute and adapt to achieve results. The results of this learning effort brought about changes in how PSNP+ was implemented, from making activities more 'drought-resistant,' to calling for the mainstreaming of gender into livelihood activities, and linking of farmers with the private sector. The results of the learning activities directly influenced the shape of the follow-on USAID Feed the Future-funded project, Graduation with Resilience to Achieve Sustainable Development (GRAD) as well, while informing the thinking around countless other programs hoping to graduate the most vulnerable out of conditions of severe food insecurity and extreme poverty.[7]

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[5] GROOVE Network, Tacit Knowledge in Value Chain Monitoring, 2011
[6] PSNP Plus Project Final Evaluation, 2011
[7] USAID, A Collaborating Learning and Adapting Report: Missions and Partners Share Experiences and Best Practices in Collaborating, Learning, and Adapting, 2013

Developing the Learning Agenda

The Final Evaluation states that much of the learning generated by the project was the result of the Learning and Knowledge Management strategy development workshop held in Addis Ababa from April 14-17, 2010.

The workshop was highly participatory including field staff of the implementing partners and project managers and project focal persons at the national level. The main intent of the workshop was to bring the issues of learning and knowledge management to the attention of the implementing partners, improve communication within the consortium and help in capturing and dissemination of lessons learned across project implementers and other key stakeholders.

The workshop included:

1. Envisioning change: The workshop started with a visioning exercise to explore the project's target beneficiary and what her life would look like when the project was completed. Small groups diagramed their understanding of what the beneficiary has, what she does, with whom she interacts, how her environment affects her, and how all of these areas change if the project is successful.

2. Revealing assumptions: PSNP Plus is based on a model through which a combination of access to financial services, market linkages and clean water improves livelihoods and helps people graduate to a position of food security. Within this model, partners have different unspoken assumption regarding how they think the model will really work. In this exercise, participants explored the project log frame and explicitly mapped out their assumptions. Assumptions included both:
    a. Operational assumptions having to do with the PSNP Plus causal model - ex. If we create the VSLA groups then women will be better able to withstand shocks because they have savings; and
    b. Logical assumptions having to do with the processes used and the project's structure - ex. If we establish technical working groups we will be able to coordinate effectively across the consortium on key issues

3. Assessing assumptions: For each assumption, participants rated the degree to which they think the assumption is valid and the evidence they have to support it. They voted for those they thought were most important to focus on for the success of the project using both their PSNP Plus project "hat" and their own organizational "hat".

4. Identifying learning themes: The next step was to draft learning questions based on the most important and urgent assumptions. Individuals generated questions based on what they want to know or learn about the issues in order to improve their work. Small groups organized the individual questions and identified the ones they felt were most important for the project as a whole. The group engaged in a progressive voting exercise to identify the most important learning questions.

5. Stakeholder mapping and planning for action: Participants identified the various stakeholders and looked at what they want to know and how they will use the information. They then filled out a table for each draft learning question identifying: what evidence already exists; how evidence would be gathered; what processes, formats, and tools would be used to share lessons internally; how information could be tracked and stored; and how lessons would be shared with stakeholders.

Learning Agenda and Plan

The primary learning interest was to validate the PSNP Plus causal model and test the hypothesis that if one provides basic food support, and links the Chronically Food Insecure households with functioning markets and microfinance, these families can graduate out of food aid.

The final learning questions were:

- What combination and sequencing of interventions will significantly contribute to graduation?
- What are the most reliable indicators to track changes in the short-term?
- How can a sustainable Village Saving and Lending Associations – Microfinance Institution linkage be established?
- How can Village Saving and Lending Associations link with value chain activities?
- Are the value chain interventions in place supporting PSNP plus participants to benefit from functional markets?
- How do we create win-win relationships between the private sector and participants based on mutual understanding?
- What would be the effective institutional linkage or system that would enable participants to access inputs and services sustainably?

