



# **TRAINERS' MANUAL ON FACILITATING LOCAL GOVERNMENT-LED COMMUNITY-DRIVEN DEVELOPMENT**

DECEMBER 2018



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Cover photos: **Working hand in hand.** Volunteers and residents gathered and formed a human chain to manually haul construction materials for a 2-kilometer foot trail that would benefit the indigenous Mangyan community in upland and hard-to-reach Sitio Bambanay, Barangay Purnaga, Magsaysay, Occidental Mindoro (photos by Faitherlaw B. Montallana, DSWD).

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# Abbreviations

ACT	Area Coordinating Team
BSPMC	Barangay Sub-Project Management Committee
CBE	community-based evaluation
CBO	community-based organization
CDD	community-driven development
DSWD	Department of Social Welfare and Development
KALAHI-CIDDS	Kapit-Bisig Laban sa Kahirapan-Comprehensive and Integrated Delivery of Social Services
KC-NCDDP	KALAHI-CIDDS National Community-Driven Development Program
KKB	Kapangyarihan at Kaunlaran sa Barangay (Power and Progress in the Barangay)
LGU	local government unit
MCT	Municipal Coordinating Team
MIBF	Municipal Inter-Barangay Forum
PRA	Participatory Resource Allocation



# Introduction

The manual was designed to guide facilitators of the training on Facilitating Local Government-Led Community-Driven Development. It provides standard content, process, and learning materials for the delivery of training activities to ensure that learning objectives are successfully achieved.

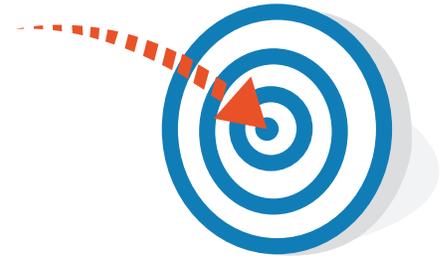
This document contains the following materials needed in the conduct of learning sessions:

- **session guides that specify facilitator’s objectives and corresponding activities, key content and core messages, time frame, and resources required;**
- **presentation materials that comprise presentation slide decks and reading materials; and**
- **training materials that include handouts, worksheets, and templates.**

Facilitators are advised to study the guide before delivering the training. It may be necessary to adjust activities and inputs to consider the local context and facilitators’ training delivery style, but any refinement must ensure that learning objectives are met by covering critical content and core messages within the time allotted for each learning session.

# Training Overview

The 5-day residential learning intervention is designed for members of Area Coordinating Teams (ACTs) and Municipal Coordinating Teams (MCTs) who are expected to promote the harmonization of community-driven development (CDD) in the local planning and investment programming process of their local government unit (LGU).



## Desired Results

The learning intervention aims to contribute to the empowerment of barangays/communities in accessing services and participating in more inclusive local planning, budgeting, and implementation by developing community volunteers who are able to meaningfully participate in local development planning and implementation.

The training on Facilitating Local Government-Led CDD aims to support the transition to and implementation of local government-led CDD among beneficiary communities and LGUs through the enhancement of facilitation competencies of ACT and MCT personnel. It is a 5-day learning intervention that focuses on strengthening participants' ability to plan and implement concrete actions to engage communities and other key stakeholders in initiatives to pursue institutionalization of CDD.

## Performance (Terminal) Objective

By the end of the training, participants will be able to draw up a CDD Facilitation Action Plan that addresses identified facilitation issues and challenges in implementing local government-led CDD in their respective communities.

## Enabling Objectives

1. Define the role of the facilitator in local government-led CDD
2. Discuss standard processes and approaches involved in facilitating local government-led CDD
3. Identify facilitation challenges encountered in their communities during local government-led CDD subproject implementation
4. Formulate action steps that can be taken to address these facilitation challenges

## Methodology

Recognizing the vast and deep experience of participants who will be attending the learning activity, the adult learning approach will be used to allow participants to draw on their experiences and share their ideas and insights as they embark on the learning journey. Sessions will be delivered through a mix of methodologies including structured learning exercises, case studies, role plays, lecture-discussions, and workshops.

## Measuring Training Effectiveness

To determine whether the learning intervention has been successful in achieving its objectives and targeted results, measures have been identified along four levels of learning and development monitoring and evaluation at the reaction, learning, behavioral, and results levels. These are captured in the Monitoring and Evaluation Plan in Appendix 1.

## Schedule

Learning activities will be conducted according to the following schedule:

Day	AM1	AM2	PM1	PM2
Day 1			Creating the Learning Climate Revisiting CDD	Revisiting CDD (continuation)
Day 2	Management of Learning Local Government-Led CDD Implementation		Facilitation in Local Government-Led CDD	Overview of Personal Effectiveness
Day 3	Management of Learning Managing Work Demands	Situational Awareness and Adaptation	Problem-Solving and Decision-Making	
Day 4	Management of Learning Building High Performing Teams		Building High Performing Teams (continuation) Partnering toward Sustainability	Partnering toward Sustainability (continuation)
Day 5	Management of Learning Action Planning	Integration and Closing		

# Implementing the Training

The subsequent section contains step-by-step guides for delivering training activities. Each guide specifies the schedule, objectives, session flow, presentation materials, and resource requirements for each learning session.

The first part presents a brief discussion of concerns related to preparations for the actual conduct of the training. Subsequent sections include session guides, and delivery and learner materials. The session guides are designed to be used together with the electronic copy of corresponding slide decks; hence, the contents of the slides are not detailed in the manual.

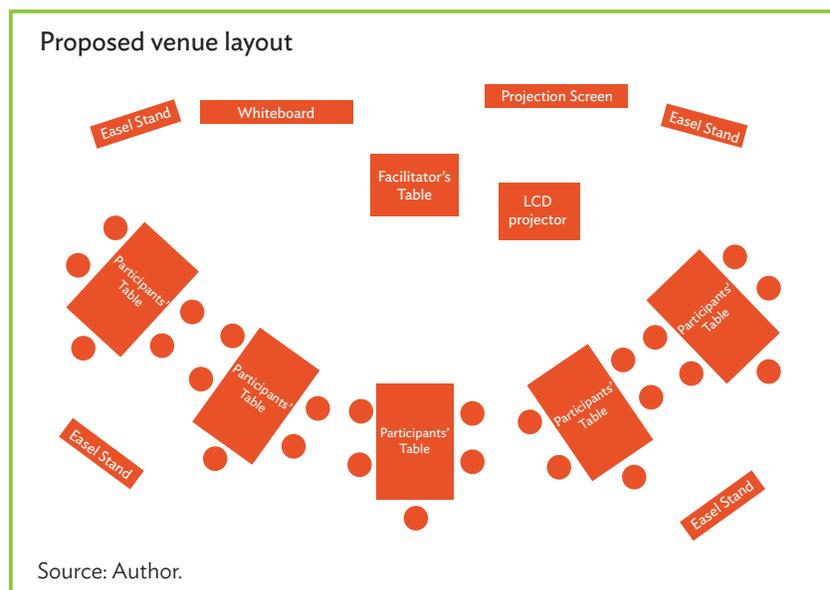
Note that some reference icons have been used.

-  Show presentation slide
-  Tips on how to better manage the learning session
-  Things to remember to conduct session as planned
-  Handouts for distribution to participants
-  Supplies and materials needed for the activity
-  Play background music

Handouts, worksheets, and templates that will be used in the conduct of the training are included in the appendixes of the manual. These have been formatted for easy reproduction and distribution to participants.

# Preparing for the Training

The training venue contributes to creating an environment where participants are able to optimize their learning. The setup should promote interaction between facilitators and learners to enable them to actively participate in the learning process. The modified herringbone layout (see illustration below) would meet this objective, but similar layouts can be considered depending on available space. In any case, facilitators must discuss venue arrangements with the training manager to ensure that there is adequate space, and proper lighting and ventilation throughout the conduct of the learning intervention.



The sound system should be hooked up to the facilitator's laptop, if the facilitator has plans of using music or video during the session. Otherwise, there should be a facility for playback of music prepared by the facilitator. Microphones on or near participants' tables would ensure that all can hear the discussions during sessions.

For the duration of the intervention, the following equipment, supplies, and materials should be available.

- Computer
- Liquid crystal display (LCD) projector
- Whiteboards and markers
- Easel sheets on easel stands
- Permanent markers, masking tape, and scissors (suggested to be placed in a basket per table)

Aside from these, other resource requirements are specified in guides for each session contained in subsequent sections of the manual.

The following mechanisms for learning should be put up on the walls of the training venue in an area that is easily accessible to participants.



Ample space for posting of participants' outputs should be ensured when selecting the training venue.

# Session 1: Creating the Learning Climate

Day 1 (1 p.m.–2 p.m.)

## Learning Objectives

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

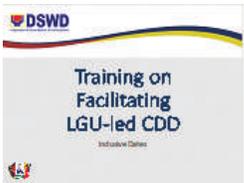
- get reacquainted with their coparticipants, and
- discuss the overview of the learning intervention.

## What to Prepare

**Venue** Proposed setup (page 5)

**Learning Materials** Metacards (assorted colors, set of 10 pieces per color for each group)  
Pre-Test, Learning Tweets, Parking Lot, Freedom Wall, instrumental cocktail music

## Session Flow

Activity	
1 p.m.–1:15 p.m. (15 minutes)	<p> Display the banner slide.</p>  <p>Greet the participants.</p> <p> <b>National Anthem and Opening Prayer</b></p> <p>Request assigned training staff (or participant/s) to lead the opening prayer and singing of the National Anthem.</p> <p> Remind the prayer leader to prepare an ecumenical prayer to show respect for religious diversity. Discourage the use of videos as these usually take more time.</p> <p> <b>Welcome Remarks</b></p> <p>Introduce the guest speaker who will deliver the welcome remarks. After the welcome remarks, thank the speaker and introduce yourself. Try to establish rapport with participants this early.</p> <p> Prepare the introduction for the guest speaker. It is best to check how the guest speaker wants to be introduced.</p>

**Activity**

1:15 p.m.–1:35 p.m.  
(20 minutes)

**Creating the Learning Climate**

Introduce the activity. Say:

“I understand that most of you are meeting your coparticipants for the first time during this training. Let us start by getting to know each other. We will go through an exercise called 'Dyads pa more!'”

Start by picking a partner, someone who you do not or least know among the participants. Introduce yourself by providing the following information. You will have 2 minutes for the discussion by pair.”

**Dyads Pa More**

- Name, nickname, and affiliation
- Something you want your coparticipants to know about you

After 2 minutes, signal pairs to join another pair. Inform them that they will have 3 minutes for the introductions. Remind them that only one member may introduce the group to the other group.

**Dyads Pa More**

- Join another dyad you do not or least know and introduce your partner to them.
- Join another quad you do not or least know and introduce your groupmates to them.

After the time has elapsed, ask the groups to join another group. Give instructions for this round.

**Discuss with your group:**

- Your expectations from the training (top 3), and
- What you are ready to contribute (top 3).

Write your answers on the metacards and post in the designated area.

Identify a member to introduce the group.

Tell groups to spend 10 minutes to introduce the members, discuss expectations, and prepare to present these in plenary. As in the previous round, only one member may introduce the rest to the other group.

**Activity**

1:15 p.m.–1:35 p.m.  
(20 minutes)

Give the following instructions.

- In writing expectations on the metacards, use their groups' assigned color.
- Briefly introduce members in plenary by stating their name and affiliation.



Manage the time by reminding participants of the number of minutes left to complete the task.

**What do you expect?**

Begin the activity.

After all rounds have been completed, start the group presentations. At the end, thank the group for sharing their expectations.



Metacards



Soft cocktail music

**Analysis and Abstraction**

1:35 p.m.–1:45 p.m.  
(10 minutes)

Together with the group, cluster the metacards into common themes. Set aside expectations that will not be met during the training. Clarify vague responses.

To respond to expectations from the training, present the training objectives.

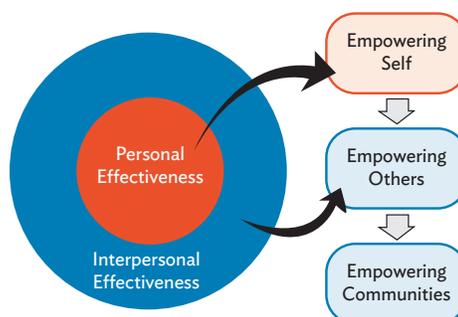
**Performance Objective**

By the end of the training, participants will be able to draw up a CDD Facilitation Action Plan that addresses identified facilitation issues and challenges in implementing local government-led CDD in their respective communities.

**Enabling Objectives**

1. Define the role of the facilitator in local government-led CDD.
2. Discuss standard processes and approaches involved in facilitating local government-led CDD.
3. Identify facilitation challenges encountered in their communities during local government-led CDD subproject implementation.
4. Formulate action steps that can be taken to address the facilitation challenges.

Discuss the framework that guided the design of the learning intervention.



Source: S. Covey, 2004. *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. New York, USA: Free Press.

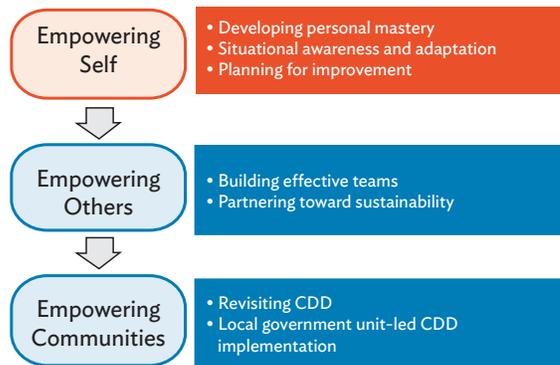
### Analysis and Abstraction

Expound by saying:

“CDD facilitators have the important task of enabling empowerment among communities. However, as the saying goes, one cannot give what one does not have. Thus, the facilitator must first be empowered before he or she can even try to empower others.

This is the premise that guided the design of the training. It focuses on strengthening personal effectiveness so that the facilitator’s sense of personal empowerment will endow him or her with the ability and credibility to empower others.”

Show the key content for each of the areas.



Discuss the schedule. Check for any concerns related to this matter.



#### **Schedule** (page 3)

Highlight expectations that will not be met to ensure that participants remember what will not be achieved during the learning intervention.

Refer to the metacards on contributions.



#### **Norms**

Say:

“If you are willing to contribute these things, can we consider them as norms that you are willing to adhere to? (Formulate norms.) Do you all agree to these norms?”

If there is any norm that all cannot agree to, remove it from the list.

Emphasize that for the duration of the training, participants will be on equal footing as learners and therefore, ranks and positions will be temporarily dropped.

### Analysis and Abstraction



#### Learning Mechanisms

Expound on learning mechanisms that are installed for the training.

- Parking Lot—for posting questions that will be addressed in later sessions, that will be addressed at a later time (by facilitator or other authorities), or will not be addressed during the training
- Freedom Wall—for writing opinions, ideas, and feelings about anything, provided that these are not offensive, rude, or vulgar
- Learning Tweets—for posting tweets about insights and lessons learned from the training sessions

### Administrative Matters

1:45 p.m.–2 p.m.  
(15 minutes)



#### Administrative Concerns

Call on the assigned training team member to discuss administrative concerns.



Coordinate with training team on who will discuss administrative matters.



#### Pretraining Assessment

Administer the pretraining assessment.



Pre-Test

Close the session by enjoining participants to make the most of the learning experience. Close with an appropriate quotation, anecdote, or story.

# Session 2: Revisiting Community-Driven Development

Day 1 (2 p.m.–3 p.m.; 3:15 p.m.–5 p.m.)

## Learning Objectives

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

- discuss the interrelated behavioral and structural roots of key development problems, and how they affect the marginalized sectors;
- explain the importance of community organizing and CDD in a development context;
- define community organizing and its underlying principles;
- define CDD and its underlying principles;
- articulate how community organizing is integrated into the CDD process; and
- expound on the advantages and disadvantages of CDD.

## What to Prepare

<b>Venue</b>	Proposed setup (page 5)
<b>Learning Materials</b>	Metacards (pink, light blue, light yellow, and light green; 10 pieces per color; one color per group); marking pens Sequencing Game materials: CDD steps in individual cards, manila paper, and masking tape (one set per group; four sets of one color per group; materials in Appendix 2) Group prize (two in case of a tie)

## Session Flow

Activity		
2 p.m.–2:15 p.m. (15 minutes)	 <b>Banner Slide Session Title Slide</b>  Introduce the session. Say:  “Now that we are done with the preliminaries, we will proceed with sessions where we will revisit our understanding of what CDD is all about. I know that this is a group of experienced CDD practitioners so in this discussion, we will talk about what you already know. However, we want to make sure that we are all on the same page when it comes to this topic.”	 Before the start of the session, organize the metacards for quick distribution to the table groups.  Set the timer to go off in 5 minutes.

Activity		
	<p>We will start by talking about your ideas about CDD. When you hear or see this set of words, what comes into your mind? In your group, think about ideas that you associate with CDD. Write them on the metacards we will give you and post them on the board. You have 5 minutes to complete these tasks.”</p> <p> <b>Word Storming</b></p> <p>Instruct groups to begin.</p> <p>Start the timer and after 5 minutes, say: “The time is up. Let us now look at the words that you posted and organize them into common ideas.”</p>	<p>Ensure that the sets of materials for the Sequencing Game is also available for distribution, as needed.</p> <p> Distribute metacards for the Word Storming.</p>
Analysis		
2:15 p.m.–2:25 p.m. (10 minutes)	<p>Go through each of the words and involve the group in clustering the metacards.</p> <p> <b>Let's discuss</b></p> <ul style="list-style-type: none"> <li>• What common ideas emerged?</li> <li>• What were new or unique?</li> </ul> <p>Ask participants to expound on their idea/s, if necessary.</p> <p>Move toward abstraction by asking:</p> <ul style="list-style-type: none"> <li>• What do you see are the common themes that emerged in these clusters?</li> <li>• What does it tell us about CDD?</li> </ul> <p>Summarize the responses, and use these to segue to the short lecture covering the key content.</p>	<p> Prepare by coming to the session with ideas about groupings that may emerge in the activity, such as</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Context</li> <li>• Process</li> <li>• Principles</li> </ul> <p>Remember to link them to key points that will be discussed in the session.</p>
Abstraction		
2:25 p.m.–3 p.m. (35 minutes)	<p>Present the session objectives for the rest of the afternoon.</p> <p> <b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Discuss the interrelated behavioral and structural roots of key development problems, and how they affect the marginalized sectors</li> <li>• Explain the importance of community organizing and CDD in a development context</li> </ul>	

### Abstraction

- Define community organizing and its underlying principles
- Define CDD and its underlying principles
- Articulate how community organizing is integrated into the CDD process
- Expound on the advantages and disadvantages of CDD

Explain that the presentation will try to answer the following questions.

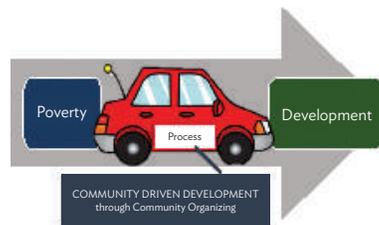


#### Key Questions

- Who are the poor?
- Why are they (we) poor?
- How did society address poverty / underdevelopment?
- What is
  - o community organizing,
  - o CDD, and
  - o local government-led implementation of CDD technology?



#### The Journey<sup>1</sup>



Say:

“The first part of this presentation will help us level our understanding of the context within which CDD is being implemented. The issue of poverty is always closely associated with that of development. Poverty is a real situation that is prevailing in our society, and development is perceived to be a solution to address this condition. We need a vehicle that will bring us from poverty to the desired development. And one effective vehicle is CDD through community organizing.

When we talk about the poor, who are we referring to?”

Discuss the definition of the poor.



#### Who are the poor?<sup>1</sup>

Members of the community who are deprived of

- Participation in decision-making
- Opportunities and access to basic services
- Ownership of assets to allow sustained income
- Resources to meet basic needs

<sup>1</sup> Philippine Community Organizers Society. Presentation Materials on What is Community Organizing. Unpublished.

<sup>2</sup> Department of Social Welfare and Development. 2012. *Sub-Manual: Field Guide Community Empowerment Activity Cycle*. Quezon City.

## Abstraction

Explain that it is important to note that the poor is faced with various challenges or issues. Therefore, the facilitation strategy will depend on their prevailing situation, and the strategy must respond to the challenges encountered by the community.

Ask participants:

“If this is how we define the poor, then why are they poor?”



Participants’ responses may include, among others

That is true, there are many reasons why the poor are poor. (Publish responses on the board.) There are two major reasons though.”



### Why are they poor?<sup>3</sup>

- “Something’s wrong or lacking with the people.” (Behavioral)
- “Something’s wrong with the system.” (Structural)

- Lack of education
- Complacent attitude
- Lack of opportunity
- Inadequate skills
- Environmental factors (e.g., calamities)

“Your answer depends on what lens you use.”

As you discuss the two factors, go back to earlier answers and ask participants whether these are behavioral or structural.

Expound further by discussing examples. It can be that



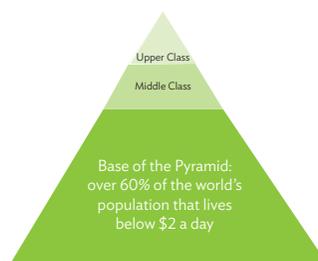
### Something’s wrong with the people. They are lazy.

- A fish worker spends 8 hours a day in fishing vessels but earns only ₱100–₱250. (Trade Union Congress of the Philippines [TUCP])
- Farm workers need to weed 45 hills of oil palm a day before receiving ₱180 as pay. (MindaNews)

OR



### Something’s wrong with the system. It is oppressive and unjust.<sup>4</sup>



<sup>3</sup> KALAHI-CIDDS Project. Presentation Materials on Community-Driven Development: Linking Local Governance, Decentralization and Community Support Approaches. Unpublished.

<sup>4</sup> Footnote 3.

## Abstraction



**The system maintains, (if not worsens) poverty.**  
(The Political–Economic Structure)

Explain that community organizing views things from the lens that communities can promote and support change if efforts are focused on improving systems rather than modifying individual behaviors.



**Why are they poor?**

Highlight that it is however important to be mindful of how we perceive poverty to be able to come up with a more strategic response. Share the story about the drowning baby written by Wayne Ellwood.



**“If you see a baby drowning, you jump in to save it; and if you see a second and a third, you do the same. Soon you are so busy saving drowning babies you never look up to see if there is someone there throwing babies in the river.”<sup>5</sup>**

Present the important premises in community organizing.



**Important premises<sup>6</sup>**

**Poverty is**

- Not just inadequate income
- It is also lack of opportunities and voice in decision-making

**Poor and marginalized people are**

- Not mere targets of projects
- They could be assets and partners for sustainable development

Show the slide and ask participants:

“What message does this picture tell you?”



Source: S. Frank. 1998. *Foundations of Social Evolution*. Princeton University Press.

Link the answer to the concept of community organizing. Say:

“The picture depicts power in unity. When the community works together, the small and powerless grows big and gains power. Therefore, in union, there is strength.”



Try to surface the answer about the collective effort being more effective in “capturing” the problem.

<sup>5</sup> W. Ellwood and International Organization of Consumers' Unions. 1984. *Generating Power: A Guide to Consumer Organizing*. Penang, Malaysia: International Organization of Consumers Unions.

<sup>6</sup> KALAH-CIDDS Project. Philippines: Presentation Materials on Community-Driven Development and Interface with Local Governance. Unpublished.

## Abstraction

Review the definition of community organizing.



### Community Organizing<sup>7</sup>

- Organizing that takes place in a geographically defined living area such as an urban poor community or a rural village
- Means for EMPOWERING people; its primary aim is to transform a situation of societal injustice, inequality, and poverty.
- Both a PROCESS and an ORIENTATION—an orientation for genuine and liberating social transformation

Highlight key concepts such as empowerment, and community organizing process and orientation. Explain that

“Efforts to empower communities toward positive change or transformation can only take place where there is focus on both the process and orientation. It is essential to engage the people in addressing targets of change within the community, and process is important to bring about support for change. However, any effort to organize communities for collective action must include capacity building for them to successfully engage in the process. Moreover, there needs to be a consciousness that interventions should address both behavioral and systemic factors of poverty as one cannot be addressed without influencing the other.”

One key strategy for addressing poverty and underdevelopment is to break the culture of silence in poor communities. Ask participants what culture of silence means.



### Community Organizing’s Analysis of Poverty and Underdevelopment



- An adaptation and reaction of the poor to their marginal position

Continue by saying:

“Culture of silence means losing voice – and depending on others, usually authority figures like the barangay captain, to make decisions for them. From the Community Organizing perspective, poverty brings about the culture of silence and changing this culture entails empowerment, that is, making communities understand and feel that they have a voice in decisions that directly affect them, and this voice can be heard louder if they engage in collective action. And that is the goal of community organizing.”

Present the objectives of community organizing.

<sup>7</sup> Footnote 1.