PSNP+ designed a Longitudinal Impact Assessment to test their causal model. They used Intermediate Results assessment to check whether the inputs/activities were resulting to outputs and outcomes and put a quarterly performance monitoring system in place to ensure efficiency of operations. The performance monitoring system was particularly important because they wanted to ensure that their project was operating as designed in order to correctly interpret the research results.

The Final Evaluation states:

> In retrospect, the PSNP Plus Learning Agenda appears to have played a vital role in generating and disseminating action research that has piqued the interest of government staff, donor representatives, NGO partners, and research institutions. The documentation of pilot project processes, outputs and outcomes has been particularly effective in highlighting the potential of value chain approaches for attainment of sustainable food and livelihood security. In this sense, the Knowledge Management and Learning (KML) strategy implemented by PSNP Plus has had a direct influence on Objective 4[8] by informing decisions made by private interests, micro-finance institutions, and government offices participating in the Household Asset Building Program (HABP).
>
> In addition to numerous case studies and regular reports shared with the Project Planning Committee and Steering Committee, the KML strategy resulted in Experiential Tours for government and private officials involved in PSNP Plus implementation. The tours were aimed at informing policy (Objective 4) by exposing partners to the opportunities and constraints encountered in various PSNP Plus target areas. Knowledge Management advisors for CARE and SNV also took the lead in developing and disseminating "The Plus", a periodic publication aimed at achieving wider dissemination of information related to PSNP Plus activities, partners, promising practices, and progress toward project objectives.

[8] Government and private sector strategies show greater support for engaging PSNP participants in market-based activities

Module 9 Handout 2 | Productive Safety Net Program (PSNP) Plus Project[9] - Learning Agenda and Plan

1. Learning Agenda and Plan- Impact

Learning Question #1.	**Learning Question Story / Paragraph #1.**
What combination and sequencing of interventions will significantly contribute to graduation • What is the combination of interventions that would lead to graduation (Value Chain, Village Saving and Lending Associations, Microfinance, etc.)? Is there any difference for women and men? Which combination is more appropriate for women or female-headed households? • Is every Implementing Partner on the same page as far as combination and sequencing are concerned? Do the Implementing Partners have different approach for women and men? • Is the already started combination working for both women and men if not what can we do?	***Action:*** The PSNP PLUS program aims to assist PSNP households to move towards graduation through market driven approaches. The program framework designed to empower the poor households to make informed decisions about scare resources, while facilitating access to informal and formal financial products and services and their entry into markets. The project facilitates delivery of combination of interventions and services following a stepped approach through enhancing use of a range of contextually relevant microfinance services (Village Saving and Lending Associations linkage with Microfinance Institutions) coupled by business skills, financial literacy and various technical trainings; and by strengthening linkages between poor households and commodity markets through value chain approach and asset transfer leading to asset accumulation at household level with associated steps towards PSNP graduation and more resilient households.
Planning Questions	***Our Plan***
What evidence already exists about this topic?	The Longitudinal Impact Study report showed that participating in one Value Chain only will not have significant impact on the households.

How will we gather this evidence to fill our knowledge gaps in the coming quarter?	• Development of gender sensitive check list
	• Identify 5 households: 3 households who have shown some positive changes and 2 not doing well and
	• Track changes in their lives
	    ▪ Collect case stories quarterly
	    ▪ Document the sequence and combination of interventions

[9] Funded by USAID and led by CARE, PSNP Plus was carried out in Ethiopia by a consortium composed of CRS, Relief Society of Tigray (REST), Save the Children - UK, Netherlands Development Organization (SNV), and Tufts University.