## Abstraction

**Why conduct Community Organizing?**

- To bring out many voices to add collective power and strength to an issue
- To make changes in a community that are widely felt, and that reflect the wishes of the people who are directly affected

Emphasize the role of the CDD facilitator in providing opportunities for communities to organize themselves. This way, due credit is given to the communities who are actually the key players in the CDD process.

Facilitators do not organize communities; they use the situation (what is happening) as a means to enable communities to organize themselves. One effective strategy would be to tap the leaders (Municipal Area Coordinator, Municipal Action Team, municipal officials) because when they are involved, volunteers participate more actively. Present and expound on the principles of community organizing.

Present and expound on the principles of community organizing.

**Principles of Community Organizing**

- Listening
  - Start where the people are, live and work with people
- Relationship building
  - Alliance building and participation
- Challenge
  - Agitate to action
- Action–Reflection–Action

Explain that

- listening means understanding individual household issues, and those that are shared by all;
- relationship building pertains to promoting collaboration toward a shared issue;
- challenge entails searching for opportunities to move community members to work toward collective action; and
- Action–Reflection–Action is essential in elevating the value of actions from the mind to the heart (*mula sa isip tungo sa puso*).

Share the African proverb about bracelets to reinforce the point.

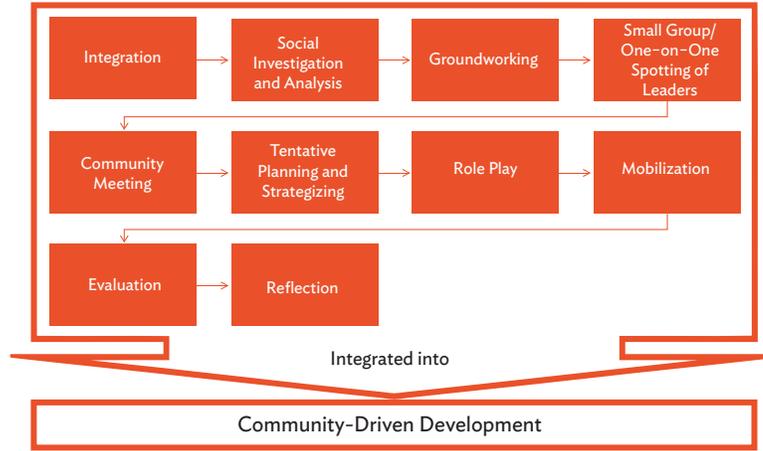
**‘A single bracelet does not jingle.’**

Review the steps in community organizing. Highlight that these steps are integrated into the CDD process. Ask where these steps are reflected in the CDD process to underscore the point.

Abstraction



**Steps in Community Organizing**



Tell participants that the discussion on CDD will be after the snack break. Call for a break.

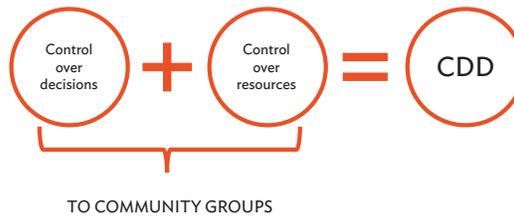
3:15 p.m.–5:00 p.m.

Define CDD. Emphasize that its key feature is “giving control over decisions and resources” to communities.



**Community-Driven Development**

CDD is a strategy that gives



Expond by discussing the concepts of voice, inclusion, and participation.



**The COMMUNITY is the**

$$\begin{array}{ccccccc}
 \mathbf{V} & + & \mathbf{I} & = & \mathbf{P} \\
 \mathbf{Voice} & & \mathbf{Inclusion} & & \mathbf{Participation}
 \end{array}$$

- Involved from start to end
- Direct access and control of the funds
- Make development decisions on priority needs and solutions
- Make government accountable (social accountability)

Engage participants in discussion by asking if attendance is an indicator of participation. Reiterate that mere presence is not an indicator of participation but an indicator of the extent of inclusion. There has to be voice: that opportunity to have a voice in the discussion was provided and was taken by participants (as reflected in minutes of meeting).

### Abstraction

Briefly present the CDD principles and expound, as needed. Draw on your experience in implementing CDD to expound on each.



#### CDD Principles<sup>8</sup>

1. Make investments responsive to informed demand
2. Build participatory mechanisms for community control and stakeholder involvement
3. Invest in capacity building of community-based organizations (CBOs)
4. Facilitate community access to information
5. Develop simple rules and strong incentives supported by monitoring and evaluation
6. Establish enabling institutional and policy frameworks
7. Maintain flexibility in design of arrangements and innovation
8. Ensure social and gender inclusion
9. Design for scaling-up
10. Invest in an exit strategy for external support

Some key points to highlight are as follows:

- Informed demand refers to community needs. Subprojects are the platform for community empowerment, and that is why community engagement in establishing needs is essential.
- Participatory mechanisms must ensure that there is no opportunity for “elite capture” (e.g., only the barangay captain is speaking).
- CDD process builds capacities and must lead to the establishment of CBOs that can sustain subprojects.
- In keeping with the principle of transparency, information should be readily accessible.
- CDD is flexible in time lines, but all decisions need to be supported by reliable and accurate information.
- In local government-led CDD, support for sustainability is a major indicator of good performance.
- An enabling environment may be indicated by the presence of more Civil Society Organizations in the Barangay Development Council, flexibility in accreditation of Community-Based Organizations (Area Coordinator at the municipal level; Community Empowerment Facilitator at the barangay level), among others.
- Design innovations would include gender-inclusive, women-identified interventions, among others.
- The formulation of a memorandum of agreement is an example of an exit strategy.

<sup>8</sup> P. Dongier et al. 2004. Chapter 9: Community-Driven Development. In *Poverty Reduction Strategy Papers (PRSP)*. [http://siteresources.worldbank.org/INTPRS1/Resources/383606-1205334112622/5805\\_chap9.pdf](http://siteresources.worldbank.org/INTPRS1/Resources/383606-1205334112622/5805_chap9.pdf).

## Abstraction

Conduct a mini exercise. Divide participants into smaller groups and give the instructions. They will be given a set of steps, and their task is to arrange them in the right order of execution. They will post their answers on manila paper or easel sheets. After informing participants of the time limit, start the timer.



Sequencing Game materials and prize for winner

Set the timer to go off in 5 minutes.



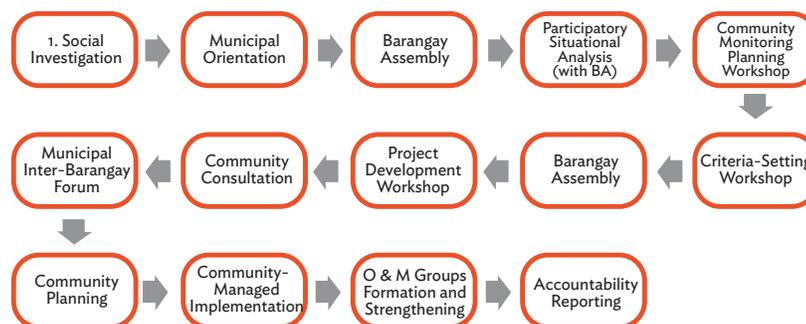
### Sequencing Game

After 5 minutes, ask groups to check the work of other groups.



To check, you may simply ask the groups to move one or two tables to the right.

Show the steps in CDD to check the answers. To encourage participation, you may ask participants to give the answers first before showing each per step.



Share lessons learned from CDD. Discuss the successes achieved so far and some issues that still need to be resolved. Draw on your experience in CDD implementation to expound on the key points being presented.



### Lessons from CDD-based Programs

- Overall highly satisfactory subproject implementation
  - Good quality and workmanship – proved that communities are capable of constructing processes characterized by inclusion and participation
  - Capability-building and implementation support
  - Funds are used for their intended purpose
- High value of the approach
  - Provided financial and technical counterparts
  - Strong barangay local government unit–people’s organization partnership
- High level of satisfaction and ownership among community
  - “We realized we have capacities to help ourselves however poor we are.”
  - “Our women are now out of our houses to get involved in community development affairs.”
  - “In CDD, there’s no corruption.”

## Abstraction

**Major Results<sup>9</sup>**

- Inclusive participation in decision-making
- Focused targeting – reaches the poor and able to draw in vulnerable sectors
- Delivers cost-effective, more transparent, and better quality infrastructures
- Promotes sustainability of community subprojects
- Increases income of participating communities
- Transforms relationship of communities with local government

**Major Issues<sup>10</sup>**

- “CDD is not intended as a rigid blueprint but it is a matter of degrees.”<sup>11</sup>
- Cost of participation
- External concepts of development mistaken as local constructs
- Public goods vs. private good (individual/household needs)
- Builds new breed of elite leaders
- Supply-driven CDD
- Inadequate exit strategy – poor sustainability of mechanisms for collective action
- CDD is centered on the concept of autonomous community decision-making. But to what extent are communities really free to choose what they want to undertake for their own development and to decide how they want to run their own development affairs?<sup>12</sup>
- Risk of elite capture
- “It’s still technocracy.”

Summarize what has been discussed, and close the session. Remind the participants to come on time for the sessions on the following day.

<sup>9</sup> Footnote 6.

<sup>10</sup> Footnote 6.

<sup>11</sup> Footnote 8.

<sup>12</sup> International Fund for Agricultural Development (IFAD). 2009. Community-driven Development Decision Tools for Rural Development Programmes. <https://www.ifad.org/documents/38714170/39150184/Community-driven+development+decision+tools+for+rural+development+programmes.pdf/93df0cc9-e122-49f3-b7d6-9111c01e7f3f>.

# Session 3: Management of Learning

Day 2 (8 a.m.–8:30 a.m.)

## Learning Objective

By the end of the session, participants will be able to share their significant learning from the previous day's sessions.

## What to Prepare

**Venue** Proposed setup (page 5)

**Learning Materials** Notepads, writing pens

## Session Flow

Activity	
8:30 a.m.–8:40 a.m. (10 minutes)	 <b>Banner Slide</b>  <b>Session Title Slide</b>  Open the session by greeting participants and checking if they are ready for the day's sessions. You may ask if they had a good rest the previous night, adequate breakfast to start off the day, etc.  Ask the prayer leader to lead the morning prayer.  Conduct a short energizer.   Please refer to reminders regarding prayers in Session 1 (page 7).   Energizers should ideally be related to topics discussed the previous day. Alternatively, a short fun activity can be conducted. Videos are discouraged to promote creativity among facilitators.

## Activity

8:40 a.m.–9 a.m.  
(20 minutes)

Say:

“To start the day off, we will have a sharing activity where we will talk about what we learned and rediscovered in yesterday’s sessions. Can you recall what topics we covered?”



**Schedule** (page 3)

Say:

“On the screen are trigger questions that you will answer. Please write your answers in a notepad.”



- What key point from yesterday’s discussions struck you most?
- What did you learn from it?
- In what way would this learning contribute to your effectiveness in dealing with others?

Give participants about 2 minutes to reflect on the questions.

After this time, ask them to select a partner and share their answers with him or her.

Request volunteers to share in plenary.

Check if there is anything that needs to be clarified. Respond if any is raised.



**Training Framework** (page 9)

Tell participants that the day’s discussion will dwell on local government-led CDD after which the session on personal effectiveness will begin.

Close the session by saying that there will be more opportunities to share and learn. However, it is important to be able to act on learning to make it relevant.



Check for administrative and other concerns that may affect learning. Convey them to team members or others who would be able to respond.

# Session 4: Local Government-Led Community-Driven Development Implementation

Day 2 (8:30 a.m.–10 a.m.; 10:15 a.m.–12 noon)

## Learning Objectives

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

- identify key features of local government-led CDD, and
- review processes and approaches in harmonizing CDD in the local planning process.

## What to Prepare

Venue	Proposed setup (page 5) with designated areas in the room for small group discussion to minimize distraction; if available, easel sheets or whiteboards set up in each area
Learning Materials	Easel sheets (1–2 sheets per group preferably on easel stands or whiteboards) with assigned question printed at the top; marking pens; sticky notepads (one color per group; maximum of six groups); writing pens

## Session Flow

Activity	
8:30 a.m.–10 a.m. (1 hour and 30 minutes)	<p> <b>Banner Slide Session Title Slide</b></p> <p>Introduce the subject of the session and discuss the objectives.</p> <p> <b>Objectives</b></p> <ul style="list-style-type: none"><li>• Identify key features of local government-led CDD</li><li>• Review processes and approaches in harmonizing CDD in the local planning process</li></ul> <p>Give the instructions for the activity. Say:</p> <p>“We are now ready to move to our next activity where you will have an opportunity to share with each other your experience in CDD implementation in your respective LGUs. We will have a buzz session. Would you know what a buzz session is?”</p> <p> Acknowledge when participants are able to give the right definition. In this case, proceed with the activity—there is no need to define anymore.</p>

## Activity

Wait for some responses from participants.  
Then explain:

“Buzz sessions are short interactive discussions that allow participants to discuss and exchange ideas. It would be good to have varying perspectives in your groups so let us form new groups for this activity.”

Form three groups according to their stage in local government-led CDD implementation as follows:

- Graduate municipalities
- Ongoing C4 LGU-led implementation
- Starting C4 LGU-led implementation



### Buzz Time

Give the instructions.

“We have four questions to be discussed in this activity. Each of the groups will answer the set of questions assigned to them according to their stage in local government-led CDD implementation. In your group, share your ideas or experiences to respond to the question. Agree on shared ideas, and write your answers in easel sheets that have been prepared for you in your discussion areas.”

Assign the groups to the different discussion areas.  
When everyone has settled down in their respective areas, show the questions.



### Discussion Questions

#### Group 1 (Graduate municipalities)

- How was CDD adopted in your LGU?
- What conditions facilitated your LGU's transition to local government-led CDD?
- What challenges did you have to overcome? How?
- What is your role as a facilitator in local government-led CDD implementation?

#### Group 2 (Ongoing C4 LGU-led implementation)

- How does your LGU plan to adopt CDD?
- What conditions are facilitating your LGU's transition to local government-led CDD?
- What challenges are you facing? How are you managing these?
- What is your role as a facilitator at this stage?



If there are many participants in each grouping, subdivide into smaller groups to provide more opportunity of sharing of experiences.



Set the timer to go off in 10 minutes. Remember to remind participants of the remaining time, especially for the last 5 minutes.

## Activity

Group 3 (Starting C4 LGU-led implementation)

- How do you plan to facilitate adoption of CDD in your LGU?
- What conditions should be present to facilitate your LGU's transition to local government-led CDD?
- What challenges do you expect to encounter?
- What do you see would be your role as a facilitator in this transition?

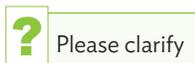
Inform groups that they have 20 minutes for the buzz group session.

After 20 minutes, ask groups to prepare for the viewing of group outputs. Say:

“I am sure that at this point, you are interested to see the answers of the other groups. More importantly, in the next activity, you will have an opportunity to share your views on the questions and answers provided by other groups. Are you ready to do that?”

“If so, let us proceed to the gallery walk. To better manage the flow and time, we will conduct it in this way.

- Groups will stand in their station (where the outputs are posted).
- At the facilitator's signal, you will move to the next station clockwise (on your right). Read the answers on easel sheet/s, and give feedback using the following symbols.



- Any additional feedback (such as reasons for disagreement, questions to clarify, other perspectives, among others) may be given by posting notes. Please write them clearly and post them in the corresponding answer.”



Prepare the sticky notepads and writing pens and distribute to the groups.

“Are my instructions clear? (Wait for and respond to questions.) If there are none/no other, then let us start. You have 3 minutes in each station. Please move to the next station when prompted by the facilitator.”

Activity	
	<p>Begin the gallery walk. Ask groups to move clockwise to the next station. After 3 minutes, ask them to move to the next one, and do this until all the groups have viewed all group outputs.</p> <p>Upon returning to their station, ask groups to review feedback on their output.</p>



During the gallery walk, observe the groups as they review the outputs. Any adverse reaction would have to be managed during the presentation.

Analysis	
10:15 a.m.–11:15 a.m. (60 minutes)	<p>Begin the plenary discussion by sharing your observations on the results of the gallery walk. Comments may refer to the number of check marks, X marks, and question marks.</p> <p>Say:</p> <p>“In the interest of time, we will no longer discuss answers that you agreed with and focus on those that need to be clarified on where there are disagreements. Let us go over these together.”</p> <p>Facilitate a discussion to clarify questions and issues raised regarding the answers. There is no need to arrive at a consensus. However, provide ample opportunities to articulate differing perspectives and reasons for holding these views.</p>

Abstraction	
11:15 a.m.–11:45 a.m. (30 minutes)	<p>Draw out insights by asking the following questions:</p> <p> <b>Let's discuss</b></p> <ul style="list-style-type: none"> <li>• What would it take to institutionalize CDD?</li> <li>• What factors can facilitate institutionalization?</li> <li>• What factors can render it challenging?</li> </ul> <p>Publish the answers in the board for reference later in the presentation and discussion.</p> <p>Explain that the discussion on local government-led CDD draws from the experience in the implementation of the KALAHI-CIDDS <i>Kapangyarihan at Kaunlaran sa Barangay</i> (KKB) Project that defines the process that facilitates transition to local government-led CDD implementation.</p> <p>Present the KKB Project Cycle Objectives Matrix. Discuss the outputs and indicators for each objective during the different cycles of project implementation. Underscore the decreasing role of the Department of Social Welfare and Development (DSWD) and increasing role of the LGU and community as projects progresses through the three stages.</p>



Try to surface the insight that there may be varying perspectives about CDD because differences in local context and conditions would influence their experiences in its implementation.

Abstraction



**KALAHI-CIDSS: KKB Project Cycle Objectives Matrix<sup>13</sup>**

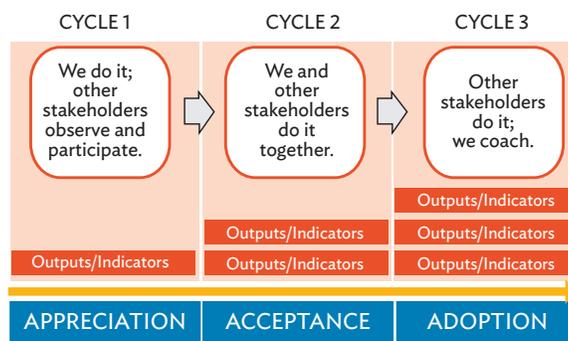
Objectives	<b>Cycle 1</b> Introduction of KALAHI-CIDSS and application of processes (Appreciation)	<b>Cycle 2</b> Integration of KALAHI-CIDSS in the local development process (Acceptance)	<b>Cycle 3</b> Institutionalization of KALAHI-CIDSS processes (Adoption)
<b>Community Empowerment</b>	Participation and mobilization of communities for KALAHI-CIDSS concerns	Communities are able to influence local development planning and other initiatives	Communities are able to make claims/enter into agreements with LGUs
<b>Improved Governance</b>	Local government units (LGUs) honor commitments to KALAHI-CIDSS	KALAHI-CIDSS processes harmonized with local development processes	LGUs adopt KALAHI-CIDSS processes
<b>Reduction of Poverty</b>	Subprojects are implemented to generate poverty reductions results	Subproject operation are sustained or expanded	Subprojects are replicated, scaled-up, or diversified

DSWD Role  
 LGU and Community Role

Explain that the objectives and indicators also move the LGU and communities through the institutionalization process, that is, from Appreciation in Cycle 1 to Acceptance in Cycle 2, and to Adoption in Cycle 3. Discuss the tasks and/or roles in each of the stages in the process.



**Institutionalization Process Conceptual Model<sup>14</sup>**



<sup>13</sup> KALAHI-CIDSS Project. 2014. Philippines: Training of Trainers Presentation Materials on KC-NCDDP Standard CEAC and Disaster Response Operations Procedure. Unpublished.

<sup>14</sup> Footnote 2.

## Abstraction

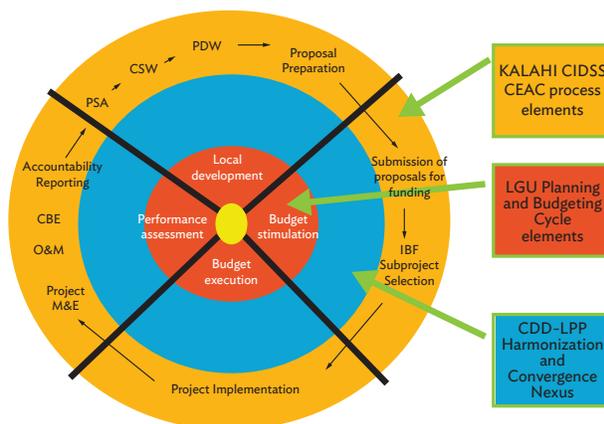
Say:

“Institutionalization is achieved when the CDD approach has been embraced as a *way of doing things* with the community in the LGU. This can be done through the harmonization of the CDD process in the LGU planning and investment programming cycle. In the *Makamasang Tugon* (MT) initiative, the Community-Driven Development – Local Planning Process Harmonization Framework guided the embedding of CDD processes and elements in the local development planning and budgeting processes through LGU-facilitated implementation of the then KALAHI-CIDSS CDD approach.”

Discuss the framework and institutionalization objective.



### Community-Driven Development—Local Planning Process Harmonization Framework<sup>15</sup>



CBE = community-based evaluation, CEAC = community empowerment activity cycle, CSW = criteria-setting workshop, IBF = interbarangay forum, KALAHI-CIDSS = Kapit-Bisig Laban sa Kahirapan-Comprehensive and Integrated Delivery of Social Services, LGU = local government unit, LPP = local planning process, M&E = monitoring and evaluation, O&M = operation and maintenance, PDW = project development workshop, PSA = participatory situation analysis.



### Institutionalization Objective

Integrate CDD principles and processes into the local planning and investment programming cycle, by way of a local government-led implementation scheme of the CDD technology.<sup>16</sup>

Ask participants



### So what then is community development?

Say:

“Our discussions from yesterday until today paint the picture of the essential elements of community development. We have also identified the principles that guide the process of empowering communities.”

<sup>15</sup> Footnote 2.

<sup>16</sup> Department of Social Welfare and Development CARAGA Region. 2010. Five Performing KALAHI-CIDSS Towns Implement Makamasang Tugon. <https://caraga.dswd.gov.ph/2010/11/five-performing-kc-towns-implement-makamasang-tugon/>.

**Abstraction**

Discuss the definition and principles of community development.

**Community Development**

The END GOAL of community organizing and all other efforts toward uplifting the status of the poor and marginalized

Meaningful and SUSTAINED BY THE BASIC SECTORS THEMSELVES when their participation is elicited

Entails a process of assessment of current situation, the identification of needs, deciding on appropriate courses of actions or responses, mobilization of resources to address these needs, and monitoring and evaluation BY THE PEOPLE

**Community Development Principles**

- Empowerment
- Equitableness
- Sustainability
- Being holistic and integrative
- Cultural sensitivity and gender fairness

**CONTINUE TO THIS NEXT ACTIVITY WHEN THERE IS ADEQUATE TIME LEFT.**

We would like to share with you a video about a successful transition to local government-led CDD subproject implementation. As you watch the video, please try to answer the following questions.

**A success story: Questions to answer**

- What contributed to the success in the transition to LGU-led CDD implementation?
- Who were primarily responsible for making the change happen? How did they promote or support the change initiatives?
- What helped sustain the change?

Show one or both videos on successful institutionalization of CDD.

- The Donsol Experience
- The Barugo Experience

Conduct a brief discussion about participants' insights on the video. Underscore that the success elements capture all the previous discussions and demonstrate how empowerment can be achieved through the CDD approach.

**Application**

11:45 a.m.–  
12 noon  
(15 minutes)

Say:

“Having discussed what it takes to transition to local government-led CDD implementation, it is now time to see how you can apply them to your LGU. Please discuss and share ideas in your LGU group on the following reflection questions.”

**Things to reflect on:**

- What steps can you take to institutionalize or strengthen CDD in your LGU?
- What opportunities are present to support institutionalization?
- What challenges do you need to hurdle, and how will you do this?

After about 5 minutes, ask for a number of volunteers to share highlights of their discussion in plenary.

Remind participants to take note of these concrete steps, as they are already inputs to the action planning that will happen on the last day.

Close the session by sharing a quotation from the Chinese philosopher, Lao Tzu, about empowering people.



“Go with the people:

Live with them.

Learn from them.

Love them.

Start with what they know.

Build with what they have.”

# Session 5: Facilitation in Local Government-Led Community-Driven Development

Day 2 (1 p.m.–3 p.m.)

## Learning Objectives

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

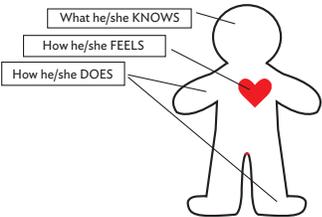
- articulate the importance of effective community facilitation in CDD,
- define the roles and responsibilities of a CDD facilitator,
- expound on the competency requirements of CDD facilitators, and
- gauge own level of competence in facilitating CDD.

## What to Prepare

**Venue** Proposed setup (page 5) with Session 3 outputs on role of facilitator posted in front

**Learning Materials** Manila paper or easel sheets (one per group); colored pens, Cray-Pas, or crayons; CDD facilitation competency assessment questionnaire (Appendix 3)

## Session Flow

Activity		
<p>1 p.m.–1:45 p.m. (45 minutes)</p>	<p> <b>Banner Slide Session Title Slide</b></p> <p>Ask participants:</p> <p>“Do you have an ideal facilitator—someone whom you really admire and would like to emulate? Let us talk about him or her. You will now work in groups to draw your LODI facilitator.</p> <p> <b>LODI Profile</b></p> <p><b>Draw your best CDD Facilitator</b></p> 	<p> If possible, the outline of the person can already be drawn on the paper before distributing to groups.</p> <p> Set the timer to go off in 10 minutes.</p> <p> Play soft lively music while participants are drawing.</p>

**Activity**

Be creative and use symbols to depict the characteristics of your LODI facilitator. Please discuss in your groups and agree on the traits before drawing. You will have 10 minutes to complete your work. Prepare to present your output within no more than 3 minutes.”

Start the timer. Have the groups present their outputs. Seek clarification, as needed.

**Analysis**

1:45 p.m.–2 p.m.  
(15 minutes)

Ask participants to identify common characteristics that they noticed during the presentations. Probe for clarification, if needed.

**What are common among your LODI Profiles?**

Say:

“The traits that you are looking for in a CDD facilitator are exactly what you are demanding of yourselves as facilitator. Which among them are uniquely required in local government-led CDD? Consider the roles that you identified in the earlier exercise.” (Direct their attention to the previous session’s output on roles.)

Publish the responses on an easel sheet. Probe into the answers to explore why these have been identified. Ask if there are others that were not included in the LODI profiles.

Ask participants: “What are your realizations during this activity?”

Summarize the responses, and segue to the abstraction.

**Abstraction**

2 p.m.–2:30 p.m.  
(30 minutes)

Say:

“Indeed, facilitation is a very demanding job and asks a lot from its performer. You will later learn that there are many facets of the work that require different sets of competencies.”

Present the objectives of the session.

**Objectives**

- Articulate the importance of effective community facilitation in CDD
- Define the roles and responsibilities of a CDD facilitator
- Expound on the competency requirements of CDD facilitators

Define a facilitator.

**Facilitator**

Someone who helps to bring about an outcome by providing indirect or unobtrusive assistance, guidance, or supervision.<sup>17</sup>

<sup>17</sup> Merriam-Webster. *Facilitator*. <https://www.merriam-webster.com/dictionary/facilitator>.

## Abstraction

The facilitator's job is to support everyone to do their best thinking and practice. To do this, the facilitator encourages full participation, promotes mutual understanding, and cultivates shared responsibility. (Sam Kaner)<sup>18</sup>



Facilitation is a way of working with people.

Facilitation enables and empowers people to carry out a task or perform an action.

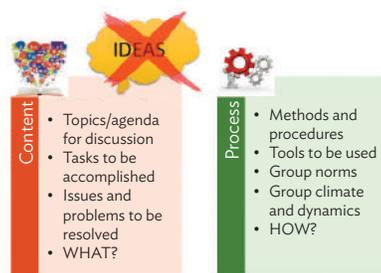
Expound by saying:

“Facilitation is a way of working with people that is enabling and empowering. The facilitator does not do the job nor decide. Instead he or she provides needed guidance so that others can accomplish a task and develop confidence to perform independently and take on more challenging assignments.”

Explain that the facilitator is focused more on the process than the content of the task. In an effort to develop abilities of others, facilitators ask about content that help clarify and direct the energies of the individual or group on the task to ensure that objectives are met. They rarely offer ideas but can be expected to suggest alternative methods of working when there is a bog down in the process or suggest norms that would promote participation or manage conflict.



### Focus



Discuss why facilitation is important.



### Value of Facilitation

- Objectives are achieved
- Resources are efficiently utilized
- Members are engaged
- Groups learn how to perform better

Highlight the following points:

- Objectives are achieved in terms of shared knowledge or information, agreements, resolved issues and problems, and accomplished tasks.
- Prompt action and successful goals achievement redound to optimal utilization of local knowledge, resources, and capacities.

<sup>18</sup> Kaner cited in B. Harvey. 2015. Facilitation for Development. *Knowledge Management for Development Journal*. 11. 1-10. [https://www.researchgate.net/publication/277559432\\_Facilitation\\_for\\_development](https://www.researchgate.net/publication/277559432_Facilitation_for_development).

### Abstraction

- Engagement enables group members to participate actively and take responsibility for their decisions and actions.
- Groups become aware of their processes and capabilities and, thus, perform better.

Cite the quotation of Dale Hunter that aptly captures the value of facilitation.



**‘Facilitation is creating a space in which people can empower themselves.’<sup>19</sup>**

Present the facilitation tasks in CDD. Explain that these have been culled from the series of focus group discussions conducted with KALAHI-CIDSS National Community Driven Development Program (KC-NCDDP) field staff to validate the competency requirements for the position.



#### **Facilitation Tasks in CDD**

1. Guide the formulation of strategic, operational, and implementation plans, including monitoring and evaluation plans
2. Build the capacity of communities and other community stakeholders on the basis of their assessed level of readiness to embrace and operationalize the CDD approach
3. Mobilize and engage communities in the change process to promote ownership for community development initiatives
4. Disseminate relevant information to critical stakeholders
5. Implement well-coordinated and organized community development events and activities
6. Lead and facilitate learning sessions, meetings, and discussions
7. Monitor progress to ensure efficiency of processes and evaluate achievement of goals and objectives
8. Guide the team and stakeholders in determining appropriate action to address problems/issues that hamper smooth implementation of activities and initiatives
9. Foster teamwork and collaboration among community members and other key stakeholders
10. Promote engagement of key stakeholders in CDD activities
11. Build and expand networks to generate necessary support for accomplishment of community projects and undertakings
12. Train and coach stakeholders on CDD processes and their roles in activities involved
13. Generate learning (including good practices) and monitor its application in performing their role in community-led initiatives

Say:

“These tasks served as basis for defining key roles that a CDD facilitator plays within his or her team and the community and its stakeholders. These are as follows.”

<sup>19</sup> Hunter cited in S. Roche. n.d. Facilitator Style. <https://www.alchemyformanagers.co.uk/topics/7frUdLd8ciim8w6e.html>.

## Abstraction

**Roles of a CDD Facilitator**

CDD facilitators ensure that the desired results are attained through individual and collective efforts of people they work with. They forge productive partnerships and alliances to generate support for communities targeted by CDD programs. They build competencies so that communities and other stakeholders can engage and participate in the local project planning, budgeting, and implementation process. They deal with change issues and ensure buy-in among those affected. To be able to perform these different roles, they need to demonstrate personal effectiveness.

They also need to be equipped with corresponding competencies. These are as follows:

**Competencies of a CDD Facilitator**

This training does not cover all these competencies. It focuses on priority competencies identified in the learning needs analysis that was conducted among sample groups of KC-NCDDP regional staff and ACT members.

Ask participants: “What is your understanding of competencies? What are they?”

Define competencies and their types. Explain that the DSWD Competency Framework guided the definition and identification of the CDD competencies.

**Competency**

Demonstrable characteristics of a person that enables him or her to do a job well

Composed of

- Knowledge
  - o Understanding acquired through learning sessions
- Skills
  - o Capabilities acquired through practice
- Attitudes
  - o Beliefs, feelings, and values which predispose people to act in certain ways

## Abstraction

**Types of CDD Facilitation Competencies<sup>20</sup>**

- Core (3)
  - Relates to DSWD's values, mission, and culture
  - Reflects core organizational capabilities
  - Possessed by all employees regardless of function
- Leadership and Management (6)
  - Relates to skills, knowledge, and behaviors needed to perform leadership and managerial work and processes
  - Deals with interactions with individuals or groups
- Functional or Technical (7)
  - Relates to specific bodies of knowledge and skills required to perform defined activities in a function or job
  - Includes abilities to use procedures, techniques, and knowledge of a specialized field

Identify the CDD facilitation competencies along each type.

**CDD Facilitation Competencies**

- Core (3)
  - Commitment to Credible Public Service
  - Delivering Excellent Results
  - Personal Effectiveness
- Leadership and Management (6)
  - Collaborating and Networking
  - Creating an Environment for Learning and Growth
  - Engaging and Inspiring Teams
  - Facilitating Change and Innovation
  - Planning and Organizing
  - Problem-Solving and Decision-Making
- Functional or Technical (7)
  - Community Organizing
  - Developing Institutional Capabilities
  - Grievance Management
  - Group Facilitation
  - Mobilizing for Responsive Community Development
  - Presentation Skills
  - Training Administration

As the competencies are discussed, ask participants which ones they think are targeted by this training intervention.

Ask participants why it is important that they are aware of these competencies. (Solicit views.)

<sup>20</sup> Philippines–Australia Human Resource and Organisational Development Facility (PAHRODF). Department of Social Welfare and Development (DSWD) Competency Cards. Unpublished.

**Abstraction**

Close the discussion by underscoring that being aware of competencies needed to effectively perform one's job is essential to personal and professional development. Knowing one's proficiencies and gaps, a person is better guided on actions he or she can take to improve performance.

**Application**

2:30 p.m.–3 p.m.  
(30 minutes)

Administer the CDD Facilitation Competency Assessment.

After accomplishing the tool, ask participants to take note of competencies where they have perceived gaps and note the corresponding behavioral indicators.

Ask them to share the results with a partner. Volunteers may also be requested to share.

Collect the accomplished form. Inform them that the National Project Management Office will use the data to input into the identification of appropriate capability-building interventions. Assure them that the results would in no way influence their performance evaluation.

Encourage participants to post insights in the Learning Tweets.

**Tweet Moment**

Share your insight from the session.

Close the session and declare a 15-minute break.

# Session 6: Overview of Personal Effectiveness

Day 2 (3:15 p.m.– 5 p.m.)

## Learning Objectives

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

- define personal effectiveness, and
- discuss the importance of personal effectiveness in facilitating CDD.

## What to Prepare

**Venue** Proposed setup (page 5)

**Learning Materials** None

## Session Flow

### Activity

3:15 p.m.–3:45 p.m.  
(30 minutes)



#### **Banner Slide Session Title Slide**

Introduce the activity. Say:

“Have there been times when you felt that you should have done things differently? Why? This afternoon, we will talk about situations like these and try to draw lessons from our experiences.

We will have an activity entitled Take 2.” Form four groups.



#### **Take 2**

Take 1: Situation in the community as it happened

Take 2: Situation as it could have been handled better

Explain the process. Say:

“In your group, select a situation that you wish you had handled differently. Present the scenario for takes 1 and 2 through a role play. Please try to involve as many members of your group as possible in the presentation. You will have 15 minutes to discuss and prepare for the role play.”



Set timer to go off in:

- 15 minutes for the group discussion, then
- 3 minutes for the presentation.



Soft instrumental music

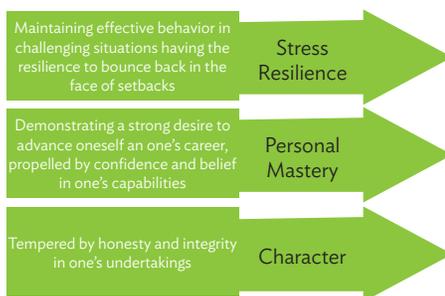
Activity	
	<p>Check for questions then start timer for the group work.</p> <p>After 15 minutes, begin the group presentations.</p>
Analysis	
3:45 p.m.– 4 p.m. (15 minutes)	<p>Lead the discussion on the following questions.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p> <b>Let's Discuss</b></p> <p><u>On Take 1 situation</u></p> <ul style="list-style-type: none"> <li>• What prompted you to take the course of action?</li> <li>• What made you decide that it could have been handled better?</li> </ul> <p><u>On Take 2 situation</u></p> <ul style="list-style-type: none"> <li>• What did you change?</li> <li>• What kind of result do you think it would create?</li> </ul> <p>Ask for insights gained from the discussion. Segue to abstraction.</p> </div> <div style="width: 35%;"> <p> Lead discussion so that participants will realize that they would be able to perform better when they decide on actions that they themselves can execute or cause to execute.</p> </div> </div>
Abstraction	
4 p.m.–4:50 p.m. (50 minutes)	<p>Explain that the previous sessions discussed topics related to the “end in mind” as far as CDD is concerned. The next sessions will move on to preparing oneself to support the processes involved in adopting the approach. The focus will be on Empowering Self by enhancing Personal Effectiveness.</p> <p> <b>Framework</b> (page 9)</p> <p>Present the session objectives.</p> <p> <b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Define personal effectiveness</li> <li>• Discuss the importance of personal effectiveness in facilitating CDD</li> <li>• Expound on guidelines and processes in developing self-mastery</li> </ul> <p>Ask participants how they would define personal effectiveness. Define personal effectiveness. Explain that this was based on the DSWD Competency Framework that was used to identify the competency profiles of DSWD CDD workers.</p>

## Abstraction

**Personal Effectiveness**

Maintaining effective behavior in challenging situations having the resilience to bounce back in the face of setbacks; demonstrating a strong desire to advance oneself and one's career, propelled by confidence and belief in one's capabilities, and tempered by honesty and integrity in one's undertakings.<sup>21</sup>

State that the definition indicates three behavioral indicators.

**Personal Effectiveness<sup>22</sup>**

Say:

“The next two sessions will focus on these behaviors. For this one, we will cover Personal Mastery and Character.

Why do you think it is important for CDD workers to know about these?

According to a Chinese proverb,



‘A superior person brings out the BEST in others.’

And to be superior means to be able to perform at the highest level or the best of one's abilities. To achieve this, we need to have awareness of our strengths, weaknesses, and potentials. As ancient Greek philosopher and scientist, Aristotle, said:



‘Knowing yourself is the beginning of wisdom.’

As CDD facilitators, you are faced with many challenges as you introduce a new way of doing in your respective communities. It would be easy to get frustrated when partners do not readily respond as we want or expect. We will later learn about a more effective way of managing these challenges.”

Show the slides with ambiguous figures.

**What do you see?** (four slides)

Make sure that participants are able to see the different figures by shifting their point of focus.

<sup>21</sup> Footnote 20.

<sup>22</sup> Footnote 20.

## Abstraction

Ask participants:

“What made it difficult to see the other figures? What made it easy to see both?”

We have different ways of looking at things because of our varying experiences. In his book, *The 7 Habits of Highly Effective People*, Stephen Covey referred to this as paradigms.



Paradigm (from the Greek *paradeigma*, **meaning pattern or model**)

The way we see, understand, and interpret the world. Our mental map.

We look at the world using different lenses. These perspectives are influenced by our interactions with our environment, people around us, and information that we access. These paradigms are manifested in our behaviors and actions. Again, Covey said that

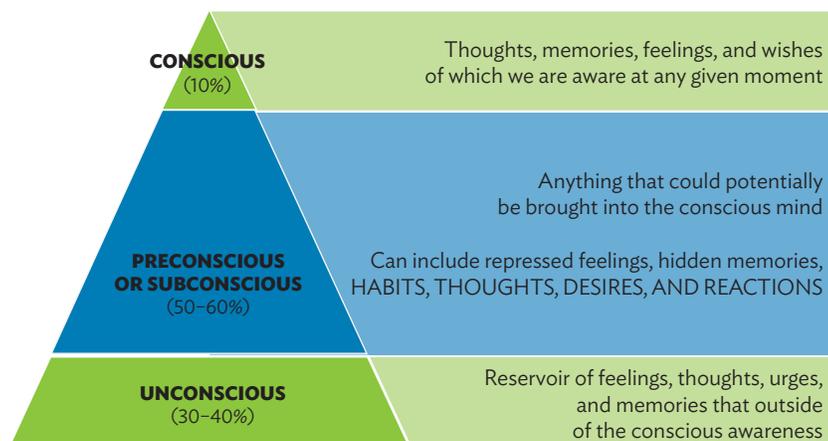


How we **see** the world (**paradigm**) affects what we **do** (**behavior**), and consequently, what we **get** (**results**).

As CDD facilitators, it is important to be aware of this. For example, what are your paradigms about poverty and the poor? The way you will approach your work will be influenced by how you define these ideas.

Our paradigms also determine the kind of habits that we will develop. And these habits dictate how we tend to react to things or situations. Habits are lodged in our subconscious mind—that include things that we know about but become aware of only when we think of them. Note that our subconscious comprises 50%–60% of our mind, according to Sigmund Freud, the founder of psychoanalysis.

### Freud's Three Levels of Mind<sup>23</sup>



<sup>23</sup> Journal Psyche. Freud's Model of the Human Mind. <http://journalpsyche.org/understanding-the-human-mind/>.

## Abstraction

Our subconscious can be compared to the captain of the ship who sets the course but does not really cause the vessel to move. Only when he informs or orders the crew about his directions will they be able to steer the ship. Our habits, which are part of our subconscious, guide our behaviors and sometimes set us on autopilot mode. Mac Anderson and John J. Murphy wrote in their book, *Habits Die Hard: 10 Steps to Building Successful Habits*, the following:

**Autopilot**

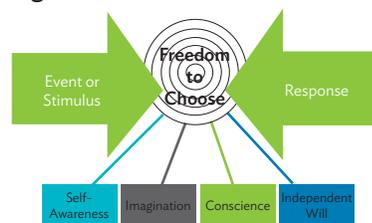
The subconscious mind—the habitual mind—is over 1 million times more powerful than the conscious mind. This means that we spend a substantial amount of our lifetime on autopilot, playing out the mental programs that govern our behavior.

When we are on autopilot, we simply react to a situation.

**REACTING to a Situation**

But should we simply react?

We can choose to respond instead, and we do this by exercising our freedom to choose.

**Making a CHOICE**

We can use the power of the conscious mind to set the direction (self-awareness), visualize possibilities (imagination), decide on the basis of what is right and wrong (conscience), and act without being unnecessarily influenced by external factors. We can exercise our freedom to choose so that we can become the best person that we can be. And we can do this if we have personal mastery.

**Personal Mastery<sup>24</sup>**

- Goes beyond competence and skills although it involves them. It entails APPROACHING ONE'S LIFE AS A CREATIVE WORK, living life from a creative as opposed to a reactive viewpoint
- The discipline of PERSONAL GROWTH and LEARNING

<sup>24</sup> P. Senge. 2006. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York, USA: Random House, Inc.

**Abstraction**

People with high levels of personal mastery continually create opportunities to define and pursue the results that they want.<sup>25</sup> They understand how they think, are clear about their goals and motivations, and take decisive steps to improve themselves and grow. It is a process and therefore cannot be achieved overnight.

Having the creative orientation required in personal mastery entails:

**Process of adopting a creative orientation in life**

Articulating a personal vision

- Personal Vision
  - o Image of a desired future
  - o Defines one's purpose for being

The vision becomes our compass that points us to the right direction. It gives meaning and inspiration to what we are doing. The question to ask is whether your vision can be achieved through your work as CDD facilitator. Your answer will spell the difference whether you will be inspired and committed, or not.”

IF TIME IS AVAILABLE:

Have participants go through a short visioning activity.

**Tribute**

“Imagine that you just turned 75. Your family, friends, and colleagues invite you to a celebration in your honor. They have prepared tributes to share during the event.

What would you like to hear them say about you?”

IF NOT, PROCEED WITH THE DISCUSSION.

“A vision can successfully be achieved if we are grounded on our realities.”

**Process of adopting a creative orientation in life**

Seeing the current reality

- What is going on right now?
- Why is my reality so difficult?

“Sometimes, it is because of these realities that it becomes challenging to realize our vision. What examples of realities at work tend to hamper achievement of your vision?”

<sup>25</sup> Footnote 24.

## Abstraction

**Realizing the Vision**

Tension between current reality and personal vision

**Process of adopting a creative orientation in life**

Making a commitment to creating desired results

“The third step means acting by focusing on what one can influence if not control. It also means not being discouraged when things become difficult and continually seeking opportunities to move things forward. It is important to ACT toward the vision.”

**Committing to the Vision**

- Align values
- Clarify goals
- Take responsibility

“Taking action builds our credibility. If you aim to get support for our initiatives as CDD facilitators, you need to establish our credibility so that your partners will trust and follow you.”

Define credibility and its indicators.

**Credibility:** Doing what you say you will do

Indicators

- Practice what is preached
- Walk the talk
- Follow through on promises

Share quotations to underscore your point.



‘What you are shouts so loudly in my ears I cannot hear what you say.’  
(Ralph Waldo Emerson)<sup>26</sup>



‘What we do flows from who we are.’ (Paul Vitale)

Explain that who we are is a combination of our character and personality.

<sup>26</sup> Quotes. <https://www.quotes.net/quote/36363>.

## Abstraction

**Iceberg: Personality, Character, and Authenticity**

Explain that:

“Our personality is our ‘outer self’—how we package and project ourselves. It is our public image as demonstrated in how we dress, speak, and act. On the other hand, our character is our ‘inner self’—how we are even when no one is looking. This is our true self and indicates how we have integrated our principles into our daily life. When there is consistency between our inner and outer self, we demonstrate authenticity which is essential for personal effectiveness.

Is it easy to be able to develop authenticity? Here are some tips on how to be able to demonstrate character.

**Demonstrating Character and Ethics<sup>27</sup>**

- Honor agreements
- Be transparent in personal and business dealings
- Be resourceful, loyal, and dependable
- Stand up for what is right and good
- Do the right thing, even when it is difficult and no one would know otherwise
- Tell the truth and take action

Demonstrating our character is a choice so we can show the behaviors we just discussed if we choose to.”

Emphasize the point by sharing the story about wolves.

**Story on Wolves**

A Native American boy was talking with his grandfather.

“What do you think about the world situation?” he asked. The grandfather replied, “I feel like wolves are fighting in my heart. One is full of anger and hatred; the other is full of love, forgiveness, and peace.”

“Which one will win?” asked the boy. To which the grandfather replied, **“THE ONE I FEED.”**<sup>28</sup>

Say:

“And as we discussed earlier, self-awareness is essential to making the right choices. We can gain higher level of self-awareness through information that we discern ourselves or receive from others.”



“Reflecting on your own experience means asking the right questions at the right time in order to discover the truth about yourself and your life.”<sup>29</sup>

<sup>27</sup> E. Harvey and L. Swindling. 2010. *Do the Right Thing*. Texas, USA: The Walk the Talk Company.

<sup>28</sup> J.C. Edwards. 2017. *Champion Leaders: Pursuing Excellence to Win: Essentials for Effective Leaders*. Indiana, USA: Wesbow Press.

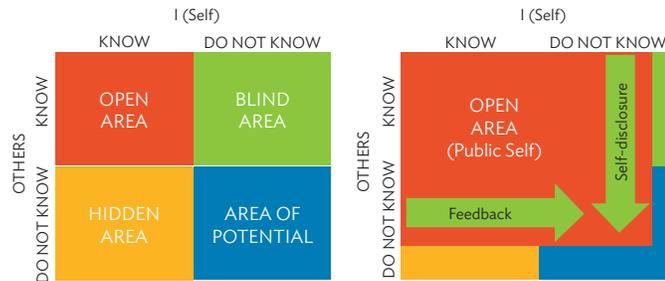
<sup>29</sup> L. West and M. Milan. 2001. *The Reflecting Glass: Professional Coaching for Leadership Development*. Hampshire, UK: Palgrave.

### Abstraction

Joseph Luft and Harrington Ingham developed the JOHARI Window Model to help people understand their relationships with others and improve self-awareness.



#### The JOHARI Window



They identified four panes of the self, based on what one knows about oneself and what others know about him or her. A bigger Open Area of Public Self indicates higher level of self-awareness.

Self-disclosure and feedback help in expanding one's public self.



**Self-Disclosure:** The process of letting another person know what you think, feel, and want<sup>30</sup>



**Feedback:** Any communication, verbal or nonverbal, that offers a person information about how his or her behavior is affecting the giver of feedback

Increasing self-awareness requires sustained effort. As a quotation from Gary Hopkins goes:



'To be whole simply requires paying attention to oneself.'

### Application

4:50 p.m.–5 p.m.  
(10 minutes)

Ask participants to take a few minutes to reflect on the question:



#### Time to Reflect

“What specific action will you take when you get back to the workplace to increase your self-mastery?”

Request volunteers to share their reflection with other participants in small groups – or in plenary.

Close the session.

<sup>30</sup> B. Reece and R. Brandt. 2009. *Student Achievement Series: Human Relations*. Boston, USA: Houghton Mifflin Company.

# Session 7: Management of Learning

Day 3 (8 a.m.– 8:30 a.m.)

## Learning Objective

By the end of the session, participants will be able to share their significant learning from the previous day's sessions.