How will we share our lessons internally to improve our performance (what processes, formats and tools will we use)?	• Implementing partners report quarterly on the Technical Working Group meetings • Share with Project Planning Committee and Steering Committee • Facilitate for the Households to share their stories in different events for other community members, stakeholders, government, NGOs, donors • Compile the stories and lessons to present them on the Technical Working Group meetings
How will we keep track of and store our information?	• Case stories • Regular follow up and documentation • Finally develop complete story and publish in the PSNP plus newsletter, videos and other medias (print and electronic medias)
How will we share our lessons with our stakeholders?	• Organize learning events for both internal and external stakeholders • Use newsletters

Learning Question #2.	**Learning Question Story / Paragraph #2.**
What are the most reliable indictors to track changes in the short-term?	The impact indicators of PSNP PLUS project are explained in terms of short term asset based indicators. From the project implementation experience to date, from the drought faced during the year 2009, from Tufts impact assessment results and from the study of Village Saving and Lending Associations economic impact assessment studies, it was observed that building assets at household level, with in the short run having these seasonal interventions of the project will be challenging. Therefore as impact is broad and not only be measured in terms of assets, it will be good to assess other reliable short term impact indicators.
Planning Questions	***Our Plan***
What evidence already exists about this topic?	There are study documents such as the Doba Longitudinal Impact Study result, Village Saving and Lending Associations impact assessment study showing impact and the Intermediate Results assessment reports.
How will we gather this evidence to fill our knowledge gaps in the coming quarter?	• Intermediate Results, objectives and impact indicators should be critically assessed • Assess the midterm and Intermediate Results assessment reports • Include outcome related questions in the Intermediate Results assessment questionnaire to capture related changes such as Multi-Stakeholder Platforms (MSPs)
How will we share our lessons internally to improve our performance (what processes, formats and tools will we use)?	• Present the report to the Knowledge Management and Learning task force and the Technical Working Group meetings • Share with Project Planning Committee and Steering Committee • Responsibility: • Time: interim reports are expected by the end of the next quarter
How will we keep track of and store our information?	Adjust the log frame and incorporate it in the Monitoring and Evaluation plan
How will we share our lessons with stakeholders?	Prepare a consolidated report that shows the indicators we should use and share it with the donor

2. Learning Agenda and Plan- Microfinance

Learning Question #1.	**Learning Question Story / Paragraph #1.**
How can a sustainable Village Saving and Lending Associations (VSLA) - Microfinance Institutions (MFI) linkage be established?	In the absence of access to alternative financial services, Village Saving and Lending Associations play the role of financial intermediation and act to bridge the gap between financial service providers and community residents while offering a gradual and stepped approach to linking with formal financial services. The issue of VSLA-MFI linkage needs to be broadened to include cooperatives and commercial banks. Clarification is also sought in terms sustainability of 1) linkage with VSLA/group but not individuals vs. with individuals and groups, 2) VSLA-MFI linkage with respect to microfinance business i.e. wholesale vs. retailing, 3) VSLA-Cooperatives linkage, 4) group vs. networks and or federations. What sustainable arrangement should PSNP PLUS Project recommend?
Planning Questions	***Our Plan***
What evidence already exists about this topic?	• The Village Saving and Lending Association members are linked to Microfinance Institutions individually and • Microfinance Institutions have strong interest to work with Village Saving and Lending Associations
How will we gather this evidence to fill our knowledge gaps in the coming quarter?	• Design a pilot linkage mechanism in CARE operation areas and develop to test, demonstrate, document and evaluate it to scale it up in to a viable linkage modality (this is an action research-based mechanism which is open to change and revision by the end of which we expect a document that shows what has been done) • Incorporate learning from other countries in the development of the mechanism
How will we share our lessons internally to improve our performance (what processes, formats and tools will we use)?	• The two persons' team will first present to the Knowledge Management taskforce then if agreed up on by the task force it would be presented to Technical Working Group, Project Planning Committee and Steering Committee • Establishing an Multi-Stakeholder Platform that discusses Microfinance Institution issues • Responsibility: • Time: up to September 30 finalizing the design of the modality and start implementation then after the lessons will be documented and shared every quarter
How will we keep track of and store our information?	• Developing a case story to be shared with the different stakeholders • Can be part of the quarterly report
How will we share our lessons with our stakeholders?	Develop a consolidated report of the progress and result of the pilot and can be shared through the newsletter as well as different forums