## What to Prepare

**Venue** Proposed setup (page 5)

**Learning Materials** Papers rolled up into paper cabbage with layers containing the following: review questions from day 2 sessions (5–6); “(indicate an action to perform)” (3); “Good morning!” (3)

## Session Flow

Activity		
8 a.m.–8:10 a.m. (10 minutes)	 <b>Banner Slide</b> <b>Session Title Slide</b>	 Please refer to reminders regarding prayers in Session 1 (page 7).
	Greet participants and inquire about their readiness to participate in the day's activities.  Ask the prayer leader to lead the morning prayer.	
8:10 a.m.–8:30 a.m.	Say:  “To start the day off, we will have a sharing activity where we will talk about what we learned and rediscovered in yesterday's sessions. Can you recall what topics we covered?”   <b>What did we cover yesterday?</b>  As participants respond, write their answers in the easel sheet or whiteboard. Make sure that all the topics covered are listed down.  Solicit insights. Say:  “Reflect on the discussions that we had along these topics. In doing this, you will be guided by the Reflection Window. There are four questions to answer.”	

## Activity

Read the questions.



### Reflection Window

- What discussions in the previous day's sessions confirmed ideas that you already knew?
- What did you see from a new or different angle?
- What new direction and actions will you take as a result of what you learned?
- What new learning completed a seemingly inadequate circle of knowledge or idea/s?

Give participants 1–2 minutes to think of their answers.

Ask for volunteers to share their answers.



### Framework (page 9)

Say:

“Yesterday, our sessions focused on the person of the facilitator. We discussed how personal effectiveness contributes to personal empowerment, which is essential to empowering others to build empowered communities—the ultimate goal of CDD.

Today, we will continue this discussion and later shift our attention to how effective management of problems and issues can enhance individual and collective ability to manage work. Our schedule will be as follows.”



### Schedule (page 3)

End the activity and briefly summarize key ideas shared by volunteers.



Check if there are topics that need further clarification. If any, respond to the questions.

# Session 8: Managing Work Demands

Day 3 (8:30 a.m.–10 a.m.)

## Learning Objectives

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

- explain how stress resulting from work demands can be managed better through effective time management and delegation, and
- discuss concrete actions that they can take to better manage work demands.

## What to Prepare

**Venue** Proposed setup (page 5)

**Learning Materials** Manila paper or easel sheets with drawing of bridge in one and barrier in another; metacards (10 of each color for each group; 4–5 groups); marking pens

## Session Flow

Activity		
8:30 a.m.–8:50 a.m. (20 minutes)	 <b>Banner Slide Session Title Slide</b> Introduce the activity by saying:  “Today, we will talk about opportunities and challenges encountered by CDD facilitators through an exercise called Bridges and Barriers.”	 Post manila paper with the picture or caption of Bridges and Barriers in the whiteboard or easel sheet.
	 <b>Bridges and Barriers</b> <ul style="list-style-type: none"> <li>• What makes your work as a CDD facilitator easier?</li> <li>• What renders your work challenging?</li> </ul>	 Set the timer to go off in 10 minutes.
	Divide the class into four groups. Ask groups to discuss their answers, write them on the metacards, and post them in the appropriate illustration. Inform the groups that they have 10 minutes for this activity.	 Soft instrumental music
	Start the timer. After the time, ask groups to present their outputs. Seek clarification, as needed.	

**Analysis**8:50 a.m.–9 a.m.  
(10 minutes)

Engage participants in clustering responses into themes. These may represent the factors that influence their effectiveness in performing their tasks. After this is done, ask volunteers to share insights about these factors and move to the presentation–discussion.

**Abstraction**9:40 a.m.–9:50 a.m.  
(50 minutes)

State that the session has the following objectives:

**Objectives**

- Explain how stress resulting from work demands can be managed better through effective time management and delegation
- Discuss concrete actions that they can take to better manage work demands

Say:

“As we confirmed in the activity we just completed, CDD facilitators face many challenges in performing their tasks. They need to effectively manage many variables in their work environment. These demands can lead to stress. What is work-related stress?”

**Work-Related Stress**

The reaction people have to excessive demands or pressures, arising when people try to cope with tasks, responsibilities, or other types of pressure connected with their jobs, but find difficulty, strain, or worry in doing so

There are three types of stress factors.

**Work-Related Stress Factors**

- Working conditions
- Job performance
- Workplace relationships

Let us identify specific causes of each type.

**Work conditions**

- Location, work hours, ventilation, noise, security, lighting, space

**Job performance**

- Job demand, type of work, deadlines, competency, clarity of assignment, delineation of tasks, work standards and procedures, management style, job control

## Abstraction

**Workplace relationships**

- Supervisor, colleagues, subordinates, clients, other stakeholders; issues such as bullying or discrimination

How will we know when we are already stressed?

**Signs of Work-Related Stress**

Difficulty concentrating, fatigue, unhappiness, anxiety, temper, emotional reactions, feeling overwhelmed, illness, tardiness, loss of interest, lack of confidence, low productivity, griping/fault-finding, being accident prone, social isolation/withdrawal

Do you see familiar symptoms? Sometimes, these indicators are perceived to be normal reaction to demands of the work—‘comes with the territory’ so to speak. But it has serious implications on performance and should be given due attention and managed. Realities on the ground make work more challenging for CDD facilitators. Thus, they should develop stress resilience.”

Present the definition of stress resilience.

**Definition of Stress Resilience**

Resilience is the process of ADAPTING well in the face of adversity, trauma, tragedy, threats, or significant sources of stress—such as family and relationship problems, serious health problems, or workplace and financial stressors. It means “bouncing back” from difficult experiences.

Discuss strategies for managing work-related stress.

Show a picture of a glass with water. Ask participants how they will describe the picture. Explain that the glass would be perceived as half-empty or half-full depending the lens through which things are viewed. To effectively manage stress, one should maintain a positive mind-set.

**Strategies for Managing Work-Related Stress**

Maintain a positive mind-set

Maintain a positive mind-set means having a positive image of brighter days ahead. It also implies a positive view of oneself—his or her ability to cope with the challenges.

Show the video on “Awareness Test.”

### Abstraction

Ask participants about the message of the video. It is a demonstration of selective attention that affects our ability to fully appreciate what is going on around us. Present the second strategy.



#### Strategies for Managing Work-Related Stress

Examine your situation and feelings

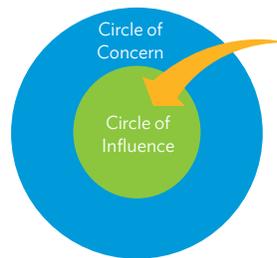
Move on to the next mini exercise.

List down all the things you have thought about since you woke up this morning.

Ask participants to check which among those listed they can do something about. Tell them that the next strategy is to focus on what they can directly affect and not on those that they simply care about. This way, overthinking or unnecessary worrying can be avoided.



#### Focusing on what you can control



Source: S. Covey. 2004. The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. New York, USA: Free Press.

Show the slide:



#### Call a Friend

If you urgently need a friend to help you accomplish an important task, who can you call?

Ask if it was easy to identify a person or persons they can approach for assistance. This will indicate if they have established supportive relationships.



#### Strategies for Managing Work-Related Stress

Build strong relationships

The next strategy tells us that we have to make sure that we are always in good, if not top, condition. It is important to find time to relax and recharge.

## Abstraction

**Strategies for Managing Work-Related Stress**

Take care of yourself

Commit to the extent that you can deliver

Ask participants to draw a pie. Divide the pie, and for every part, indicate tasks that need to be completed. Then instruct participants to calendar this task within the week. Afterwards, check whether they were able to fit in all that needs to be done. Underscore that no amount of planning will enable them to accomplish all the things they want to do. Hence, it is important to know how to prioritize.

**Dividing the Pie**

- List down all the things that you need to do next week.
- Calendar the activities into the week.

If you have too much on your plate, no manner of reorganizing will reduce your stress.

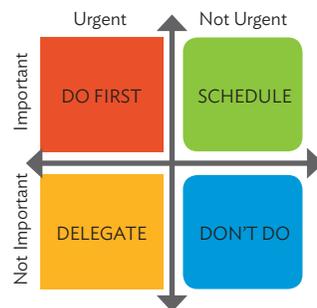
**PRIORITIZE**

This often happens with CDD facilitators who have to attend to multiple assignments and tasks. Remind them that if they know how to prioritize, they are assured of time effectively spent because



There is nothing so useless as doing efficiently that which should not be done at all.

Emphasize the importance of time management. Introduce the Eisenhower Matrix, also known as the Urgent-Important matrix. It is a decision-making tool that can be used to guide prioritization of tasks and identification of appropriate actions for each type. Discuss the matrix and its identified decision-making options. Explain that an activity is urgent when it needs to be done immediately and it is important when it is mission critical.

**Eisenhower Decision Matrix<sup>31</sup>**

<sup>31</sup> D. Eisenhower. Introducing the Eisenhower Matrix. <https://www.eisenhower.me/eisenhower-matrix/>.

## Abstraction

State that, in the end, our effectiveness is measured in terms of how much of what really matters has been accomplished. Share the quotation by Henry David Thoreau.



It's not enough to be busy, so are the ants. The question is, what are we busy about?<sup>32</sup>

Explain that

“Of the four quadrants, we need to prioritize tasks that are not urgent but important. Hence, as Stephen Covey wrote in his book, we need to schedule our priorities because these are what matter. If we are able to do this, we are dwelling in our Quadrant of Effectiveness. We focus on our opportunities and proactively mitigate potential problems and risks.”

Expound on the contents of the slide.



### Achieving Personal Effectiveness

Focusing on the Quadrant of Effectiveness (Important but not Urgent)

- Connected fulfilling our personal vision—our PRIORITIES that need to be included in our plan
- More time in Q2, leads to smaller and more manageable Q1

Explain the next step—Plan. Discuss the planning guidelines.



### PLAN

Share the quotation by Johann Wolfgang von Goethe that, with good planning,



Things that matter most must never be at the mercy of things that matter least.<sup>33</sup>

Discuss the importance of delegation as a strategy for managing time. Expound on what kind of tasks should be delegated and share some tips in delegating.



### DELEGATE

Delegate what is urgent but unimportant



### Tips in Delegating

- Select the right people
- Communicate expectations clearly
- Monitor progress and coach as needed

<sup>32</sup> goodreads. <https://www.goodreads.com/quotes/7430558-it-is-not-enough-to-be-busy-so-are-the>.

<sup>33</sup> goodreads. <https://www.goodreads.com/quotes/2326-things-which-matter-most-must-never-be-at-the-mercy>.

### Abstraction

- Provide needed resources
- Allow creativity
- Give credit, withhold blame
- Maintain accountability

Present the next strategy—Take decisive actions. Remind participants that, to do this, one must set doable goals and act promptly.



#### Strategies for Managing Work-Related Stress

Take decisive actions

Share an analogy by Mark Twain that, although used in relation to procrastination, can also be applied for decisive action.



Eat a live frog first thing in the morning and nothing worse will happen to you the rest of the day.<sup>34</sup>

Expound by saying:

“The frog represents the most crucial tasks that sometimes are not so appealing and therefore tend to be deferred for later. Twain said that tackling biggest, hardest, and most important tasks gets it done immediately and minimizes stress that can result in delays in completing them.”



#### Strategies for Managing Work-Related Stress

Develop better habits

Explain that developing better habits also implies flexibility, that is, one has to be open and agile to any change that is needed based on experience and learning.

### Application

9:50 a.m.–10 a.m.  
(10 minutes)

Ask participants to reflect on how they will be able to apply what has been learned.



#### Time to Reflect

What specific action will you take when you get back to the workplace to better manage your workload?

Solicit sharing from volunteers.

Close with the quotation by Bertha Calloway.



We cannot direct the wind, but we can adjust the sails.

<sup>34</sup> M. McDevitt. 2014. For Entrepreneurial Success, Eat a Live Frog Every Morning. Forbes. <https://www.forbes.com/sites/grouphink/2014/06/25/for-entrepreneurial-success-eat-a-live-frog-every-morning/#26c054338861>.

# Session 9: Situational Awareness and Adaptation

Day 3 (10:15 a.m.–12 noon)

## Learning Objective

By the end of the session, participants will be able to discuss ways by which a CDD facilitator can learn about and adopt cultural and situational norms and practices in interacting with the community.

## What to Prepare

**Venue** Coffee-table setup (page 5) with cookies or cakes; learning materials on top of the table

**Learning Materials** Easel sheets with question written on each sheet; colored marking pens, crayons, and/or Cray-Pas

## Session Flow

### Activity

10:15 a.m.–11 a.m.  
(45 minutes)



#### Banner Slide Session Title Slide

Start the session by saying:

“The success of CDD facilitation is hinged on the ability of CDD facilitators to engage partners in community development initiatives. However, the desired involvement and participation can only take place when the level of rapport, trust, and camaraderie has been developed so that the CDD facilitator has been accepted as one with the community in advancing their interest.

This session is designed to equip CDD facilitators with perspectives they need to understand and integrate with the community.” State the objective.



#### Objective

Discuss ways by which a CDD facilitator can learn about and adopt to cultural norms and practices, and manage situational challenges in interacting with the community.



Set up materials during the break before this session. Another option is to have the session over the break with coffee and food consumed in the World Café activity.



Soft cocktail music in the background.



Set the timer to go off in 30 minutes.

## Activity

Tell participants that, for the next activity, they will have a World Café. Ask if anyone is familiar with the activity and have them share what they know. Provide an overview on the World Café methodology.

**World Café<sup>35</sup>**

Easy-to-use method for creating a living network of collaborative dialogue around questions that matter in service to real work

**Café Assumptions<sup>36</sup>**

- The knowledge and wisdom we need are already present and accessible.
- Intelligence emerges as the system connects to itself in creative ways.
- Collective insight evolves from honoring unique contributions, connecting ideas, listening in to the middle, and noticing deeper patterns and questions.

Discuss the mechanics of the activity.

**What we will do**

- Grouping into "conversation clusters"
- Three rounds of simultaneous table conversations
  - o 10 minutes per round
  - o Identify Table Hosts at the end of each round
  - o Guests may move to any table they wish (travelers)
- Round 4: back to original table or another table
  - o Synthesize discoveries and insights
- Harvesting of insights

**Role of the Table Hosts**

- Welcome guests
- Share key discussion points from previous conversation/s
- Encourage guests to contribute

**World Café Guidelines**

- Focus on what matters
- Listen to understand
- Slow down so you have time to think and reflect
- Link and connect ideas
- Speak with your mind and heart
- Contribute your thinking
- Listen together for patterns, insights, and deeper connections
- Facilitate yourself and others

<sup>35</sup> The World Café. 2015. A Quick Reference Guide for Hosting World Café. The World Café Community Foundation. <http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf>.

<sup>36</sup> Footnote 35.

Activity	
	<ul style="list-style-type: none"> <li>• Play, draw, and doodle</li> <li>• Have fun!</li> </ul> <p>Form four groups. Explain that for the first round, participants will join the discussions in their current grouping. Members are, however, free to “travel” to other tables as they please at any point in the discussion.</p> <p>Check for questions. Signal the beginning of the activity. Start the timer.</p> <p>At the end of 30 minutes, request representatives of the last group to present the output.</p>
Analysis	
11 a.m.–11:10 a.m. (10 minutes)	<p>Discuss the outputs for each of the World Café questions. Clarify as needed and request for additional information from participants.</p> <p> <b>Harvesting of Insights</b></p> <p>Ask participants what conclusions they can draw from the sharing activity. Request volunteers to share their insight in plenary.</p> <p>Segue to the lecture–discussion.</p>
Abstraction	
11:10a.m.–11:50a.m. (40 minutes)	<p>Show the framework and tell participants that this is the last session on personal effectiveness.</p> <p> <b>Framework</b> (page 9)</p> <p>Share the quotation of educator and author Phil Bartle to start off the presentation.</p> <p> “To be successful then, in empowering the community, it is necessary for you to understand the nature of social organizations, of the social level, of society. It is also necessary for you to know something about the relationship between an individual, or individuals, and community, and society.”</p> <p>Say:</p> <p>“Communities are made up of diverse individuals who come together to form a complex and dynamic social organization. It is important to bear in mind that communities behave differently from individuals and therefore, the only way that one can truly appreciate its dynamics is to get to know the people and the context within which they make decisions and act. This is the challenge for a CDD facilitator. He or she must develop a keen awareness of the situation within which he or she is working—focusing on the people, their context, and environment.”</p>

## Abstraction

**Situation Awareness**

- The perception of the elements in the environment within a volume of time and space, the comprehension of their meaning, and the projection of their status in the near future (Mica Endsley)
- Continuous extraction of environmental information, integration of this knowledge to form a coherent mental picture, and the use of that picture in directing further perception and anticipating future events (Cynthia Dominguez)

Situation awareness is the process by which knowledge or information is obtained. In going through this process, the CDD facilitator focuses on what the community has that can be used to facilitate the desired change. He or she uses information gathered to predict how the community will behave or respond to planned initiatives. The information also guides decisions on how best to adopt to the community and obtain their buy-in and support. As Polish scientist Ludwik Fleck said:



‘Cognition modifies the knower so as to adapt him harmoniously to his acquired knowledge.’

Adapting in the light of new information

For the CDD facilitator, the adaptation may mean adjusting his or her behavior to consider differences in thinking and practices and even way of life of the community. It may be necessary to demonstrate a flexibility that goes beyond awareness and understanding and extends to adjustments in behavioral. However, adaptation should maintain authenticity, sincerity of intentions, and consistency with one’s values. It may mean finding a middle ground where the community and the CDD facilitator can comfortably interact and engage.

**Understanding the Filipino Psychology**

To make this adjustment, it is important to have an appreciation of the Filipino psychology—how the Filipino’s experience, ideas, and cultural orientation shape thinking and behavior. *Sikolohiyang Pilipino* (Filipino Psychology) was introduced by Dr. Virgilio Enriquez, regarded by many as the father of Filipino psychology.<sup>37</sup> Discuss some key concepts.

<sup>37</sup> J. Yacat. 2013. Filipino Psychology (Sikolohiyang Pilipino). [https://www.researchgate.net/publication/316081561\\_Filipino\\_Psychology\\_Sikolohiyang\\_Pilipino](https://www.researchgate.net/publication/316081561_Filipino_Psychology_Sikolohiyang_Pilipino); R. Pe-Pua and E. Protacio-Marcelino. 2000. Sikolohiyang Pilipino (Filipino psychology): A legacy of Virgilio G. Enriquez. *Asian Journal of Social Psychology*. Asian Association of Social Psychology. <https://onlinelibrary.wiley.com/doi/pdf/10.1111/1467-839X.00054>.

## Abstraction

**Kapwa: Filipino core value**

*Pakikipagkapwa*, as a Filipino core value, is the manifestation of the “shared self.” Filipinos do not exist independently, rather, they influence each other. This interconnectedness can be depicted by fried eggs that, together, have lost boundaries because of the merged egg whites. Since we are involved with our *kapwa*, they define our being (*loob*) and we define theirs through our relationship and interactions. *Kapwa* is the root of people and community orientation in the Filipino collectivist culture.

**Pakikipagkapwa (Shared Identity)**

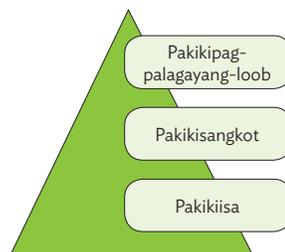
*Ibang Tao* and *Hindi Ibang Tao*

People will relate with you depending on whether you are *ibang tao* (not one of them) or *hindi ibang tao* (one of them).

The relationship progresses differently for *ibang tao* and *hindi ibang tao*. For *ibang tao*, it moves from *Pakitungo* (amenities, civility) to *Pakikisaluha* (interacting, mixing), *Pakikilahok* (joining, participating), *Pakikibagay* (conforming) and, ultimately, *Pakikisama* (being along with).

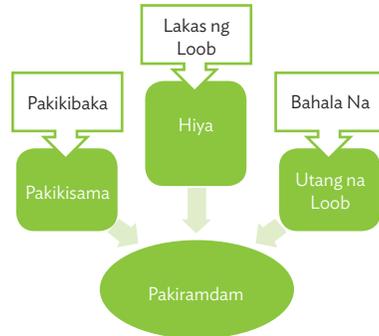
**“Ibang Tao” (Outsider)**

For *hindi ibang tao*, the relationship progresses from *Pakikipagpalagayang-loob* (being in-rapport/understanding/acceptance with) to *Pakikisangkot* (getting involved)<sup>38</sup> to *Pakikiisa* (being one with). A CDD would want to be at this level in the relationship to effect positive change in the community. Your objective is to be accepted as *hindi ibang tao*, and this will happen if you demonstrate genuine desire to integrate and share in the concerns of the community. Thus, immersion is an effective strategy to achieve this objective.

**Hindi Ibang Tao (One-of-Us)**

<sup>38</sup> Footnote 37.

## Abstraction

**Pakiramdam (Shared Inner Perception)**

*Pakiramdam* is the Filipino's pivotal interpersonal value. It goes beyond being sensitive but actually refers to responding to a request to feel or be sensitive to another (having a feeling for another). This is why in community organizing, it is important to start where the people in the community are and discern this by listening.

*Pakiramdam* is manifested in the Filipino's

- *Pakikisama* (companionship/esteem)
- *Hiya* (sense of propriety and NOT lack of confidence)
- *Utang na Loob* (gratitude NOT indebtedness)

When faced with challenging situations, expect the following from a Filipino.

- *Pakikibaka* (resistance)
- *Lakas ng Loob* (guts)
- *Bahala Na* (determination NOT fatalism)

It is also important to know what is valued by the Filipino as a society.

**Filipino Societal Values**

- *Karangalan* (Dignity)
- *Katarungan* (Justice)
- *Kalayaan* (Freedom)

Ask participants:

“What does this knowledge and orientation tell us about how we should deal with the community?”

Abstraction	
	<p>Facilitate an exchange of ideas that may include</p> <ul style="list-style-type: none"> <li>• Dealing with community members as equals to demonstrate our <i>kagandahang loob</i></li> <li>• Realize that any initiative affects the community as a whole and therefore requires the support of everyone</li> <li>• <i>Pakikipagkapwa</i> as essential to building alliances and forging partnerships</li> <li>• Focusing on priority issues that are shared concerns of the community</li> <li>• Demonstrating what's in it for the community rather than individuals</li> </ul>

Analysis	
<p>11:50 a.m.– 12 noon (10 minutes)</p>	<p>Encourage participants to translate their learning into concrete actions that they can take to integrate better with their community.</p> <p> <b>Time to Reflect</b></p> <p>What activities will I conduct to understand and learn more about my community?</p> <p>Ask participants to discuss their answer with a partner. Request volunteers to share in plenary.</p>

# Session 10: Problem-Solving and Decision-Making

Day 3 (1 p.m.–3 p.m.; 3:15 p.m.–5 p.m.)

## Learning Objectives

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

- discuss the importance of problem-solving and decision-making in CDD facilitation,
- expound on the problem-solving and decision-making processes,
- identify key issues and problems in facilitating local government-led subproject implementation specified in case studies, and
- formulate options and solutions based on a thorough analysis of these problems or issues.

## What to Prepare

**Venue** Proposed setup (page 5) or meeting setup in breakout rooms for small group discussions (if available); additional table for the Panel of Experts

**Learning Materials** The Vernon Williams Story (one copy per participant) – Appendix 4; Felisa’s Story (one copy per participant) – Appendix 5; Case study exercise (one copy per participant) – Appendix 6; Case Presentation Feedback Form (four sheets per set; one set per panelist) – Appendix 7; reminder cards (5 minutes and 2 minutes remaining); whiteboard or easel sheets and marking pens for each group

## Session Flow

Activity and Analysis		
1 p.m.–1:15 p.m. (15 minutes)	 <b>Banner Slide</b> <b>Session Title Slide</b>  Greet the participants and start the session by saying:  “Two of the more important competencies of a facilitator are problem-solving and decision-making. Do you agree or disagree? Why?  Thank you for sharing your opinion. We will delve more into this subject later. For now, let us proceed with a short activity.	 Ensure that the Panel of Experts has been confirmed and given an advanced copy of the Case Study Exercise and Case Presentation Feedback Form. Compile extra sets, in case panelists are not able to bring their copies.  Set the timer to go off in 2 minutes.

### Activity and Analysis



#### Prescriptions

I will divide the class into two groups. Each group will be given an easel sheet. Please write the numbers 1–10 on the left side of the sheet. Each group will list down 10 of these:

- Group 1 (Patients): Illnesses
- Group 2 (Doctors): Cures (medicine or medical procedure)

Please spend the next 2 minutes to come up with your list.”

After 2 minutes, ask the groups to alternately shout out their answers according to the number in the list. Start with Group 1 then Group 2.

Ask participants what they learned from the simple and fun exercise.



Give each group an easel sheet.



Elicit the response that it is important to be clear about the problem before exploring solution/s.

### Abstraction

1:15 p.m.–2:15 p.m.  
(60 minutes)

Present the session objectives.



#### Objectives

- Discuss the importance of problem-solving and decision-making in CDD facilitation
- Expound on the problem-solving and decision-making processes
- Identify key issues and problems in facilitating local government-led subproject implementation
- Formulate options and solutions based on a thorough analysis of these problems or issues

Ask participants: “What is a problem?”