Learning Question #2.	Learning Question Story / Paragraph #2.
How can Village Saving and Lending Associations link with Value Chain activities?	While promotion of linkages to formal Microfinance Institutions enhances the take up of food security packages and other credit and saving services, PSNP PLUS is primarily works on the selected four value chains which is expected to improve production, enhance productivity, diversify income sources and increase productive assets for food insecure households. Village Saving and Lending Associations members are currently taking advantage of the Value Chain related interventions such as livelihood skills training, other technical assistance and the artificial marketing arrangements of shoats. In facilitating access to rural financial services, especially credit, what linkage approach best suits the PSNP PLUS Project i.e. linking Village Saving and Lending Associations with Value Chain activities or Value Chain activities with Village Saving and Lending Associations? How should the assessment focus to propose the best practice linkage modality?
Planning Questions	***Our Plan***
What evidence already exists about this topic?	• In Save the Children-UK areas there are problems of group cohesion that has resulted in difficulty in using the financial services provided\available • The keen interest of Village Saving and Lending Associations members to participate in Value Chain activities
How will we gather this evidence to fill our knowledge gaps in the coming quarter?	• Identifying Village Saving and Lending Associations and Production and Marketing Groups in all woredas • Try to identify Village Saving and Lending Associations and try to link them to Value Chain • Identify Production and Marketing Groups and support them to establish Village Saving and Lending Associations • Document the process and changes to identify which process is beneficial to participants • This is an activity every implementing partner should do. • We can develop the tool that will assist us to gather the evidence. • Responsibility: • Time: Activities can be started immediately
How will we share our lessons internally to improve our performance (what processes, formats and tools will we use)?	• Technical Working Group Meetings
How will we keep track of and store our information?	• Develop case stories • Incorporate stories in quarterly reports • The task team will review the stories and identify changes and lessons from the stories and members of the team will go to the field to validate evidence, giving recommendation and coaching • A Terms of Reference to be developed outlining these and other activities to be undertaken by the task team

How will we share our lessons with our stakeholders?	• Newsletter • Presenting on conferences even out of PSNP Plus

3. Learning Agenda and Plan: Value Chain

Learning Question #1.	**Learning Question Story / Paragraph #1.**
Are the value chain interventions in place supporting PSNP plus participants to benefit from functional markets?	The PSNP plus project works to link poor rural households to functioning market. To this it is working on four value chains: honey, livestock, cereals and white pea beans. In doing so, assets are being transferred to participants to help them engage in these markets. Some the markets for the selected value chains are characterized by seasonality and price fluctuation. However drought and the prevailing loan term, group lending approach and amount of loan have discouraged participants engaging in selected Value Chains
Planning Questions	***Our Plan***
What evidence already exists about this topic?	• Participants have the assets at hand and have actually started engaging in marketing activities. • The private sector has shown interest in working with participants. • Trainings have been provided and farmers are producing quality products such as shoats, transitional beehives, and are engaged in colony multiplication.
How will we gather this evidence to fill our knowledge gaps in the coming quarter?	• Develop a gender sensitive data collection checklist (include a question on 1.which activity is beneficial and which one is not and the adjustments to be made 2. on what they are learning from Multi-Stakeholder Platforms) • Identify 8-10 households (2 households per value chain) and \or individuals, groups per value chain who produced surplus and managed to sell to the market • Identify two private sector institutions that are working with PSNP plus participants to check their views on the value added as a result of their engagement and • Document the changes quarterly • Responsibility: lead advisors from SNV should work with the project managers or value chain focal persons to support the documentation process
How will we share our lessons internally to improve our performance (what processes, formats and tools will we use)?	• Reports and presentations on the Technical Working Groups • Share with Project Planning Committee and Steering Committee • Newsletter
How will we keep track of and store our information?	• Develop case stories • Incorporate stories in quarterly reports
How will we share our lessons with our stakeholders?	• Newsletter • Multi-Stakeholder Platforms