Define a problem. Explain that a problem arises when there is a discrepancy between what is desired or expected, and the current situation. Normally, it is perceived in a negative light. But it can also be viewed positively as opportunities and drivers for change. Underscore that, when problems have no solution, they cease to be a problem but a reality that needs to be accepted.



#### Problem, defined

- Usually defined as fairly negatively: **a hassle, it’s a pain in the neck**
- **The difference between *what is*, and *what might or should be***

Expound by reminding participants to bear in mind that

## Abstraction



But ... REMEMBER<sup>39</sup>

- Most problems are **solvable**. We can do something about them.
- Problems are **opportunities** to make some good things happen. If it weren't for problems, what would be our motivation to create change?
- Problems are also **challenges**. They call upon the best of our abilities, and ask us to go beyond what we thought we could do.



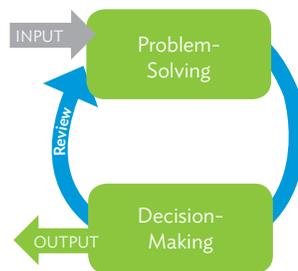
“If a problem has no solution, it may not be a problem, but a fact—not to be solved but to be coped with over time.”

Discuss the relationship between problem-solving and decision-making. Say:

“The problem is the input and decision is the output of the process. Upon review, it is possible that a new problem may be detected, that again inputs into the process.”



### The BIG Connection...



Problem-solving and decision-making go hand in hand.<sup>40</sup> Practicing them effectively enables us to manage work more efficiently.

Say:

“Like the diverse nature of problems themselves, there are likewise several different problem-solving techniques.” Define and expound on the techniques.



### Problem-Solving Techniques

- Troubleshooting
- “Shooting from the hip”
- Creative
  - Brainstorming and obtaining different points of view
- Investigative
  - Personal insights and intuition, check sheets or formal surveys
- Analytical/Structured
  - Flowcharts or graphic representations of quantifiable data

<sup>39</sup> J. Nagy and C. Heaven. Chapter 17 Section 1. An Introduction to the Problem-Solving Process. Community Tool Box. <https://ctb.ku.edu/en/table-of-contents/analyze/analyze-community-problems-and-solutions/problem-solving-process/main>.

<sup>40</sup> K. Miller. 2014. 5 Components of a Foolproof Decision-Making Process. workzone. <https://www.workzone.com/blog/5-components-foolproof-decision-making-process/>.

### Abstraction

Identify common approaches in problem-solving. Cite situations where the approaches can be applied. Ask the participants for other examples.



#### Common Approaches in Problem-Solving

- ROOT CAUSE ANALYSIS

“First I conducted a root cause analysis to identify what the exact problem was. Then I developed steps to ameliorate the situation and, hopefully, stop it from happening again.”

- EMPOWERMENT

“I talked to the people involved to see if they had the solution to the problem. I can always tell them the problem and suggest potential solutions; however, I want to get their opinion to involve them in the solution.”

- FLOWCHARTING

“We flowchart our problems and are just starting this process to draw out the problem and identify a process to fix the problem.”

- INVESTIGATIVE

“I use an investigative approach every day. Once you ask, ‘Why, how, when, etc.?’ and begin peeling back the onion to get to the root of a problem you’re investigating all the way through and solving problems along the way.”

- LEARNING FROM HISTORY

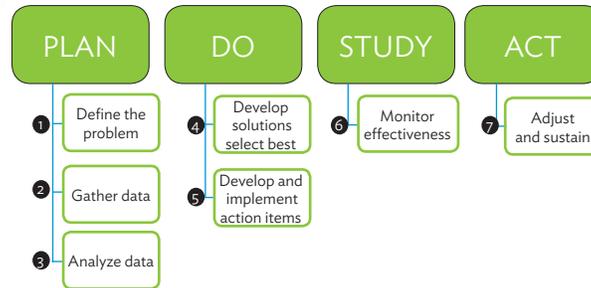
“We look for precedence of both the problems and the solutions we have employed in the past.”

Identify common approaches in problem-solving. Cite situations where the approaches can be applied. Ask the participants.

Say:

“While there are many problem-solving strategies, the steps are basically the same. These are captured in the seven-step problem-solving process. By following a logical thought process, key factors that could influence the problem and the subsequent decision are not overlooked. Let us discuss each of the steps in the process.”

## Abstraction

7-Step Problem-Solving Process<sup>41</sup>

To introduce the first step, conduct an activity where participants will identify the problem in The Vernon Williams Story. The correct diagnosis of the problem facilitated the identification of the correct solution.



Distribute the handout on The Vernon Williams Story.

Present and expound on the steps.



## 1 – Define the Problem

- READ: The VERNON WILLIAMS STORY
- Be as specific as possible. (What, Where, Who, When, How)
- The problem statement may still change as you go along the process, but it is important to have something to begin with.



## 2 – Gather Data

- What don't you know and need to find out? Prepare a Data Collection Plan if needed.<sup>42</sup>
- You might collect any of several types of information available. Most commonly, what you hear or read will fall into one of the following categories: Facts, Inference, Speculation, Opinion.<sup>43</sup>



## 3 – Analyze Data

- You can use a variety of tools and methodologies for analysis. Most commonly used are the
  - o 5 Whys, or Fishbone Diagram to get to root causes
  - o Brainstorming / Brain writing.

<sup>41</sup> Minnesota Office of Continuous Improvement. 2016. *Problem Solving: Problem Solving Isn't Always Elementary*.

<sup>42</sup> Footnote 41.

<sup>43</sup> J. Nagy. Chapter 17 Section 3. Defining and Analyzing the Problem. Community Tool Box. <https://ctb.ku.edu/en/table-of-contents/analyze/analyze-community-problems-and-solutions/define-analyze-problem/main>.

## Abstraction



ASKING QUESTIONS is the key to analyzing problems.

- A systematic approach to questioning ensures you don't miss any important areas.
- If you don't ask the right questions, you can't possibly get the right answers.
- The best questions nearly always start with: What? Why? When? Who? Where? How much? — because such questions cannot be answered with a single word, but require some form of comment.



4 - Identify, evaluate, and select solutions

- Brainstorm no cost/low cost to big, bold ideas.
- Prioritize ideas using the Impact-Difficulty Matrix or simplify through a Pros and Cons matrix.



5 - Identify and implement action steps

- Develop an action plan, then DO it!



6 - Monitor results

- Collect and analyze performance measures to assess solution effectiveness (validate results).



7 - Adjust and sustain improvement

- Adjust, adapt, or abandon the solutions, as needed, to achieve the performance target.

Emphasize that adjusting and sustaining improvement is the essential follow-through of monitoring to ensure that necessary action is taken to achieve desired results.

Shift to the discussion on decision-making. Expound on the key points in the slides and cite examples to ensure clarity.



Decision-Making

- **Decisions are made in many different ways.** Sometimes, you make a decision by YOURSELF. Sometimes, you make a decision with other people.
- One of the major responsibilities in **community facilitation** is ensuring that good decisions are made, and that problems are solved.

## Abstraction



## Decision-Making in Facilitation

PARTICIPATION – one of the most important issues in **facilitation**

- o Who, how, and when to involve others in the process of making decisions and solving problems
- Objective: Build an environment in which everyone knows the “common ground” for making decisions
  - o HOW we go about deciding

Underscore that the decision-making model that will be presented considers factors essential to participation which is an important facilitation issue. The extent of involvement is assessed and provides basis for making decisions. Discuss the two elements of the model.



## Decision-Making Model Elements

- ACCEPTANCE: How people feel about a decision
- TIME: How people use time

Expound by saying:

“By using ‘time’ and ‘acceptance’ as the two most important components to guide us in making a decision, we can define five different kinds of decision-making styles that are available to us. The model also provides a framework that compels us to consider who should be involved in the decision-making process and helps us arrive at good decisions that are accepted and made within reasonable time.”

Discuss each of the decision-making styles.

Decision-Making Styles<sup>44</sup>

<sup>44</sup> L. Moore. 2013. *5 Simple and Effective Decision Making Styles*. <https://lorrainemoore.ca/5-simple-and-effective-decision-making-styles/>.

### Abstraction

Use the series of slides to describe each of the styles.

- D1: You make the decision alone.

“D1” is the style where you make the decision by yourself, based on information in your head or your own files. You discuss with no one.

From here on forward, solicit examples from the participants on specific circumstances where they employ each decision-making style. Use the participants’ responses as basis for discussion.

Provide examples to guide the participants in coming up with their own examples:

These are the usual, day-to-day decisions that can be made even without consultation, i.e., What barangay/s to prioritize for follow-through, a CDD worker’s items of business for the day, work priorities, making the initial plan on how to respond to a community’s request for technical assistance (if the technical assistance required may be complicated or would require inputs from different sectors).

- D2: Ask for information and make the decision alone.

A “D2” decision requires you to gather some data from others without telling them about the issue. You then take that information back to your office and make the decision.

Example:

Your assigned barangay has specific dynamics when it comes to participation in barangay assemblies. You gather information from your fellow Community Empowerment Facilitators or members of the ACT about situations in their respective barangays. You make decisions on how you can handle specific concerns in your assigned barangay.

- D3: Discuss the decision to be made with individuals and make the decision alone.

A “D3” decision involves telling those concerned about the issue and seeking suggestions and possible solutions.

Someone might even get you to redefine the problem. With a D3 process, you consult with one person at a time and still make the decision alone.

## Abstraction

Example:

Given the facilitation challenges in dealing with opposing views and political leanings in the barangay, you converse with individual members of the community. You do the consultations separately so as not to offend the political feelings and sensitivities of rival parties. You listened to individual suggestions but still came up with your own decision on how to conduct the barangay assemblies to achieve an 80% participation rate.

- D4: Discuss the decision to be made as a group and still decide alone.

In a “D4” decision, all people who will be involved in implementing the decision meet together. All of the issues and all of the information known are shared and discussed.

However, make sure that everyone knows that the meeting is a “recommendation meeting,” and that you will still make the final decision by yourself.

Example:

As a Community Empowerment Facilitator, you discuss with the community members the reasons for the low turnout of participation during barangay assemblies. You involve the Barangay Council and representatives of existing public organizations and ask for their idea. The discussions led to possible strategies, but you weigh the tasks involved and the time element considering you have more than three covered barangays and decide alone on which strategy is most practical for you to execute.

- D5: Make the decision as a group—this requires coming to consensus.

In “D5” decision-making, all those involved in implementing the decision come together and achieve consensus about what should happen.

With consensus, the person in the group who disagrees most strongly with the outcome can honestly say, “I can live with that decision.”

Example:

Community members and other stakeholders are involved in the discussions on raising the participation rate during assemblies. You let the community decide on the best strategy they can commit to work on, and assign subtasks to carry out the plan.

Share some key points in the use of the decision-making styles.



- Essentials for D5 decision-making to work effectively:
  - o Environment of trust
  - o Experience in group process among participants
  - o Leader/facilitator’s ability to participate without using his or her power

### Abstraction

- D1 decision-making takes very little time but may also have low acceptance
- D5 decision-making takes a lot of time but also has higher level of acceptance
- The more you need acceptance, the more you engage people in the process and that takes more time. If you have very little time, you may need to sacrifice acceptance.

Move on to a practice case where participants would have a chance to apply what they have just learned from the discussions. Divide participants into smaller groups for the analysis of Felisa's Story.



Distribute handouts on Felisa's Story.



Set the timer to go off in 3 minutes.



#### Practice

Form small groups and analyze Felisa's Story

Allow 3–5 minutes for the group discussion. Initially, inform the groups that they may discuss for 3 minutes. Extend the time, as needed.

After the small group discussion, engage participants in plenary to analyze the case. Guide participants in identifying problem-solving and decision-making techniques and styles that they applied in the exercise.

Share:



#### Summary Points

- A problem is a DISCREPANCY between an existing and a desired state of affairs.
- THE FIRST STEP IN ANY EFFECTIVE PROBLEM-SOLVING PROCESS MAY BE THE MOST IMPORTANT. Take your time to develop a critical definition, and let this definition, and the analysis that follows, guide you through the process.<sup>45</sup>
- Problem-solving strategies should be BALANCED and FLEXIBLE and include MULTIPLE STRUCTURED METHOD OPTIONS so as to increase effectiveness and speed to resolution. Effective problem solvers appreciate the importance of having organized approaches for problem-solving. Orderly methods contribute positively to efficient and timely problem resolution and increase the odds of a successful implementation.<sup>46</sup>
- Looking at HOW MUCH TIME YOU HAVE TO MAKE A DECISION and HOW MUCH ACCEPTANCE YOU WILL NEED to implement your decision affect how many people you need to engage in the decision-making process.
- The IMPORTANCE OF A DECISION can also indicate which decision process you should utilize.
- Equally important as having a set process, EMPOWERED AND INSPIRED PEOPLE are critical to problem-solving success. Without positive interpersonal interaction, problem-solving is usually fruitless.<sup>47</sup>
- Together, HIGH PERFORMING PEOPLE and an EFFECTIVE PROCESS combine to create a problem-solving environment that produces results.<sup>48</sup>

<sup>45</sup> Footnote 43.

<sup>46</sup> Satyendra. 2016. Problem Solving Culture In The Organization. Ispat Guru. <http://ispatguru.com/problem-solving-culture-in-the-organization/>.

<sup>47</sup> Footnote 46.

<sup>48</sup> Footnote 46.

**Application**

2:15 p.m.–3 p.m.  
(45 minutes)

Say:

“Now you will have an opportunity to apply what you have just learned in coming up with solutions to actual problems experienced in the field. You will be working in random groups for this workshop.”



Play soft reflection music while the groups are discussing the cases.

Divide the participants into four groups. Assign the cases and inform groups that they have 30 minutes to discuss and analyze the case and prepare for their presentation.

**Case Analysis**

Facilitation challenge that was or can be encountered in implementing the CDD approach in communities

Group 1	• Case Scenario #1
Group 2	• Case Scenario #2
Group 3	• Case Scenario #3
Group 4	• Case Scenario #4

**Case Study Presentation**

Presentation will be in three parts:

- Part 1: Brief background on the case (2 minutes)
- Part 2: Skit/role play to demonstrate scenario and proposed solution (3 minutes)
- Part 3: Presentation of identified options and process followed by the group (5 minutes)

Explain the process for presentation of outputs. Say:

“Your presentation will be delivered in three parts for a total of 10 minutes.

First, you will provide background information about the case to help your audience understand the context or situation. You may take 2 minutes for this part.

Then, you will creatively present the solution you decided on through a 2- to 3-minute skit. If possible, all members of the group should participate.

Lastly, please explain your process in arriving at the solution and options that you considered. You are allotted no more than 5 minutes for this.

Application	
	<p>Please note that we will monitor the time so that your presentation does not exceed the 10-minute limit. Please plan your delivery carefully. Unless we have volunteers, we will draw lots to determine the order of presentation.</p> <p>A Panel of Experts will be present to comment and provide feedback on your case analysis. They will focus on the following aspects of your presentation.</p> <p> <b>Presentation Feedback Focus Areas</b></p> <ul style="list-style-type: none"> <li>• Proposed Solution</li> <li>• Problem-Solving and Decision-Making Process</li> <li>• Presentation</li> </ul> <p>Are there any questions or clarifications?</p> <p>If there are none, then we will now take a break for snacks. Please manage your time so that you are ready to present by 3:15 p.m.”</p>
3:15 p.m.–5 p.m.	<p>Present the objective of the session.</p> <p> <b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Gather feedback on their group’s approach in managing their assigned case</li> <li>• Identify issues and problems that may be included in their CDD Facilitation Action Plan</li> </ul> <p>Remind participants about the structure of the presentation.</p> <p><b>Case Study Presentation</b></p> <p>Start the presentation. Moderate the ensuing discussions. Manage the time.</p> <p>Guide the processing of the experience by asking the following question.</p> <p>What are your insights from the case presentations?</p> <p>Summarize participants’ responses.</p> <p>Ask them to group together by municipality and discuss the reflection question. Explain that this discussion will get them started on examining issues or problems that they may consider in preparing their CDD Facilitation Action Plan.</p> <p> Prepare the Reminder cards (5 minutes and 2 minutes remaining).</p> <p>Set the timer to go off in 5 minutes and then after 2 minutes.</p>

**Application****For CDD Facilitation Action Planning**

- What issues and problems are you currently encountering or do you expect to encounter in facilitating CDD integration in the LGU?
- How do you think could you best address them?

Time permitting, ask volunteers to share their answers before closing the session.

# Session 11: Management of Learning

Day 4 (8 a.m.–8:30 a.m.)

## Learning Objective

By the end of the session, participants will be able to share their significant learning from the previous day's sessions.

## What to Prepare

**Venue** Proposed setup (page 5)

**Learning Materials** Papers rolled up into paper cabbage with layers containing the following: review questions from day 2 sessions (5–6); “(indicate an action to perform)” (3); “Good morning!” (3)

## Session Flow

### Activity

8 a.m.–8:15 a.m.  
(15 minutes)

Greet participants and inquire about their readiness to participate in the day's activities.



Please refer to reminders regarding prayers in Session 1 (page 7).

Ask the prayer leader to lead the morning prayer.



**Banner Slide**  
**Session Title Slide**



In this session, the energizer is combined with the Management of Learning activity.

Say:

“As we did yesterday morning, we will start with a review of what we discussed yesterday.



Plan how the circle will be formed. If the room is too small, the activity can be held outside.



What did we talk about yesterday?

Now, let us see what you have learned from the sessions. We will have a fun game to do this. Can we form a big circle, please?”

Activity	
	<p>When participants are already in a circle, give the instructions.</p> <p> Play time: Peel the Cabbage</p> <p>Say:</p> <p>“The name of the game is Peel the Cabbage. We will pass around a paper cabbage as music is playing. When the music stops, the person holding the cabbage must peel the outer layer and read what is written in the paper. You may be requested to answer a question or do something. Are you ready?”</p> <p>Give the paper cabbage to a randomly chosen participant. Start the music and stop it at different intervals. Have participants holding the paper cabbage when the music stops answer the question or do as instructed in the paper. Remind the participant that he or she may call on a coparticipant to answer for him or her.</p> <p>After all the questions have been answered, ask participants go back to their seats.</p> <p> Be ready with paper cabbage and fast dance music that will be used for the exercise.</p> <p> Start the music.</p> <p> If participants fail to answer correctly, give them clues that will help them recall before providing the answer.</p>
8:15 a.m.–8:30 a.m. (15 minutes)	<p>Ask participants:</p> <p>“How did you find the activity? Now, I would like to ask volunteers to share some insights from yesterday’s discussion. What would you consider as your most significant learning, and what will you do differently after knowing this?”</p> <p>After 1–2 minutes, ask volunteers to share.</p> <p>Check if there are topics that need further clarification, especially on questions that participants had difficulty in answering. Respond if there are any.</p> <p>End the activity, and briefly summarize key ideas shared by volunteers.</p> <p> Check for administrative and other concerns that may affect learning. Convey them to team members or others who would be able to respond.</p>

**Activity****Framework** (page 9)

Say:

“Yesterday, our sessions focused on the person of the facilitator. We discussed how personal effectiveness contributes to personal empowerment, which is essential to empowering others to build empowered communities—the ultimate goal of CDD.

Today, we will shift our attention to how effective management of problems and issues can enhance individual and collective ability to manage work. We will spend the whole day on the topic of problem-solving and decision-making.”

Present the schedule for the day.

**Schedule** (page 3)

Close the session.

# Session 12: Building High Performing Teams

Day 4 (9 a.m.–10:15 a.m.; 10:30 a.m.–12 noon; 1 p.m.–2 p.m.)

## Learning Objectives

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

- identify the elements of a high performing team,
- discuss factors essential to teamwork and collaboration,
- expound on good practices in developing high performing teams,
- identify ways to deal with challenging behaviors and situations (including conflicts) in groups,
- expound on guidelines and processes involved in coaching team members, and
- specify areas for improvement in the way that they lead their team.

## What to Prepare

<b>Venue</b>	Proposed setup (page 5)
<b>Learning Materials</b>	<p>Sample paper airplanes (one set per group; six groups)</p> <p>Colored paper (15 sheets of one color per group; six groups)</p> <p>Set of markers (red and blue; six groups)</p> <p>Paper Airplane Exercise Tally Sheet (Appendix 8)</p> <p>X and Y cards (one color per group; four groups with different colors)</p> <p>Earn As Much As You Can Exercise Tally Sheet (Appendix 9)</p> <p>Prizes for winner (one group prize for Paper Airplane Exercise)</p> <p>Quick Draw Exercise Sheet and blank bond paper (one set per pair of participants; Appendix 10)</p>

## Session Flow

Activity 1		
9 a.m.–9:30 a.m. (30 minutes)	 <p><b>Banner Slide</b> <b>Session Title Slide</b></p> <p>Start the session by saying:</p> <p>“Today, we will begin discussions to develop competencies in Facilitating Interactions. We will focus on how we can work better with people who are involved in implementing CDD.</p>	 <p>Organize supplies for the activity prior to the beginning of the morning session.</p> <ul style="list-style-type: none"> <li>• Six sets of sample paper airplanes</li> <li>• Six sets of colored paper and markers</li> </ul>

## Activity 1

**Paper Airplanes**

As in previous sessions, we will begin with an activity. Who knows how to make paper planes?" Wait for show of hands.

If there are any, say: "That's great! We will then have experts in the groups."

If there are none, say: "Well, this will be interesting since all of you will be on equal footing during the game."

Divide participants into six groups. Ask the groups to sit together in assigned tables. Request them to clear the tables.

Discuss the activity, starting with the scenario.

**The Scenario**

- Mr. Yu has ordered eight planes.
- He will accept or reject the planes based on whether they pass the set standards:
- Must be able to fly a certain distance
- Must follow the design criteria (two of each design)
- You get credit only for planes that passed Quality Assurance, not produced.
- You have 5 minutes to produce and deliver the agreed number.

Explain the mechanics.

**Paper Airplanes**

- You can only touch the materials once you are given the go-ahead signal.
- Given the rush order, your group will be given 5 minutes to discuss your system to produce the required airplanes.
- Review the "specs" of the ordered planes so that you know the customer requirements.

Discuss the specifications for the planes to be produced.

Open the Microsoft Excel file "Paper Airplane Exercise Tally Sheet" for easy access to record scores in the exercise.



Set the timer to go off in 5 minutes) and prepare lively instrumental music to play during the assembly line activity.

Preassign Quality Assurance specialists and brief them about the product standards.

Remember to set up an inspection area in the room.

## Activity 1



**Paper Airplanes Specifications** (Slides with photos)<sup>49</sup>

- **Plane 1:** This is a large, angled wing plane with one seat for the red circle customer.
- **Plane 2:** This is a large, straight wing plane with two seats for the blue square customer.
- **Plane 3:** This is a small (half of A4 paper), straight wing plane with one seat for the blue square customer.
- **Plane 4:** This is a small (half of A4 paper), angled wing plane with two seats for the red circle customer.

Challenge participants by asking them to set targets. Note the targets on the board.



How many planes can you produce in 5 minutes?

Can they meet the set standards?

Introduce the Quality Assurance specialists.

Begin the exercise by giving 5 minutes for planning. Keep the specifications displayed on screen.

After 5 minutes, signal the start of the 5-minute production time.

At the end of 5 minutes, ask groups how many paper airplanes they were able to complete. Note the numbers on the tally sheet, under the column “Airplanes Produced.”

Ask groups to submit their completed products to the Quality Assurance specialists for inspection.

Ask groups how many uncompleted airplanes were left on the table. Note the number under the column “Unfinished.”



Distribute materials.



Start the timer.  
Monitor and remind the teams about the time.



Play the music.

<sup>49</sup> IHI Open School for Health Professionals. The Paper Airplane Factory. <http://www.ihi.org/education/ihiopenschool/resources/Documents/Paper%20Airplane%20Factory%20Activity.pdf>.

**Analysis 1**

9:30 a.m.–9:45 a.m.  
(15 minutes)

Say:

“Our Quality Assurance specialists are very serious in inspecting your products because they want to make sure that Mr. Yu, a very valuable client, would continue to order his airplanes from our company. We will let them do their work and, in the meantime, let us discuss what happened during the exercise.”

**Discussion**

- What was the strategy of your group?
- What helped/worked?
- What made production challenging?

Ask for volunteers who would like to share their experience. Publish key ideas in participants' responses in three columns—one for each question.

Ask the Quality Assurance specialists to hand back to the groups the airplanes that passed the screening. Note the number of planes that met the standard in the tally sheet, under the column “Passed QA.”

Conduct the flight test. Identify the starting and end point for the flight (about 5 meters apart). Ask the groups to take turns to fly their airplanes. Note the number of successful flights in the tally sheet, under the column “Passed Flight Test.”

Declare the winner and award the prize.

Ask participants to share their experience in the flight test, guided by the same analysis questions.

**Abstraction 1**

9:45 a.m.–10:15 a.m.  
(30 minutes)

Ask participants:

“What lessons can you draw from this activity?” Acknowledge the responses and segue to the discussion of key content.

Present the session objectives. Say:

“What then is the exercise all about? (Wait for answer: teamwork). You have just had an experience on what it takes to work as a team. Our objectives for this session are as follows:

**Objectives**

- Identify the elements of a high performing team
- Discuss factors essential to teamwork and collaboration
- Expound on good practices in developing high performing teams

## Abstraction 1

When you say ‘team,’ who are you referring to? Yes, that is right. Your teams are composed of members of your Area Coordinating Team (ACT) and Municipal Coordinating Team (MCT). As CDD facilitators, what do you think does it take to successfully work with your team?

How, therefore, would you define teamwork?”

Define teamwork. Expound by emphasizing that it entails complementation of skills among those who are working together in a coordinated and mutually supportive way to fulfill a shared goal or purpose.<sup>50</sup>



### Teamwork

TEAM—two or more people who must coordinate their activities to accomplish a common goal. (The Leader Within)<sup>51</sup>

TEAM—are **groups** of people with **complementary skills** who are **committed to a common purpose** and hold themselves mutually **accountable** for its achievement.<sup>52</sup>

The combined action of a group of people, especially when effective and efficient

The willingness of a group of people to work together to achieve a common aim

The process of working collaboratively with a group of people in order to achieve a goal<sup>53</sup>

Ask:

“Why is teamwork important?”



### Importance of Teamwork

- Teamwork is efficient work.
- Teams self-monitor.
- Teams innovate faster.
- Teammates learn from each other.
- Teamwork can create healthy competition.
- Teamwork promotes strong working relationships.

<sup>50</sup> Constructing Excellence. 2015. Teamworking. <https://constructingexcellence.org.uk/resources/teamworking/>.

<sup>51</sup> D. Zigarmi et al. 2005. *The Leader Within: Learning Enough About Yourself to Lead Others*. New Jersey, USA: Pearson Education Inc.

<sup>52</sup> Footnote 50.

<sup>53</sup> Business Dictionary. Definition of Teamwork. <http://www.businessdictionary.com/definition/teamwork.html>.

**Abstraction 1**

Expound on the following points:

**Efficient work:** The division of labor allows difficult tasks to be broken down into simpler ones, so it becomes easier to work together to complete them. Members with specialized skills can focus on specific tasks to promote efficiency.

**Self-monitoring:** When a person does a task alone, he or she has total autonomy. In teams, members have responsibility for a shared goal. Most importantly, teammates observe and depend on the quality of each other's work.

**Innovation:** Diverse perspectives enable teams to generate different options for doing things and solving problems.

**Learning from each other:** Exchange of ideas and feedback provide more opportunities for team members to improve their work and grow as an individual.

**Healthy competition:** Provided that the right challenge and rewards are in place to promote friendly competition, team performance can keep improving.

**Strong working relationships:** When employees work together and succeed as a team, they form bonds that are founded on trust and friendship.

Say:

“Teamwork is developed through different stages. Do you remember when you were still starting out as an ACT or MCT? How would you describe your team at that time? How did you progress to where you are now? (Ask for a few volunteers to answer these questions.)”

A team, like our ACT and MCT, goes through five stages of development.



#### Stages of Team Development<sup>54</sup>



<sup>54</sup> G. Abudi. 2010. *The Five Stages of Team Development: A Case Study*. <https://www.projectsart.co.uk/the-five-stages-of-team-development-a-case-study.php>.

## Abstraction 1

Say: “Let us discuss each of these stages.”



### Stages of Team Development

#### 1. FORMING STAGE

- Members’ needs: to be comfortable within the group, to feel safe, to know and share information
- Behavior evident: people are polite, nervous, shy, and tend to assess others at this stage. Members try to understand the group “rules,” to determine the group task.

At this stage, people are starting to get to know each other. Roles may be assumed but are not clearly defined. For example, a leader, idea-initiator, or support person emerges, although these roles are not formalized in the group. Members are unsure about how things should be done in the team.



### Stages in Team Development

#### 2. STORMING STAGE

- Members’ needs: to belong and to be secure in the group, to review aims and absorb material
- Behavior evident: possible combination of noncooperation, resistance to agreed aims, challenge to agreed aims, sabotage of group work, or the facilitator may be challenged by those reluctant to move on or redefine

The storming stage may appear to be negative, but this, in fact, is a very useful way for people to begin to deal with their needs. Experiencing a ‘storming’ (a period of high energy involvement) enables a group to move on to the next stage and to feel more ownership of and involvement with the group.



### Stages in Team Development

#### 3. NORMING STAGE

- Members’ needs: to be independent, recognized, and to have self-esteem
- Behavior evident: leadership roles may be taken on, the task agreed. There may be positive challenges to other members and in relation to the task.

Agreements on how tasks should be accomplished are established during the norming stage. As members become more comfortable with other team members, they start focusing on their own roles in the team and feel the need to be recognized as a contributing member.

## Abstraction 1

**Stages in Team Development**

## 4. PERFORMING STAGE

- Members' needs: individual maintenance for personal needs which reemerge must be recognized and met within the group
- Behavior evident: members get involved in group facilitating; realistic attitudes to and about people emerge, and roles that people assume in relation to the work of the group and the development of new norms are accepted

The sense of belonging is developed, and supportive relationships are established between members. Members now know how to work effectively with the group and perform their role to achieve clearly established and accepted goals. The need to celebrate achievement strengthens.

**Stages in Team Development**

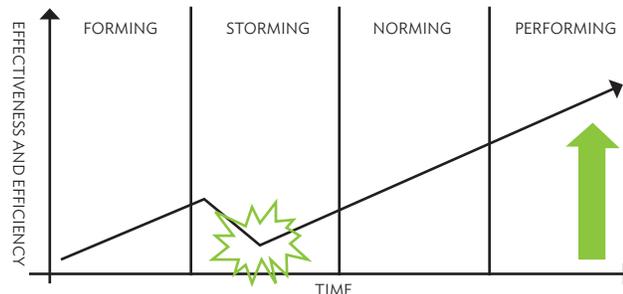
## 5. ADJOURNING STAGE

- Members' needs: anxiety and a sense of loss will emerge among members as the group's life nears conclusion and the decision to break up is taken
- Behavior evident: possible combination of blaming, refusal to let go, and anger with other group members. These are a reflection of the sense of loss due to the ending of the group.

There are groups with fixed life span and, for them, there is a strong need to mark the ending, acknowledge what has been achieved, and look forward to new beginnings and tasks.

Groups may revisit stages depending on how long the group is established, on individual needs, and on the nature of the group task. It is possible that a group will form, storm, norm, and perform several times over if they are together long enough.

How do we know where teams are along these stages? The effectiveness (doing the right things) and efficiency (doing things right) would indicate where they are in the continuum.

**Diagnosing the Stages of Team Development<sup>55</sup>**

<sup>55</sup> OER Services. *The Five Stages of Team Development*. <https://courses.lumenlearning.com/suny-principlesmanagement/chapter/reading-the-five-stages-of-team-development/>.

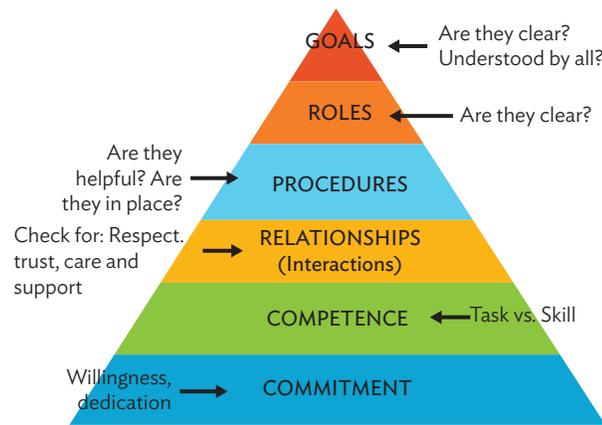
## Abstraction 1

Notice that there is a dip in performance in the storming stage where there is a lot of confusion and uncertainty among team members. But if we allow a team to develop and go through the stages of development, it will eventually progress to the performing stage.

Ask participants: “How will we know when teams have reached its full maturity?” Discuss the elements of an effective team.



### Model of Team Effectiveness



Source: Adapted from Richard Beckhard's GRPI Model.

Expound on the following key points:

High performing teams have members with complementary skills who are equally committed to a common purpose, goals, and working approach for which they hold themselves mutually accountable. Its members are also deeply committed to one another's personal growth and success.<sup>56</sup> Cite an example to demonstrate this.

The GRPI model was first introduced by Richard Beckhard, an organizational theorist, in 1972. It identifies four critical and interrelated aspects of team organization—Goals, Roles, Processes, Interpersonal Relationships. The model has since been modified, and this model is the version developed by the Development Academy of the Philippines.



### GRPRCC

**Goals** provide the foundation of good teamwork by establishing the core mission of a team, framing its purpose and gives direction to a team.

**Roles** can be described by its authority, responsibilities, and tasks, and it should be aligned to support the defined goals.

**Processes** in organizations are a governance tool to overcome inefficiencies in the areas of decision-making, control, coordination, and communication.

<sup>56</sup> J. Katzenbach and D. Smith. 1993. *The Wisdom of Teams: Creating the High-Performance Organization*. Harvard Business Review Press.

## Abstraction 1

**Relationships** and individual styles are all about establishing trust, open communication, and feedback in order to support a sound working environment.

**Competence** refers to the presence of individuals on the team who have the necessary knowledge, skills and attitudes to achieve the team's collective objectives.

**Commitment** means the extent to which team members devote themselves to working together effectively to accomplish team goals. The relationships team members develop out of this commitment are key to team success.

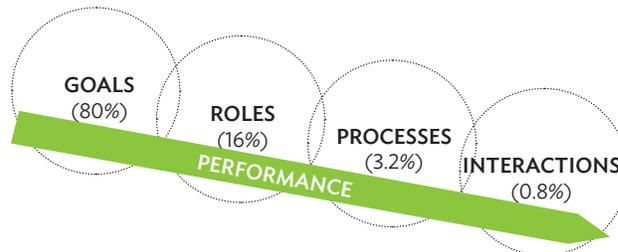
In discussing each of the elements, relate these to the elements of the team performance in the Paper Airplane exercise.

- Goal: Produce the orders (plane), pass the Quality Assurance
- Role: Assignments or tasks in the group or assembly line
- Procedure: Steps in completing the paper airplane
- Relationships: Coaching, encouragement for each other
- Competence: Skill or experience in making paper planes
- Commitment: Desire to deliver the order according to specifications



### Conflict in Groups

The GRPI model with team conflict potential ratios



Say:

“Noel Tichy, an American management consultant, author, and educator, used the GRPI model to analyze team conflicts. He found that unclear goals account for 80% of conflicts. Interestingly, less than 1% of the conflicts arose because of interpersonal relationships.

There are no local researches accessible to validate these findings in the Philippine setting. Offhand, the usual reason for conflict in the workplace appears to be interpersonal relationships. However, Tichy's other findings provide an explanation.



### Conflict in Groups

Ambiguity at one level has an impact on the ensuing levels, and problems at a lower level are often symptoms of conflicts at a higher level.

## Abstraction 1

If goals are not clear, then

- uncertainties in the individual roles will arise,
- cumulative conflict within the processes happens,
- needed skills will not be identified, and
- commitment will be weak.

If processes are unclear, accumulated conflicts at higher levels will appear at people level.<sup>57</sup>

These findings highlight the importance of setting clear team goals. The development of other team elements is facilitated when all members have ownership and commitment to pursue team goals. In the next session, we will focus on how we can better manage conflicts when they arise in the team.

Let me then close this session by sharing a quotation with you.”

“Your ability to discipline yourself to set clear goals, and then work toward them every day, will do more to guarantee your success than any other single factor.”  
(Brian Tracy)<sup>58</sup>

Declare the morning break.

## Activity 2

10:30 a.m.–11 a.m.  
(30 minutes)



### Session Title Slide

Say:

“We are now ready to move to our next activity where we will play a game. I will divide the group into four teams.” (Regroup participants so that they will have an opportunity to work with another set of participants.)



### Earn As Much As You Can

The aim is to **earn as many points** as possible.

- As a **team**, select either X or Y for each round.
  - o Select the card representing your answer.
  - o On signal from the Facilitator, show your chosen letter.
- Each team **must** select ‘X’ or ‘Y’ in each round.



Prepare two cards of the same color for each of the four teams. On one card, print a big letter X and on the other, print a big letter Y.

Open the Microsoft Excel file “Earn As Much As You Can Exercise Tally Sheet” for easy access to keep track of the scores for every round during the exercise.

Alternatively, prepare the tally sheet on easel sheet or on the board.

<sup>57</sup> S. Raue, S-H Tang, C. Weiland, and C. Wenzlik. 2013. *The GRPI Model – An Approach for Team Development*. Systemic Excellence Group. <https://hsrc.himmelfarb.gwu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&filename=0&article=1017&context=elearning&type=additional>.

<sup>58</sup> A. Meah. *75 Motivational Brian Tracy Quotes to Help You Live Life on a New Level*. Awaken the Greatness Within. <https://awakenthegreatnesswithin.com/75-motivational-brian-tracy-quotes-to-help-you-live-life-on-a-new-level/>.

## Activity 2

- **Point is awarded or taken away** according to the scoring key.
- The Facilitator and the teams keep a **tally of the scores**.



Set the timer to go off in 1 minute per round.



## Scoring Guide

If all teams select X	Each loses 1 pt.
If 3 teams select X 1 team selects Y	Each wins 1 pt. Each loses 3 pts.
If 2 teams select X If 2 select Y	Each wins 2 pts. Each loses 2 pts.
If 1 team selects X If 3 teams select Y	Each wins 3 pts. Each loses 1 pt.
If 4 teams select Y	Each wins 1 pt.

Explain the mechanics of the game.

- Each regular round will last for no more than 1 minute.
- There will be rounds where you will be allowed to discuss with other groups and would therefore have more time.
- There will be bonus rounds where scores will have a much higher value.
- The facilitator will inform teams when it is a discussion and/or bonus round.

Ask for clarificatory questions.



Distribute the materials.

Begin the game. Be guided by the following time structure and scoring system. Inform teams when they can discuss with other teams (rounds 5, 8 and 10).

Round	Time Limit	Discussion?	Score
1	1 min	x	x1
2	1 min	x	x1
3	1 min	x	x1
4	1 min	x	x1
5	3 mins	✓	x3
6	1 min	x	x1
7	1 min	x	x1
8	3 mins	✓	x5
9	1 min	x	x1
10	3 mins	✓	x10



For every round, make sure that you take note of the score to build competition among participants.

Keep the Scoring Guide flashed on the screen to guide participants when deciding.

End the game. Tally the scores.

**Analysis 2**

11 a.m.–11:15 a.m.  
(15 minutes)

Show the analysis questions and ask teams to share their experience in the game.

**Discussion**

- What was your score? Why?
- What was the strategy of your group?
- What did you notice about how the teams relate to each other?

Highlight some key points in the discussion.

- Throughout the competitive activity, the teams needed to make decisions and reach consensus on actions that will impact their final result—and spell the difference between achieving what they perceived as the objective of the game.
- The negotiations or discussions forced teams to make the difficult decision on whether to collaborate and honor agreements or prioritize the interest of their team. Decisions to take the first action can result to conflict because of loss of trust and credibility.
- In the end, there are no winners. The objective was for the teams to earn as many points as they can, and this did not happen. The game would have allowed all teams to earn high scores if they did not try to compete for more points. At the minimum, all teams would have gotten 25 points if they voted Y in all the rounds.

**Abstraction 2**

11:15 a.m.–11:45 a.m.  
(30 minutes)

Ask participants: “How does what happened in this exercise relate to other group situations in your team and organization?” (Allow participants to share their insights.)

Summarize participants’ comments by focusing on the effects of competition and collaboration on team performance. Also, highlight how conflict can emerge where there are differing preferences and interests among team members.

Present the objectives of the session.

**Objectives**

- Identify ways to deal with challenging behaviors and situations (including conflicts) in groups
- Specify areas for improvement to enhance the effectiveness of their team

Say:

“The first part of this discussion will cover conflict management and the second part will focus on coaching—two important skills that a CDD facilitator needs in dealing with whatever teams he or she works with.

According to the Thomas–Kilmann Model (developed by K. W. Thomas and R. H. Kilmann), people manage conflict depending on their level of assertiveness (which other models refer to as courage) and cooperativeness (referred to as consideration by other models). The authors identified five conflict management styles.” (Present the model.)

## Abstraction 2



## Thomas-Kilmann Conflict Management Styles



Expound on each style.

**Avoiding** (Low assertiveness and low cooperativeness)

By avoiding the conflict, neither you nor the other party would be able to achieve goals. This is effective when the issue is not important to you and you see little or no chance of gaining ground. It also helps diffuse tension in emotionally charged situations by providing needed space. In the long run, this strategy will not lead to resolution of issues—although there are some issues that, by some streak of luck, resolve themselves.

**Accommodating** (Low assertiveness, high cooperativeness)

Using this approach puts you in a losing position where you forgo your own goals in favor of that of the other party—thus, the “lose-win” approach. This works where the other is able to offer a better solution or is an expert on the issue at hand. It is effective if presenting the relationship with the other party is more important.

**Competing** (High assertiveness, low cooperativeness)

This is referred to as the “win-lose” approach. You achieve your objective by all means even if it may mean doing so at the expense of the other party. This is effective in emergency situations where decisions need to be made quickly. It will only be successful where others support such an approach.

**Compromising** (Moderate assertiveness, moderate cooperativeness)

This is the approach where neither party achieves their goal and is thus referred to as “lose-lose” approach. This approach is usually used when goals are equally important for both parties that they are ready to settle for second best. It may work well when trying to decide on a temporary solution.

**Collaborating** (High assertiveness, high cooperativeness)

In this approach, both parties strive toward achieving both their goals to come up with a “win-win” solution. Create and innovative solutions are achieved by promoting opportunities for discussion and sharing of ideas. This approach requires a high level of trust among those concerned. There is also a need to invest more time and effort to engage parties and integrate ideas.

**Abstraction 2**

Discuss the guidelines in resolving conflicts using each of the conflict management styles.



**Guidelines in Resolving Conflict<sup>59</sup>**

Style	Uses (Strengths and Advantages)	Danger of Inappropriate Use (Weaknesses and Disadvantages)
Avoiding	<ul style="list-style-type: none"> <li>When the issue or relationship is unimportant</li> <li>To prevent an immediate conflict (e.g., inappropriate time/place or feelings are escalated)</li> <li>When someone else can resolve the conflict more effectively</li> <li>When you have little chance of satisfying your concerns (e.g., national policy, someone’s basic personality, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Conflict may fester until it escalates</li> <li>The relationship remains superficial</li> </ul>
Accommodating	<ul style="list-style-type: none"> <li>To build the relationship</li> <li>When the issue is relatively unimportant to you but important to the other person</li> <li>When you have less experience or expertise than the other person</li> <li>When preserving harmony and avoiding disruption are especially important</li> </ul>	<ul style="list-style-type: none"> <li>Your needs are not met</li> <li>You may begin to feel taken advantage of and resentful</li> </ul>
Competing	<ul style="list-style-type: none"> <li>When quick, decisive action is important, such as during emergencies</li> <li>When your core values need to be defended</li> <li>When it is important for you to have it your own way</li> </ul>	<ul style="list-style-type: none"> <li>May weaken relationships if it is perceived you won and the other person lost</li> <li>You receive less input and ideas from others</li> <li>Others may not “buy-in” and may try to sabotage the decision</li> </ul>
Compromising	<ul style="list-style-type: none"> <li>When an agreement needs to be reached – time is important</li> <li>When mutually exclusive goals prevent collaboration</li> <li>To achieve temporary settlements to complex issues</li> <li>As a backup mode when collaboration or competition is unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>Nobody really gets what they want or need</li> <li>The focus becomes what you did not manage to get regarding needs/wants</li> <li>Problems reoccur as they were not fully explored, and resolutions found did not truly work for those involved</li> </ul>
Collaborating	<ul style="list-style-type: none"> <li>To find a solution that integrates both sets of concerns, as they are both important</li> <li>To merge insights from people with different perspectives on a problem</li> <li>When commitment and “buy-in” is needed to implement a solution</li> <li>When hard feelings have been interfering with an interpersonal, working relationship</li> </ul>	<ul style="list-style-type: none"> <li>May waste time and energy on issues that are not important</li> <li>As the process can take longer, it may frustrate some people</li> </ul>

Underscore that while we have preferred or “default” conflict management styles, being aware of the different circumstances where each would be effective, we will be better guided in making needed shifts in approaches, as appropriate. The challenge would be in developing flexibility and ability to adopt varying and effective conflict management styles.

<sup>59</sup> Massachusetts Institute of Technology. Conflict Management: Conflict Styles. The collaboration toolbox. <http://web.mit.edu/collaboration/mainsite/modules/module1/1.11.5.html>.

**Abstraction 2**

Conduct a mini exercise to reinforce key points in previous discussion. Give instructions.

**Wrestling Exercise**

- Find a partner.
- Position yourselves to arm wrestle.
  - Cross your right arm with your partner's right arm on top of the table.
  - On the Facilitator's signal, try to force down your partner's arm.
- Win a point each time the back of your partner's hand touches the table.
- Get as many personal points as possible within 10 seconds.

Ask participants about their experience in the exercise. Draw out insights about the need to collaborate—that by not resisting and taking turns in scoring points, both players successfully achieve their objective. Affirm participants if they were able to adopt this strategy in the wrestling exercise.

Share the quotation to underscore the point.



“Competition makes us faster. Collaboration makes us stronger.”

**Application 1**

11:45 a.m. –12 noon

Ask participants to reflect on the qualities of his or her team and identify ways by which teamwork and his or her team leadership can be improved.

**Time to Reflect**

- What are the strong points of your team? What can you do to sustain these strengths?
- What needs to be enhanced to further improve the performance of your team? How?
- What should you do differently to better manage your team?

Request volunteers to share in plenary.

Close the session.

**Activity 3**

1 p.m.–1:15 p.m.  
(15 minutes)

**Session Title Slide  
Quick Draw**

Say:

“For the next activity, you will work in pairs. Please find a partner and sit together. We will have an exercise in drawing. For each pair, please decide who will be the Drawer and the Instructor.



Prepare the following materials for each per pair of participants:

Quick Draw Exercise  
Activity Sheet

Blank bond paper

**Activity 3**

As the Instructor, your task is to guide the Drawer in putting together his or her project. The Drawer's task is to draw a set of figures according to instructions that will be provided by the Instructor."



Set the timer to go off in 5 minutes.



Distribute the materials.

Discuss the rules of the exercise.

**Rules**

- Pairs are to sit back to back during the exercise and are not allowed to face each other at any point
- Instructor may NOT show the picture to the Drawer nor look at what is being drawn by the Drawer
- Drawer must focus on his or her drawing and not look around at other players
- You will have 3 minutes to complete your drawing

"Are there any questions?" (Respond to questions, if any.)

After 5 minutes, stop the activity and allow the pairs to look at the drawing.

**Analysis 3**

1:15 p.m.–1:30 p.m.  
(15 minutes)

Ask participants about their experience. Show the guide questions.

**Discussion**

- What happened to your pair?
- Were you successful in your drawing? What helped?
- If you were unsuccessful, what made the task difficult?

Probe on the responses of participants to surface factors that facilitated the process.

Ask participants what they have just experienced and whether what happened in the activity also happens in the workplace. If so, ask for examples.

**Abstraction 3**

1:30 p.m.–1:45 p.m.  
(30 minutes)

Ask participants: "What do you think the exercise was all about? What did you learn from the activity?"

You have just had an experience in coaching. In the simple activity, you had experienced coaching. Our session will focus on the following objectives." (State objectives.)

## Abstraction 3

**Objectives**

- Expound on guidelines and processes involved in coaching team members
- Demonstrate the application of the coaching process in discussing an issue or concern

Define coaching. Emphasize that the objective of coaching is to help learners learn to address their own issues, problems, and concerns. Thus, it is important to develop a learner's willingness to learn.

**Coaching**

Coaching is unlocking people's potential to maximize their own performance. It is about raising awareness and responsibility—helping them to learn rather than teaching them.<sup>60</sup>

Say:

“The coaching style that should be adopted would depend on the level of a learner's competence and commitment.” Define competence and commitment.

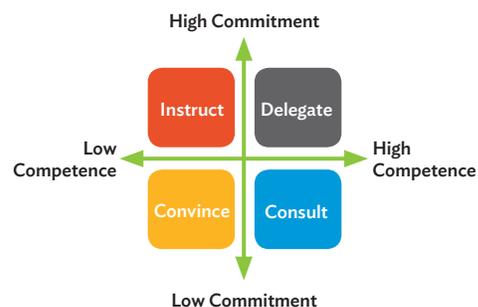
**Coaching**

Individuals can be grouped based on their **Competence** and **Commitment**.