Learning Question #2.	Learning Question Story / Paragraph #2.
How do we create win-win relationships between the private sector and participants based on mutual understanding?	In creating market linkages, efforts have been underway to bring the private sector on board. However, experience shows that beneficiaries are not producing based on the expectations of the private sector in terms of quality, quantity and time of delivery. On the other hand, the beneficiaries also indicated that the private sector is not offering prices that rewards quality and embedded services and support that would encourage them to be engaged with the private sector. There are also some indication of lack of trust from both producers' and private sectors' side, making it necessary to create mutual understanding between these key stakeholders.
Planning Questions	***Our Plan***
What evidence already exists about this topic?	• Though the private sector is interested in working with PSNP plus participants they couldn't get products at the required quality and quantity • The participants also feel that the prices offered by the private sector is not adequate • Trust issues raised from the producers' side at Multi-Stakeholder Platforms as a factor prohibiting the establishment of functional relationships between the two parties
How will we gather this evidence to fill our knowledge gaps in the coming quarter?	• Identify strong producer groups • Facilitate the production process in a way that meets market requirement (to be discussed at the Technical Working Group meetings) • Try to link them with identified private sector and • Document the process • SNV will take the lead on this whole activity (with each lead advisor)
How will we share our lessons internally to improve our performance (what processes, formats and tools will we use)?	• Reports and presentations on the Technical Working Groups • Share with Project Planning Committee and Steering Committee • Newsletter
How will we keep track of and store our information?	• Develop case stories • Incorporate stories in quarterly reports
How will we share our lessons with our stakeholders?	• Newsletter • Multi-Stakeholder Platforms

Learning Question #3.	Learning Question Story / Paragraph #1.
What would be the effective institutional linkage or system that would enable participants to access inputs and services sustainably? • How can we access inputs at the required quality and quantity?	The issue of accessing inputs for asset transfer especially improved seeds has been a challenge in most PSNP plus operational woredas On the other hand there are institutions such as research centers, universities, microfinance institutions etc. that can potentially support the project through the supply of inputs in the project implementation areas with whom PSNP can work together to have easier access to productive inputs

• What is the most effective and sustainable asset transfer modality?	such as beehives and accessories and improved seeds etc. In addition to that different project areas and IPs have adopted different asset transfer modalities resulting in differences in progress in the stage of project implementation. Thus this has made developing a common and workable system of asses transfer has been that can be shared among the IPs
Planning Questions	***Our Plan***
What evidence already exists about this topic?	• Community-based colony and seed multiplication • Cooperatives working on colony and seed multiplication • Production of transitional beehives • Willingness of research institutes to provide improved seeds if assisted in certain respects
How will we gather this evidence to fill our knowledge gaps in the coming quarter?	• Through reviewing secondary information such as project reports, activity reports, training reports, • Collecting primary data through discussing with the input providers on how the input provision system can be improved • Assessing other possible sources of input • Assess the existing asset transfer modalities to check their effectiveness • Responsibility : • Start time: IMMEDIATELY
How will we share our lessons internally to improve our performance (what processes, formats and tools will we use)?	• Reports and presentations on the Technical Working Groups • Share with Project Planning Committee and Steering Committee • Newsletter
How will we keep track of and store our information?	• Develop case stories • Incorporate stories in quarterly reports
How will we share our lessons with our stakeholders?	• Newsletter • Multi-Stakeholder Platforms

Module 9 Handout 3 | Setting a Program Learning Agenda - Assignment

Program learning was not initially planned for PSNP+, and the staff met a lot of resistance to budgeting time and money for this effort.

- How would you argue for the importance of committing staff time and funds to develop a program learning agenda?
- What do you think is an appropriate level of support for implementing the program learning agenda in the project?
- What are ways to maximize program learning without over committing time and budget?

Prepare a “sales pitch” to project partners based on your responses to the above questions. Your presentation should explain why the project should support the development of a program learning agenda.