**Competence:** Current level of effectiveness which is a combination of experience and expertise

**Commitment:** Will or motivation to develop, to go on learning, to be creative, and take risks in order to bring about change and continuous improvement, in the interest of students

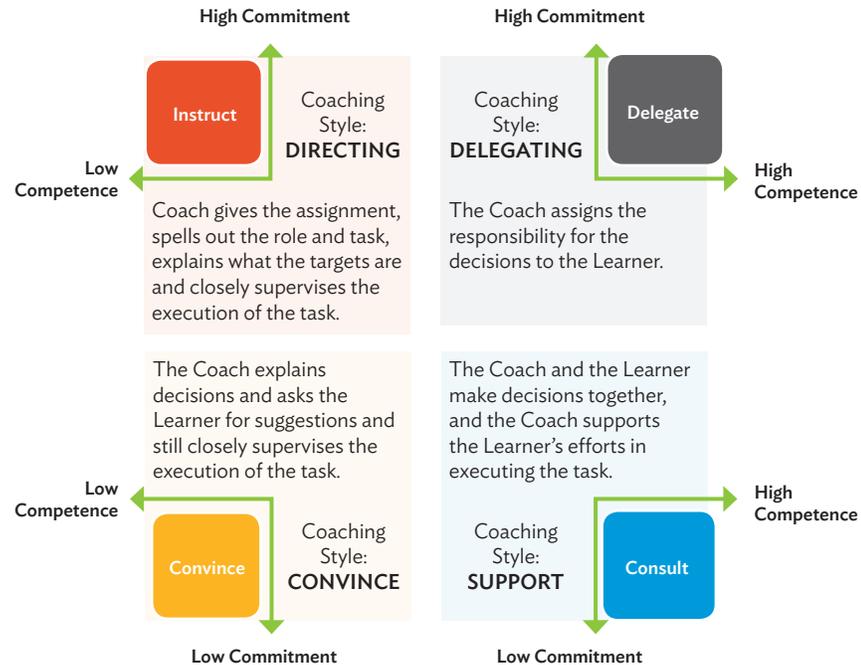
Present the four coaching styles using the Competence–Commitment Matrix.

**Competence–Commitment Matrix**

<sup>60</sup> Performance Consultants International. 2018. *GROW Model: GROWing People, Performance and Purpose*. <https://www.performanceconsultants.com/wp-content/uploads/GROW-Model-Guide.pdf>.

## Abstraction 3

Discuss each of the four styles. Explain the type of learners who would benefit from each style.

Coaching Styles<sup>61</sup>

Highlight these key points.

- Low competence, high commitment learners are willing followers. They would eagerly seek opportunities to learn and grow. However, they need to build confidence; hence, coaching should be supportive and motivating. It would be good to invest time and resources in developing their competencies through various learning interventions.
- Low competence, low commitment learners are resisters. They lack confidence and motivation to perform their tasks. Hence, coaches should focus on providing motivation by supporting learners, monitoring their progress to ensure success, and pairing them with a willing colleague or mentor. Learners should also explain the value of their work to increase their appreciation for their job and accomplishments.
- Low commitment, high competence learners are blockers. They have low appreciation of the value of work priorities or initiatives and are unengaged. The challenge to coaches is to tap learners' expertise to make them feel valued. If surrounded with highly committed colleagues, chances are this attitude will rub off on them.

<sup>61</sup> Schouten Global. *Coaching Leadership Style*. <http://schoutenoceanrace.com/media/1843/coaching-style-leadership.pdf>.

**Abstraction 3**

- High commitment, high competence learners are advocates. Coaches should optimize learners' energy and eagerness to learn and perform by involving them in change initiatives and tapping them to support and motivate others. They would perform well if delegated significant tasks. This type of learners is eager to grow so continue to develop them despite their high competence.

Discuss the Grow Model that provides a process for coaching. Explain how each of the steps is implemented.

**The Coaching Process<sup>62</sup>**

The **GROW Model** is an elegant but simple way of structuring an effective coaching conversation and, as such, has become one of the best-loved models of coaching.

**GOAL**

This applies to the goal of the discussion or the discussion in the short or long term.

**Questions you can ask**

- What do I want to achieve with this discussion?
- What do you expect of me in this discussion?
- What would help you most in this discussion?

In clarifying goals, make sure that these are stated in a SMART (specific, measurable, achievable, results-focused, and time-bound) manner. End goals and progress goals or milestones must be established. At the end of the coaching, a learner should be clear about the results he or she wants to achieve.

**The Coaching Process****REALITY**

This is where you check reality to evaluate the present situation.

**Questions you can ask**

- What is wrong, exactly?
- What is bothering you the most?
- What part do you play in the situation?
- What have you tried up to now?

<sup>62</sup> Footnote 61.

**Abstraction 3**

The current situation is a good place to start addressing problems and issues and accomplishing tasks. Having an understanding about opportunities and challenges present in the environment, and learners' internal obstacles and blocks, ensures that alternatives are grounded on what is happening at present. This step is most often missed in coaching activities.

**The Coaching Process****OPTIONS**

Collecting options and alternative strategies.

**Questions you can ask**

- What can you do/what do you want to do?
- What other alternatives can you think of?
- Do you want advice from me?
- Which solutions appeal to you the most?

In exploring options, coaches take the role of a guide in brainstorming about options. Coaches may suggest alternatives, but he or she must always encourage the learner to “go first.”

**The Coaching Process****WRAP-UP**

These are the agreements. What should be done, when, and by whom, and do people have the will to do this.

**Questions that can be asked**

- What are you going to do now and how are you going to go about it?
- What do you need from me to be able to do it?
- Which SMART agreements can we make now?

Wrapping up means establishing a way forward. It entails deciding on and committing to a course of action that outlines clear steps toward the goal. Planned steps to address obstacles and support required are also identified. The objective is to ensure accountability and achievement of goals.

The key to the effective use of the GROW model is to spend ample time on clarifying the goal. It is important to be able to guide the learner through the formulation of a challenging, yet inspiring, goal then move him or her through the process. There may even be a need to revisit the goal at some point.

### Abstraction 3

State that Active Listening is an essential skill that will facilitate the coaching process. Discuss the guidelines.



GROW  
Active Listening<sup>63</sup>

- Listen with attention, curiosity, and empathy.
- Listen for potential, not problems.
- Let go of filters and perceptions.
- Focus on the learners and their goal.
- Listen at a deeper level – beyond the words.
- Reflect, summarize, clarify, reframe.

Recap the discussion by highlighting the features of the GROW model.



GROW

- It's easy and efficient
- Honors the learner and creates **solution ownership**
- Recognizes you, the coach, are not the expert on the learner's situation
- Doesn't "tell" (that's training); but guides through **effective questioning**
- Creates forward movement

Say:

"Coaching is one of the key technical assistance delivery modes in the CDD process. GROW is an approach that we can adopt in managing problems, issues, and concerns not only within ACTs and MCTs but more importantly, with communities that you work with. The process is empowering because it enables learners to establish their own goals, assess their realities, explore viable options, and decide on an implementable course of action."

### Application 2

1:45 p.m.–2 p.m.  
(15 minutes)

Say:

"Now, we will have a chance to apply what we have learned about coaching in an activity. In pairs, take turns in becoming the coach and learner. You are free to decide on the issue or problem that you want to discuss. Please be mindful about following the GROW process. You may spend the next 10 minutes to do this.

I will let you know when 5 minutes have elapsed so that you can switch roles."

Start the timer. After 5 minutes, announce the time and advise the pairs to switch roles.

At the end of the 10 minutes, ask volunteers to share their experience.

Close the session with a quotation on providing support.

<sup>63</sup> Footnote 60.

# Session 13: Partnering toward Sustainability

Day 4 (2 p.m.–3:15 p.m.; 3:30 p.m.–5 p.m.)

## Learning Objectives

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

- identify key stakeholders in sustaining CDD in the LGU,
- define strategies for building and strengthening partnerships with key stakeholders,
- discuss guidelines for managing different types of stakeholders,
- specify strategies that can be used to generate buy-in and support from critical stakeholders, and
- draft a Stakeholder Engagement Plan for their Municipal Coordinating Team (MCT).

## What to Prepare

Venue Proposed setup (page 5)

**Learning Materials** Easel sheets, marking pens, masking tape  
 Power versus Interest Grid on easel sheet (Appendix 11)  
 Metacards (20 each of light green, light blue, white, light yellow, and light orange)  
 Stakeholder Engagement Plan and CDD Facilitation Action Plan (one set per participant; Appendixes 12 and 13)

## Session Flow

Activity	
2 p.m.–2:30 p.m. (30 minutes)	 <b>Banner Slide</b> <b>Session Title Slide</b>  Greet the participants. Present the objectives for the first half of the afternoon.   <b>Objectives</b> <ul style="list-style-type: none"> <li>• Identify key stakeholders in sustaining CDD in the LGU</li> <li>• Define strategies for building and strengthening partnerships with key stakeholders</li> <li>• Discuss guidelines in managing different types of stakeholders</li> </ul>

Activity	
	<p>Ask the participants about their understanding of what stakeholders are.</p> <p>Present the definition of stakeholders.</p> <p> <b>Stakeholders</b></p> <ul style="list-style-type: none"> <li>• Any group or individual who can affect or is affected by the achievement of the organization's objectives<sup>64</sup></li> <li>• Any person, group, or organization that can place a claim on the organization's attention, resources, or output, or is affected by that output<sup>65</sup></li> </ul> <p>Highlight the following key points:</p> <ul style="list-style-type: none"> <li>• The definition underscores the importance of considering the needs and interests of stakeholders. They may or may not be involved in the decision-making process, but they can have an impact, in one way or another, on the success of any initiative or undertaking.</li> <li>• Stakeholders must consider the interests of those who are or are perceived to be powerful and powerless. This is the reason why the interests of the often-neglected marginalized are considered in CDD projects.</li> </ul> <p>Explain that there are different types of stakeholders. Ask participants to give some examples as you discuss each type.</p> <p> <b>Types of Stakeholders</b></p> <ul style="list-style-type: none"> <li>• Internal and External <ul style="list-style-type: none"> <li>o <b>Internal:</b> Groups within an organization who can influence or be influenced by its success or failure because of their interest in the organization</li> <li>o <b>External:</b> Groups outside the organization that indirectly affect or get affected by the work of the organization</li> </ul> </li> <li>• Primary/Strategic and Secondary <ul style="list-style-type: none"> <li>o <b>Primary:</b> Groups that may limit the autonomy of the organization in pursuing and realizing its strategic goals<sup>66</sup></li> <li>o <b>Secondary:</b> Groups that have indirect interest but are not deemed essential to the survival of the organization<sup>67</sup></li> </ul> </li> </ul>

<sup>64</sup> R. Freeman. 1984. *Strategic Management: A Stakeholder Approach*. London, UK: Pitman Publishing.

<sup>65</sup> J. Bryson. 1995. *Strategic Planning for Public and Nonprofit Organization*. California, USA: Jossey-Bass.

<sup>66</sup> Freeman et al. 2010. Stakeholder Theory: The State of the Art. Quoted in Y. Slabbert. 2018. *From Monologue to Dialogue: Key Considerations for an Approach to Multiple Stakeholder Engagement*. ResearchGate. [https://www.researchgate.net/publication/326648160\\_From\\_monologue\\_to\\_dialogue\\_Key\\_considerations\\_for\\_an\\_approach\\_to\\_multiple\\_stakeholder\\_engagement](https://www.researchgate.net/publication/326648160_From_monologue_to_dialogue_Key_considerations_for_an_approach_to_multiple_stakeholder_engagement).

<sup>67</sup> E. O'Higgins and J. Morgan. 2006. Society and Business Review. Quoted in Y. Slabbert. 2018. *From Monologue to Dialogue: Key Considerations for an Approach to Multiple Stakeholder Engagement*. ResearchGate. [https://www.researchgate.net/publication/326648160\\_From\\_monologue\\_to\\_dialogue\\_Key\\_considerations\\_for\\_an\\_approach\\_to\\_multiple\\_stakeholder\\_engagement](https://www.researchgate.net/publication/326648160_From_monologue_to_dialogue_Key_considerations_for_an_approach_to_multiple_stakeholder_engagement).

## Activity

Emphasize that strategic stakeholders are not limited to internal stakeholders. External parties can also influence the outcome of projects and initiatives. For example, landowners who would be affected by infrastructure projects can be considered as strategic stakeholders because they can withhold consent and delay community projects.

Say:

“Knowing the different types of stakeholders, can you now identify your key stakeholders as MCT?”



### Who are your stakeholders?

Draw a stakeholders’ map as participants give their answer.

Draw a circle in the middle of the whiteboard and write the letters MCT.

Write participants’ answers by drawing a circle, writing their answer in the middle of the circle, and connecting it with the circle in the middle.

If participants start to mention names, probe to identify the role of these stakeholders. If, at the end of the mapping, there is too many identified, it may be necessary to cluster them into stakeholder groups (e.g., legislators, government agencies, etc.). Draw out five critical stakeholder groups that will be used in the analysis that will be conducted.

Introduce the activity.

Say:

“The next activity will have us analyzing these stakeholders. You will be divided into five groups. Please count off from one to five. Please group together according to your number.”

To facilitate orderly movement to groups, assign a discussion table for each group.

Say:

“The activity is ‘Wearing Different Hats’ and, as a group, you will answer a set of questions to better understand your assigned stakeholder. To do this, you will have to wear the hat of this stakeholder.”



### Wearing Different Hats

Assign groups to stakeholders. You can do this randomly or ask them to choose. In any case, the grouping should be done quickly.

Show the questions.

## Activity

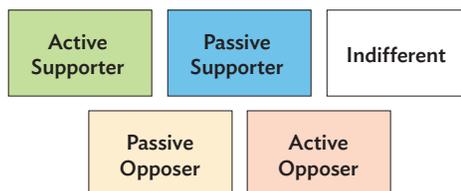


### Wear the hat of your assigned stakeholder

- Why would implementing CDD be important for you?
  - What is your level of interest in CDD implementation? (low or high)
- How can you influence CDD implementation?
  - To what extent can you do this? (low or high)
- How can you support the MCT?
- Write your answers on easel sheet/s.
- Assign a representative to present the output within 3 minutes.
- After the presentation, plot your stakeholder in the matrix.



- What is your attitude toward CDD implementation? Why?



Clarify that groups will write the stakeholder in the colored metacard to plot the stakeholder in the Power–Interest Grid. The color of the card will indicate the stakeholder’s attitude toward CDD implementation. It may be possible that different roles within the stakeholder group will have different attitudes so request the group to identify them and use the appropriate color to plot in the matrix.

Check if any of the instructions need to be clarified.

Inform the participants that they should be ready to present after 20 minutes.

Signal the start of the group discussion.

After 20 minutes, ask groups to post their output and plot their stakeholder in the Power – Interest Grid.

Facilitate the presentation of outputs.



Distribute the handout on “Wearing Different Hats” stakeholder analysis questions (printout of the three slides)



Manage time by reminding participants at set intervals.



Play soft nondistractive instrumental music while the discussions are going on.



Post the Power – Interest Grid.

**Analysis**

2:30 p.m.–2:40 p.m.  
(10 minutes)

After the presentation, ask participants:

“What did you observe in the presentations?”



Show the processing questions.

- What information can you draw from the matrix and analysis data?
- How will this information help you manage your stakeholder/s?

Publish participants’ answers on the whiteboard or easel sheets.

**Abstraction 1**

2:40 p.m.–3:15 p.m.  
(35 minutes)

Ask participants about realizations as they were conducting the activity.

Expect responses such as the following:

- Different stakeholders look at the program from different perspectives, depending on their stake or interest in the undertaking.
- Stakeholders can discern their interest in an initiative, because they know best how they will be influenced by changes that will happen.
- Attitudes are influenced by the way that their interests are being considered and addressed.
- Support will depend on their attitude toward the initiative.

Take note of participants’ responses and refer to them during the discussion of content areas of the session. Or use them as take-off point for the presentation or lecture-discussion.

Say:

“What did we just do in the activity?” (Wait for the reply: stakeholder analysis.)

Present the definition of Stakeholder Analysis.

**Stakeholder Analysis**

Process of systematically gathering and analyzing qualitative information to determine whose interests should be taken into account when developing and/or implementing a policy or program (Kami Schmeer)<sup>68</sup>

Ask questions to segue to content areas. For each question, include the following key points in the discussion.

- When should stakeholder analysis be conducted?

<sup>68</sup> K. Schmeer. 2000. Stakeholder Analysis Guidelines. *Policy Toolkit for Strengthening Health Sector Reform*.

**Abstraction 1**

It should be conducted prior to planning for any project, initiative, or undertaking. Data that will be generated informs planning and is critical in determining potential for success. The objective or intent for its conduct must be clear at the outset.

- Do you regularly conduct stakeholder analysis? Why or why not?

People fail to conduct stakeholder analysis for the following reasons:

- o Lack of competence to conduct the analysis
- o Perceived limitation in time and resources
- o Concern over uncovering reactions, issues, and problems that would be difficult to resolve
- o Potential manipulation of data to advance certain interests (ethical concerns)

However, stakeholder analysis is beneficial to implementation to increase chances of success.

- Identifies critical stakeholders

It is important to satisfy the needs of key stakeholders to gain support. Where there are numerous stakeholders, the analysis will help implementers prioritize stakeholders to engage.

- Determines potential for success in the implementation of initiatives

The analysis can generate data that would define reasons why key stakeholders can be expected to support or block an initiative. This enables implementers to optimize opportunities and proactively act on potential problems and challenges.

- Helps identify courses of action that can be taken to engage stakeholders

Any initiative succeeds because of collective efforts of a number of stakeholders and conducting the analysis will help in planning strategies for engagement.

**Why Conduct Stakeholder Analysis**

- Identifies critical stakeholders
- Determines potential for success in the implementation of initiatives
- Helps identify courses of action that can be taken to engage stakeholders

Say:

“There are a number of techniques for doing stakeholder analysis. We will talk about them later, but for now, we will focus on the Power versus Interest Grid that we used in our activity.”

## Abstraction 1

Define the technique. Say:

“Power versus interest grid examines the stakeholder’s power, influence, and interests that must be considered to ensure the success of an initiative or program. It guides collaborations and partnerships by providing data that can be used to encourage or discourage coalitions, foster certain behaviors, and seek buy-in or support.

To level our understanding, let us define the two main concepts in this approach.

How would you define power and interest?”

Define Stakeholder Interest and Power.



#### Stakeholder Interest

- The value, advantage, or benefit that the stakeholder would gain from the initiative (project, policy, reform, etc.)
- The desire to be involved or know about the initiative although not directly affected by it

#### Stakeholder Power

- The power of the stakeholder to facilitate or impede the success of the initiative
- The extent to which a stakeholder is able to persuade or coerce others into making decisions or following a course of action<sup>69</sup>

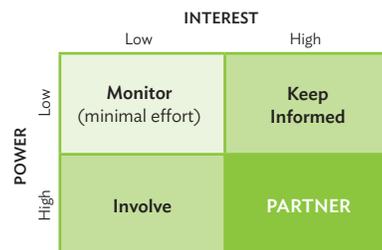
Say:

“How does the Power versus Interest Grid help implementers? It helps determine the best approach to take in managing stakeholders.”

Explain the grid.



#### Power versus Interest Grid<sup>70</sup>



<sup>69</sup> International Institute for Environment and Development. 2005. Stakeholder Power Analysis. Power Tools. [http://www.policy-powertools.org/Tools/Understanding/docs/stakeholder\\_power\\_tool\\_english.pdf](http://www.policy-powertools.org/Tools/Understanding/docs/stakeholder_power_tool_english.pdf).

<sup>70</sup> A. Mendelow. 1981. *Environmental Scanning - The Impact of the Stakeholder Concept*. <https://aisel.aisnet.org/cgi/viewcontent.cgi?article=1009&context=icis1981>.

**Abstraction 1**

Highlight these points:

- High power, high influence stakeholders should be fully engaged and satisfied.
- Efforts must be exerted to involve high power, less interested stakeholders. Providing them with adequate information to keep them satisfied would be a good strategy at the outset. However, your objective is to increase stakeholder interest in the initiative so that they can provide optimal support.
- Low power, high interest stakeholders can readily be mobilized so they must be kept informed to avoid issues that may reduce their interest in the initiative.
- Low power, low interest stakeholders can be monitored, but it is not necessary to keep them informed as they would not be interested in updates on matters irrelevant to them.

Refer to the participants' outputs in the activity.

“What does your grid tell us about how to best manage your key stakeholders?”

Participants should be able to identify which ones they should monitor, keep informed, involve, or partner with.

Present another approach. Say:

“A complementary approach that can be used is the Stakeholder Allegiance approach. The analysis is done in terms of stakeholder's level of understanding and agreement with the initiative.



### **Stakeholder Allegiance**

The stakeholder's level of understanding of and agreement with the initiative

There are five kinds of stakeholders, from the most to the least supportive. These are Advocate, Follower, Fence-Sitter (referred to as Indifferent by authors), Blocker, and Opponent. Each of them has to be managed differently, and this approach suggests ways of doing this.”

Discuss each of the five types.



### **Advocates**

- The group driving the initiative or change
- Highly motivated supporters who actively promote the objectives and benefits of initiative

## Abstraction 1

**HOW TO MANAGE**

- Engage as champions and sponsors
- Consult in key decisions and actions
- Maintain active communication

**Followers**

- Support the initiative and tend to “go with the flow”
- May have a low understanding of the benefits of the initiative

**HOW TO MANAGE**

- Keep informed to increase understanding and buy-in
- Encourage participation

**Fence-Sitters**

- Groups that have yet to take a position on the initiative
- May have adequate understanding to make a decision to support or oppose

**HOW TO MANAGE**

- Seek their views and address concerns that make it difficult for them to decide on a position
- Fill information gaps to increase understanding
- Involve in activities

**Blockers**

- Groups that show resistance to the initiative
- May have low understanding and agreement with changes involved

**HOW TO MANAGE**

- Proactively communicate to inform
- Determine and address source of resistance
- Seek views when understanding has improved

**Opponents**

- Groups that work against the initiative primarily due to perceived or actual “loss”
- May influence others to withdraw support

## Abstraction 1

**HOW TO MANAGE**

- Initiate discussions to understand reasons for disagreement and address these
- Build trust by soliciting their views and/or advice
- If there is evident misconception, present facts and data

Describe other techniques in stakeholder analysis.

**Other techniques in stakeholder analysis**

- Basic Stakeholders' Analysis
- Influence Grid
- Bases of Power–Directions of Interests Diagrams
- Problem–Frame Maps
- Support over Opposition
- Participation Planning Techniques

Provide a brief overview of each type.

- Basic Stakeholders' Analysis

A quick and useful way of identifying stakeholders and their interests, clarifying stakeholders' views of a focal organization (or other entity), identifying some key strategic issues, and beginning the process of identifying coalitions of support and opposition (Bryson 1995)<sup>71</sup>

- Influence Grid

Diagrams how the stakeholders on a power versus interest grid influence one another (Eden and Ackermann 1998, Finn 1995)<sup>72</sup>

- Bases of Power - Directions of Interests Diagrams

Diagrams the sources of power available to the stakeholder and the goals or interests the stakeholder seeks to achieve or serve (Eden and Ackermann 1998)<sup>73</sup>

<sup>71</sup> J. Bryson. 1995. Strategic Planning for Public and Non-Profit Organizations. Quoted in J. Bryson. 2004. What To Do When Stakeholders Matter: Stakeholder Identification and Analysis Techniques. [http://archive.hhh.umn.edu/people/jmbryson/pdf/stakeholder\\_identification\\_analysis\\_techniques.pdf](http://archive.hhh.umn.edu/people/jmbryson/pdf/stakeholder_identification_analysis_techniques.pdf).

<sup>72</sup> C. Eden and F. Ackermann. 1998. Making Strategy: The Journey of Strategic Management. Quoted in J. Bryson. 2004. What To Do When Stakeholders Matter: Stakeholder Identification and Analysis Techniques. [http://archive.hhh.umn.edu/people/jmbryson/pdf/stakeholder\\_identification\\_analysis\\_techniques.pdf](http://archive.hhh.umn.edu/people/jmbryson/pdf/stakeholder_identification_analysis_techniques.pdf); C. Finn. 1995. Stakeholder Mapping. Quoted in J. Bryson. 2004. What To Do When Stakeholders Matter: Stakeholder Identification and Analysis Techniques. [http://archive.hhh.umn.edu/people/jmbryson/pdf/stakeholder\\_identification\\_analysis\\_techniques.pdf](http://archive.hhh.umn.edu/people/jmbryson/pdf/stakeholder_identification_analysis_techniques.pdf).

<sup>73</sup> Footnote 71.

**Abstraction 1**

- Problem–Frame Maps

The technique is especially useful in helping develop problem definitions likely to lead to a winning coalition (Anderson, Bryson, and Crosby 1999)<sup>74</sup>

- Support over Opposition

Maps that assess specific proposals in terms of stakeholder support, opposition, and importance (Nutt and Backoff 1992)<sup>75</sup>

- Participation Planning Techniques

A matrix that is useful in examining how to respond to or engage different stakeholders in different ways over the course of a policy or strategy change effort (Bryson and Crosby 1992)<sup>76</sup>

End the discussion by saying:

“There are different techniques but, in the end, the objective of the analysis would guide decisions on what to use. If you are already using a particular technique and it serves the purpose, then by all means continue using it. What is important is that an analysis is conducted and information useful for planning is generated to facilitate stakeholder engagement. When we resume after the coffee break, we will move to the discussion on this topic.”