Module 9 Handout 4 | Learning Agenda and Plan

Use the tables below to address each learning question you have developed.

Learning Question #1.	**Learning Question Story / Paragraph #1.**
Planning Questions	***Our Plan***
What evidence already exists about this topic?	
How will we gather this evidence to fill our knowledge gaps in the coming quarter?	
How will we share our lessons internally to improve our performance (what processes, formats and tools will we use)?	
How will we keep track of and store our information?	
How will we share our lessons with our stakeholders?	

Learning Question #2.	**Learning Question Story / Paragraph #2.**
Planning Questions	***Our Plan***
What evidence already exists about this topic?	
How will we gather this evidence to fill our knowledge gaps in the coming quarter?	
How will we share our lessons internally to improve our performance (what processes, formats and tools will we use)?	
How will we keep track of and store our information?	
How will we share our lessons with our stakeholders?	

Immediate Next Step	Responsible Person(s)	Timeline for Completion

Module 9 Handout 5 | Techniques for Sharing Technical Expertise to Improve Program Quality

Peer Assist Peer Assist is a meeting of a project team with colleagues the team has invited to assist them with a significant issue the asking team is facing. The request is initiated by the project lead when he or she thinks peers could be of help to the team. Usually four to five colleagues, from other sites, meet together at the site of the asking team, or the assist may be held virtually if it is not possible to meet face-to-face. An assist may last from an hour to two days, during which time the asking team and those who have come to be assisters, are in dialogue about the project. The asking team gains the insight of colleagues. The assisters gain as well, learning both from the project and from each other. Teams who call for an assist are not required to use the suggestions that others make, although most find the insights of their peers of considerable value to their on-going work. Typically Peer Assists are called early in a project but it is also possible to call a Peer Assist when a team runs into an unusual problem part way through a project.
Speed Consulting Speed Consulting is a technique for engaging colleagues in providing ideas to solve a problem. At round tables, one person is designated as the issue or question "owner". Everybody else at the table plays the role of a high-priced expert consultant. The consultants have a tremendous amount to offer collectively – from their experience and knowledge – but they need to do it very quickly because they are paid by the minute! They have 15 minutes with their client. The issue owner records the ideas. The time pressure is designed to prevent any one person monopolizing the time with detailed explanation of a particular technique. Instead, they should refer the issue owner to somewhere (or someone) where they can get further information. Short inputs make it easier for less confident contributors to participate.
Communities of Practice (COPs) COPs are a group of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise by interacting on an ongoing basis. Communities are often best launched with a meeting or workshop to enable face-to-face contact and the initiation of relationships within the context of the new community. COPs require an active facilitator who arranges in-person and on-line events, seeks out knowledge to post that the community needs, facilitates getting members' questions answered by the right people, sets a welcoming and appreciative tone for the on-line conversation.
After Action Reviews (AARs) An After Action Review (AAR) is a meeting of team members to reflect on an event or task they have just accomplished. The purpose of the AAR is to learn from the team's experience in order to take the lessons learned into the next phase of the project or to accomplish the team's task more effectively the next time it is done. In order to be brief, the meetings have to have a recognized format - clarity about what is on the table and what should be left to other kinds of meetings. Many organizations focus on four questions: • **What Did We Set Out to Do?** What was our intent? What should have happened? Did leader & team intents differ? What was on your mind? • **What Did We Actually Do?** What would a video camera have shown? No blame. Look at Key Events, Chronological Order or Functions/Roles. • **What Have We Learned?** Focus on what we have learned, not what we will do next. What do we know now that we didn't know before? What strengths and weaknesses have we discovered? What advice would we give to someone starting out now? • **What Are We Going to Do?** Exactly who will do what and when? Use SMART descriptions (Specific, Measurable, Achievable, Realistic, Time-based). Sustain strengths and improve weaknesses.

Expertise Locators Expertise locators or yellow pages provide the information that allows seekers of knowledge to connect with experts. Each member of the organization has a profile that provides their expertise, projects, languages spoken, and often links to their articles and reports.
Knowledge Fairs Knowledge fairs are face-to-face events in which participants set up displays to share their undertakings. Knowledge Fairs can be internal to an organization or open to partners and the public. They are "free-flowing, open, flexible, and non-hierarchical. People can see what is happening, can interact with each other, and can see what others are doing. It has the same characteristics as a medieval fair, mixing up all different levels and types of people in a variety of interaction."
Storytelling Storytelling is a way to share knowledge that incorporates context, emotion and tacit knowledge. The story conveys much more than a series of steps or events. It can contain the rationale, the strategy and the cultural values implicit within the actions taken by the story teller and put messages in a context that learners can better understand through key details.
Regular Reflection Meetings Convening regular reflection meetings is a method of facilitating the use of tacit knowledge from field staff. These meetings engage all or most of a project's team, including front-line staff, and often partners. Meetings can involve the review of any new formal monitoring information about for instance, how value chain actors are responding to the project actions. Results are reviewed against time-bound targets. Based on the monitoring information, there can be a discussion about whether results match up to the expectations in design and planning, and when they don't, why not.
Visual Tools Many projects use simple analytic frameworks in reflection meetings as a starting point for discussion to establish a common understanding and provide a basis for sharing experiences between team members.
Recon Teams 'Recon teams' can be formed when specific programmatic challenges emerge. These teams are tasked to research potential solutions from their respective disciplinary perspectives and share them with the entire team. At weekly reflection meetings, the broader team considers the solutions from each sub-team, how they could fit together, and what steps to take next. This process engages all front-line staff in organized, team-based learning activities where they can hone their skills at working together to pool their respective knowledge and diffuses the effort across a broad set of team members.

Adapted from work by Nancy M. Dixon, Common Knowledge Associates, 2011 and *Tacit Knowledge in Value Chain Monitoring: Good Practice Principles and Learning Areas for the Future*, GROOVE Network, 2011

Module 10: Personal Prioritization and Next Steps Facilitation Guide

Total time: 60 minutes

Objective

By the end of this session, participants will:

- Document next steps and a time line for incorporating the information taught in this workshop into their project at home

Activity

Distribute Handout 1 | Consortium Management Workshop Next Steps

Ask participants to think about what they've learned during this two-day workshop and reflect on their main take home messages.

Explain that the next hour is an opportunity for them to reflect on the workshop and identify and commit to specific next steps they want to take when they return to their project.

At the end of the session, invite participants to share their next steps with the group.

Module 10 Handout 1 | Consortium Management Workshop Next Steps

What I learned:	
Following this workshop I will:	By when:

Consortium Management Workshop Evaluation

Use this or a modified workshop evaluation form to capture comments for future trainings.

Experiences with Managing Consortia:
Aligning Organizations; Improving Impact

Thank you for attending the Consortium Management Workshop! We sincerely appreciate the time you will take to complete this evaluation as well as any feedback you are able to provide as we work to improve this workshop based on your feedback.

Please let us know what you thought about the overall workshop and specific sessions using the scale below. **5** = Excellent **4** = Very Good **3** = Satisfactory **2** = Needs Improvement **1**=Poor	**Rating**
Overall Workshop	
Comments:	
DAY 1	
Identification of Obstacles to Good Collaboration and Areas in Need of Alignment	
Comments:	
Introduction to Tools for Exploring Consortium Management	
Comments:	
Maintaining a Shared Vision	
Comments:	
Aligning Structure	
Comments:	

DAY 2	
Management Decision Making	
Comments:	
Fostering Team Collaboration to Improve Program Quality	
Comments:	
Setting a Program Learning Agenda	
Comments:	
Personal Prioritization and Next Steps	
Comments:	

Additional Questions:

1. What was the highlight of the workshop? What did you learn?

2. What could be improved?

Thank you for your time and input!