Declare a break for afternoon snacks.

**Abstraction 2**

3:30 p.m.–4 p.m.  
(30 minutes)

**Session Title Slide**

Start by presenting the objectives for the session.

**Objectives**

- Specify strategies that can be used to generate buy-in and support from critical stakeholders
- Draft a Stakeholder Engagement Plan for their MCT

<sup>74</sup> S. Anderson et al. 1999. Leadership for the Common Good Fieldbook. Quoted in J. Bryson. 2004. What To Do When Stakeholders Matter: Stakeholder Identification and Analysis Techniques. [http://archive.hhh.umn.edu/people/jmbryson/pdf/stakeholder\\_identification\\_analysis\\_techniques.pdf](http://archive.hhh.umn.edu/people/jmbryson/pdf/stakeholder_identification_analysis_techniques.pdf).

<sup>75</sup> P. Nutt and R. Backoff. 1992. Strategic Management of Public and Third Sector Organizations: A Handbook for Leaders. Quoted in J. Bryson. 2004. What To Do When Stakeholders Matter: Stakeholder Identification and Analysis Techniques. [http://archive.hhh.umn.edu/people/jmbryson/pdf/stakeholder\\_identification\\_analysis\\_techniques.pdf](http://archive.hhh.umn.edu/people/jmbryson/pdf/stakeholder_identification_analysis_techniques.pdf).

<sup>76</sup> J. Bryson and B. Crosby. 1992. Leadership for the Common Good: Tackling Public Problems in a Shared Power World. Quoted in Bryson. 2004. What To Do When Stakeholders Matter: Stakeholder Identification and Analysis Techniques. [http://archive.hhh.umn.edu/people/jmbryson/pdf/stakeholder\\_identification\\_analysis\\_techniques.pdf](http://archive.hhh.umn.edu/people/jmbryson/pdf/stakeholder_identification_analysis_techniques.pdf).

## Abstraction 2

Say:

“In the previous session, we discussed techniques for stakeholder analysis, a very important process for gathering data that will guide planning for stakeholder engagement. Stakeholder engagement has been a buzzword of late, mainly because there is a growing recognition of the role of multiple stakeholders in successful achievement of organizational and program goals. This time, we will examine how we can make stakeholder engagement an integral part of strategic planning for CDD implementation.

However, before we can do that, we have to understand what it is all about. Let us start with a definition.”

Define stakeholder engagement.



### Stakeholder Engagement

Collaborative undertaking that allows those stakeholders to take part in the decision-making processes and activities of the organization, with a view to working toward a mutual objective. It should also be noted that the organization has to have the capacity, motivation, dedication, and resources for engagement.<sup>77</sup>

Expound by saying:

“Note in the definition that stakeholder engagement is a planned process—hence, the organization or program should be prepared for its implementation. Which means that it needs to invest in building competencies and capacities to conduct stakeholder engagement activities. More so because there has been a shift from stakeholder management that implies control to collaboration and partnership that results from engagement.

Why do we need to engage stakeholders?”



### Purpose of Stakeholder Engagement

- Facilitate management of issues
- Strengthen trust and promote goodwill among stakeholders
- Build sustainable relationships with strategic stakeholders
- Increase accountability and performance in implementing initiatives

Present the slides and expound on the purposes outlined.

- Facilitate management of issues

Collaborative relationships with stakeholders lend to more open dialogue where issues and concerns are communicated, and mutually acceptable solutions are explored.

<sup>77</sup> Y. Slabbert. 2014. I. [https://www.researchgate.net/publication/326648160\\_From\\_monologue\\_to\\_dialogue\\_Key\\_considerations\\_for\\_an\\_approach\\_to\\_multiple\\_stakeholder\\_engagement](https://www.researchgate.net/publication/326648160_From_monologue_to_dialogue_Key_considerations_for_an_approach_to_multiple_stakeholder_engagement).

**Abstraction 2**

- Strengthen trust and promote goodwill among stakeholders  
 Giving attention and consideration of multistakeholder interests fosters trust and cooperation.
- Build sustainable relationships with strategic stakeholders  
 Planned actions to preserve and strengthen the relationship are identified based on an analysis of their needs, interests, attitudes, and potential contribution.
- Increase accountability and performance in implementing initiatives  
 Stakeholder engagement strengthens ownership, accountability, and motivation to contribute to goal achievement.

In CDD, the objective is inclusivity, where stakeholders have the opportunity to exercise their right to be heard and establish interdependent relationships with those who share their interest/s.

Stakeholders are engaged at different levels. Discuss and expound.



**Levels of Stakeholder Engagement<sup>78</sup>**



Ask:

“If we want to be able to sustain CDD implementation in the LGU, at what level do you think we should engage stakeholders?”

We have to make sure that we are targeting our strategic stakeholders and strive for stakeholder engagement at the highest level, primarily because the aim is for the institutionalization of CDD, which entails change and requires sustainability. At the very least, engagement should happen at the second level.

This, however, does not imply that we should disregard secondary stakeholders. The nature of engagement may be short term and reactive, but the relationship is nonetheless important.

<sup>78</sup> AccountAbility. 2015. AA1000: Stakeholder Engagement Standard. [https://www.accountability.org/wp-content/uploads/2016/10/AA1000SES\\_2015.pdf](https://www.accountability.org/wp-content/uploads/2016/10/AA1000SES_2015.pdf).

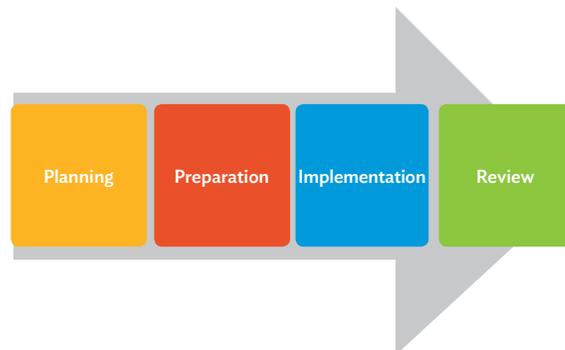
## Abstraction 2

Now, how do we conduct the stakeholder engagement process?

We often hear about stakeholder engagement, but academic literature review does not yield a shared understanding of the process entailed. Amanpreet Kaur and Sumit Lodhia suggest a four-stage approach.<sup>79</sup>



### Stakeholder Engagement Process



Let us discuss the four stages one at a time.”

Discuss and expound on the four stages.



Explain that the final output of the planning stage is the Stakeholder Engagement Plan. Discuss its elements.

<sup>79</sup> A. Kaur and S. K. Lodhia. 2014. Pacific Accounting Review. Quoted in Y. Slabbert. 2014. *From Monologue to Dialogue: Key Considerations for an Approach to Multiple Stakeholder Engagement*. [https://www.researchgate.net/publication/326648160\\_From\\_monologue\\_to\\_dialogue\\_Key\\_considerations\\_for\\_an\\_approach\\_to\\_multiple\\_stakeholder\\_engagement](https://www.researchgate.net/publication/326648160_From_monologue_to_dialogue_Key_considerations_for_an_approach_to_multiple_stakeholder_engagement).

Abstraction 2



**Stakeholder Engagement Plan**

Elements		Example	
Stakeholder	• Who are the stakeholders that will be engaged?	Stakeholder	• Barangay Captain (Blocker)
Potential Role	• What role would these stakeholders perform in implementing the initiative?	Potential Role	• Champion for CDD institutionalization
Engagement Strategy	• How will the stakeholders be engaged?	Engagement Strategy	• Proactively communicate to inform • Determine and address source of resistance • Seek views when understanding has improved
Resources Required	• What tools, materials and other resources are needed to implement the communication strategy?	Resources Required	• Information materials and collaterals, resources for meeting and site visits
Timetable	• When will the engagement strategy be implemented?	Timetable	• 1st Quarter 2019
Person In Charge	• Who will primarily be responsible for the implementation?	Person In Charge	• Area Coordinator

Present the template for the stakeholder engagement plan. Present the example on how to accomplish the columns (elements).



**Stakeholder Engagement Plan**

Objective					
Stakeholder	Potential Role	Engagement Strategy	Engagement Activity	Time Table	Person In Charge

Discuss the remaining stages. Expound as needed.



- Securing approval of resources required for successful implementation of the engagement plan
- Determining areas for engagement capacity development
- Identifying and strategizing for possible engagement risks
- Developing necessary tools for plan implementation (including monitoring and evaluation)

## Abstraction 2



### Implementation



- Conducting planned stakeholder engagement activities
- Establishing procedural and behavioral ground rules for engagement
- Developing the engagement action plans with key stakeholders
- Communicating the engagement outputs



### Review



- Monitoring and evaluating the quality of the engagement
- Identifying possible improvements
- Reporting on the engagement

Wrap up the discussion by underscoring the following points:

- There is no prescriptive way in managing different stakeholders.
- There is no formula on how to do it.
- The key is knowing your stakeholders very well—know their motivations and/or interests, their influence, and their resources and/or power bases—and use all of it in deciding how you will engage them.

## Application

4 p.m.–4:30 p.m.  
(30 minutes)

Move to the application activity, which is stakeholder engagement planning for the MCT for CDD institutionalization.



Distribute the Stakeholder Engagement Plan template

Give the instructions.



### Workshop

- Draft a stakeholder engagement plan to address for your MCT with the following objective:

### Institutionalize CDD in the LGU

- Print your output in easel sheet/s and post it in the Gallery.
- When finished, view the outputs of other groups and use your sticky notepads to share your comments and suggestions.

Application	
	Remind participants that they may use the results of the stakeholder analysis if these are applicable to their MCT. If there are discrepancies, encourage them to analyze other critical stakeholders so that their plans would consider realities that they have to deal with and, therefore, become more useful in implementing effective stakeholder engagement strategies.
4:30 p.m.–5 p.m. (30 minutes)	Time permitting, introduce action planning and discuss the action planning tasks that will be their assignment for the day. These will be presented the following day.  Distribute the CDD Facilitation Action Plan template

# Session 14: Management of Learning

Day 5 (8 a.m.–8:30 a.m.)

## Learning Objective

By the end of the session, participants will be able to share their significant learning from the previous day's sessions.

## What to Prepare

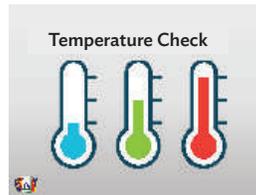
**Venue** Proposed setup (page 5)

**Learning Materials** Thermometers (3) drawn on easel sheet, each labeled as UNDERSTANDING, DESIRE, ABILITY; sticker dots (three per participant)

## Session Flow

Activity		
8 a.m.–8:10 a.m. (10 minutes)	<p>Greet participants and inquire about their readiness to participate in the day's activities.</p> <p>Ask the prayer leader to lead the morning prayer.</p> <p>Conduct a short energizer.</p>	 Please refer to reminders regarding prayers in Session 1 (page 7) and energizers in Session 3 (page 23).
8:10 a.m.–8:30 a.m. (20 minutes)	 <b>Banner Slide</b>  <b>Session Title Slide</b> <p>After the activity, say:</p> <p>“Welcome to the last day of our training. In the past 4 days, what have we covered? (Encourage participants to respond.)</p> <p>As we are toward the end of our program, we will start the day with a temperature check. How are you doing so far with the activities that we have planned and implemented for you?</p>	 Check for administrative and other concerns that may affect learning. Convey them to team members or others who would be able to respond.

## Activity



We will have a temperature check. What does a thermometer measure? (Wait for an answer.)

Yes, we will try to gauge whether you are cold or hot along a set of dimensions. On the whiteboard, you will find three thermometers. Each of them gauges your level of

- Understanding of topics discussed
- Desire to apply what you have learned so far
- Ability to apply what you have learned so far

Please stick the dot to the corresponding level that represents your level in each dimension. There is no need to put your name on the dot as our intention is get the group's profile at this point."

Ask participants to start when they are ready.

After all participants have plotted their level, ask participants about what they observed in the profile. If needed (e.g., especially low levels), request for clarification or feedback.

Present the schedule for the day.



**Schedule** (page 3)

Introduce the facilitator for the next session.



Post the thermometers before the start of the session in front of the participants.



Organize sticker dots into threes (for each participant). Provide sets corresponding to the number of participants occupying each table. Be prepared to distribute them quickly upon the facilitator's cue.



Feedback from this activity may indicate necessary adjustments on the design and delivery of the intervention.

# Session 15: Action Planning

Day 5 (8:30 a.m.–10 a.m.; 10:15 a.m.–11:15 a.m.)

## Learning Objectives

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

- develop a Municipal Coordinating Team (MCT) Action Plan to manage facilitation issues in the municipality, especially those related to the transition to local government-led CDD implementation;
- gather feedback for improving their action plans; and
- share feedback on the action plans of coparticipants.

## What to Prepare

**Venue** Proposed setup (page 5); sufficient posting area for the gallery of outputs

**Learning Materials** CDD Facilitation Action Plan template (Appendix 13)  
Competency Development Plan template (Appendix 13)

## Session Flow

### Development of CDD Facilitation Action Plans

8:30 a.m.–  
9:45 a.m.  
(1 hour and  
15 minutes)



#### **Banner Slide** **Session Title Slide**

Present the objectives of the session.



#### **Objectives**

- Develop a Municipal Coordinating Team (MCT) Action Plan to manage facilitation issues in the municipality
- Gather feedback for improving their action plans
- Share feedback on the action plans of coparticipants



Prepare an area for the posting of outputs (Gallery of Outputs).

### Development of CDD Facilitation Action Plans

Say:

“During this session, you will have the opportunity to put together all the issues and planned actions that you have identified in the different sessions that we conducted. You will now work with your team (ACT and/or MCT) to craft a CDD Facilitation Action Plan that specifies actions that you will take to facilitate the adoption or institutionalization of CDD in your LGU.”

Define Action Planning.



#### Action Plan

- The road map that provides a detailed outline of the tasks required to accomplish a goal
- Mechanism for application of learning from the training to the workplace

Explain that application in the workplace will be done through the implementation of actions that have been planned to address facilitation challenges identified during training. It will be a team effort to ensure that there is collaboration and synergy in pursuing initiatives to transition to local government-led CDD implementation.

Present the template and explain how its elements are formulated.



#### CDD Facilitation Action Plan Elements

- Facilitation Challenges: What problems or issues in CDD facilitation need to be addressed?
- Objective: What result/s should be achieved?
- Action Steps: What activities will be conducted to achieve the objective?
- Success Indicator/s: What will indicate that the action step has been successfully completed?
- Target Date: When should the action step be completed?
- Resources Required: What are needed to implement the action step?
- Person Responsible: Who will primarily be responsible for implementing this step?

Provide a sample action step to guide participants in accomplishing the template.



#### CDD Facilitation Action Plan: Sample Elements

- Facilitation Challenge: Difficulty in engaging MCT members in planned activities
- Objective: MCT members performing assigned tasks in planned activities
- Action Step: Conduct planning workshop to map out activities and tasks

**Development of CDD Facilitation Action Plans**

- Success Indicator: Signed Action Plan (indicating acceptance of assignment)
- Target Date: 30 September 2018
- Resources Required: Venue and budget for planning
- Person Responsible: MCT Coordinator

Show the template where the elements will be written down.



**CDD Facilitation Action Plan template**

**CDD Facilitation Action Plan**

Municipality: \_\_\_\_\_

Facilitation Challenge/s	Objective	Action Steps	Success Indicator/s	Target Date	Resources Required	Person Responsible

Prepared by: \_\_\_\_\_

Date : \_\_\_\_\_

Explain that outputs would be posted in the Gallery of Outputs so that other groups can view the plans of other groups. Emphasize that only a number of groups may be able to present (depending on the time left available for the presentation). The plan is to select six groups, and each group will present their output within no more than 5 minutes.

Ask the groups about their preference on the selection—either by drawing lots or assigning the first six to finish their outputs.

Signal the start of the group work and start the timer. Check participants' progress from time to time to ensure that outputs are completed within the allotted period. Remind participants to post their outputs as they complete them so that others may already read these plans while waiting for the rest of the groups to finish.

Prepare an area for the Gallery of Outputs.

Set the timer to go off in 1 hour.



If second option is agreed upon, assign a number for the presentation as participants finish so that they can start preparing.

**Presentation of Action Plans**

9:45 a.m.–11 a.m.  
(1 hour and 15 minutes with working break)



**Banner Slide  
Session Title Slide**

Allow participants to spend the first 10 minutes looking at the Gallery of Outputs.



Assign spaces for the groups to post their outputs. Indicate by putting labels.

### Presentation of Action Plans

	<p>Start the presentation. Encourage participants to share their comments and recommendations. Spend no more than 5 minutes for comments or feedback per presentation.</p> <p>Summarize key steps that have been identified in the plans.</p>	 As participants finish, assign a number for the presentation so that they can start preparing.
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### Planning for Next Steps

11 a.m.–11:15 a.m.	<p>Agree on next steps to be taken to follow through on the initial work that has been done. Encourage groups to refine their plans with the rest of the team when they get back to their area to gain support and buy-in for the activities.</p> <p>At the end of the presentations, thank the participants for the effort that they put into formulating their plans. Express hope that necessary next steps will be implemented to accomplish the plans.</p>
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# Session 16: Integration and Closing

Day 5 (11:15 a.m.–12 noon)

## Learning Objectives

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

- identify key learning from the training and how these would be applied in the workplace,
- provide feedback on the learning activity, and
- accomplish the post-training assessment.

## What to Prepare

**Venue** Proposed setup (page 5)

**Learning Materials** Circle cutouts in three colors (one set of red, yellow, and green per participant)  
Post-Training Assessment  
Training Evaluation forms  
Certificates of Participation and Appearance

## Session Flow

### Integration Activity

11:15 a.m.–11:45 a.m.  
(30 minutes)



#### **Banner Slide** **Session Title Slide**

Greet the participants.

#### **Objectives**

- Identify key learning from the training and how these would be applied in the workplace
- Provide feedback on the learning activity
- Accomplish the post-training assessment

Say:

“We have now reached the final activity of our learning intervention. This time, you will have a chance to share with all of us how you plan to apply what you have learned in the last 4 days.



Put labels on the whiteboard or the wall to indicate where participants will post the colored circles.



Colored cutouts

### Integration Activity

Each of you will be given a set of round cutouts in red, yellow, and blue. Please reflect on the following questions, and write your answers on the corresponding colored circle cutouts.



#### Traffic Lights



Please focus on your facilitation practices as you answer the questions. You will have 10 minutes to complete this task.”

Ask for clarifications. If none, start the activity.

After 10 minutes, begin the plenary sharing.

Ask participants to approach the front of the room, read what they have written, and post them on the board in the designated area.

Thank the participants for the sharing.

Review the training objectives to determine if they have been accomplished.



#### Performance Objective (page 9) Enabling Objectives (page 9)

Close with an appropriate quotation, anecdote, or story.

Thank the participants, and turn things over to the training staff for the post-training evaluation.



Soft cocktail music



Manage the time by reminding participants of the number of minutes left to complete the task.

**Administrative Matters**

11:45 a.m.–12 noon  
(15 minutes)

**Administrative Concerns**

Call on the assigned training team member to discuss administrative concerns.

**Post-Training Assessment**

Administer and check the post-training assessment.  
Inquire about scores to check improvement in the post-training assessment and recognize the good performers.

Administer the post-training evaluation.

Conduct the closing ceremony, if planned.

Distribute Certificates of Participation and Appearance.



Training Evaluation forms:

- Post-Training Assessment
- Post-training evaluation form

Certificates of Participation and Appearance

## APPENDIX 1

# Monitoring and Evaluation Plan

Level of M&E	Indicators (What will be measured)	Methods/Tools	Data Sources	When to Conduct M&E	Person/s Responsible
Level 4: Results	LGU identifies mechanisms for adopting the CDD approach in implementing community subprojects	Documents Review Interviews	Relevant LGU plans and issuances Community members and CBOs	6 months after the training	LGU Planning Process Owner
Level 3: Behavior	Participants develop CDD Facilitation Plans for subprojects, focusing on the institutionalization of the approach in the LGU	Documents Review Interviews	Participants' CDD Facilitation Plans Supervisors/Participants	3 months after the training	Participants' Supervisor Area Coordinator or M&E Team of RPMO or SRMPO (for ACT participants) Municipal Area Coordinator (for MCT participants)
Level 2: Learning	Participants are able to develop a CDD Facilitation Plan	Document Review	Training Outputs	During the training	Training Facilitator/ Team
Level 1: Learners' Reaction	Achievement of training objectives Favorable feedback on effectiveness of learning environment	Post-Training Evaluation Sheets	Participants	At the end of the training	Training Team

ACT = Area Coordinating Team, CBO = community-based organization, CDD = Community-Driven Development, LGU = Local Government Unit, MCT = Municipal Coordinating Team, M&E = Monitoring and Evaluation, RPMO = Regional Program Management Office, SRMPO = Subregional Program Management Office.  
Source: Plan developed by M. N. Bite. Template adopted from Philippines-Australia Human Resource and Organizational Development Facility. 2015. Provincial Government of Aklan Learning and Development Manual.

## Sequencing Game Cards

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Social Investigation

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Municipal Orientation

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Barangay Assembly

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Participatory Situational Analysis  
(with Barangay Assembly)

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Community Monitoring  
Planning Workshop

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Criteria-Setting Workshop

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Barangay Assembly

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## Project Development Workshop

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## Community Consultation

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## Municipal Inter-Barangay Forum

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## Community Planning

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## Community-Managed Implementation

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## Operation and Maintenance Groups Formation and Strengthening

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## Accountability Reporting

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## APPENDIX 3

# Community-Driven Development Facilitation Competency Assessment Questionnaire

This questionnaire is designed to enable KALAHI-CIDSS National Community Driven Development Program (KC-NCDDP) Municipal Coordinating Team (MCT) members to assess their competencies in facilitating community-driven development (CDD) interventions. The results will be used to determine baseline competencies of targeted learners of the KC-NCDDP CDD Facilitators' Training, and guide the delivery and subsequent refinement (if needed) of the pilot program. Please be assured that the results will be kept confidential, and will not, in any way, influence respondents' performance evaluation.

### Directions

Please read the definition and behavioral indicators of the competencies. For every competency, encircle the number that corresponds to the description of the extent to which you are able to demonstrate the behavioral indicators:

- 1 – Behavior is NOT demonstrated.
- 2 – Behavior is demonstrated SOME of the time.
- 3 – Behavior is demonstrated MOST of the time.
- 4 – Behavior is demonstrated ALL the time.

Please remember that there are no right or wrong answers. Hence, be candid in your self-assessment and do not overanalyze each statement.

We will also request for information that will help us plan responsive competency development intervention/s for CDD facilitators. Once again, this information will be available only to the KC-NCDDP CapDev Team.

Please fill out the following information:

Your Name	
Position	
Office	

Competencies / Behavioral Indicators	Rating			
<b>Core Competencies</b>				
<b>1. Commitment to Credible Public Service</b> Demonstrates knowledge of the structure of the Philippine government, and local government-wide policies pertinent to one's work. Knows the mandate of different government agencies, local government units (LGUs), and understands how these tie in with the Department of Social Welfare (DSWD) structure, mandate, mission and vision, social protection framework, primary programs, and key stakeholders and partners. Committed to the public service cause that is honest, trustworthy, and with integrity.				
<ul style="list-style-type: none"> <li>Knows how the mandate of DSWD relates to the mandate and programs of LGUs and different government agencies</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Actively seeks information pertinent to the field of social welfare and development to better understand DSWD's mission and vision, social protection framework, primary programs, and key stakeholders and partners</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Uses prescribed tools/processes to identify routine needs of a target sector/individual or beneficiaries, and recommends or extends appropriate solutions regularly provided by the agency</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Directs individuals/groups to other units within the agency, or to institutions who can augment or provide the help needed when such is not within the scope of the DSWD</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Assists target beneficiary-sectors/individuals in addressing lapses/errors to ensure timely receipt of benefits. Refers client problems to higher authority after exhausting resources within his or her authority to address problems</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Informs target beneficiaries and other co-collaborators of changes which may cause problems with compliance or delay in services and proactively adopts measures to avert these</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Demonstrates ethical and organizational values in all transactions and dealings</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Is transparent in all dealings even in difficult or compromising situations. Resists political pressure. Invokes DSWD mission and policies to defuse tension</li> </ul>	1	2	3	4
<b>2. Delivering Excellent Results</b> Setting high standards of performance; being accountable for work results, focusing efforts on achieving results that are accurate, timely, of excellent quality, and consistent with DSWD's objectives.				
<ul style="list-style-type: none"> <li>Monitors own progress against targets, identifies cause of own performance gaps, and modifies actions accordingly</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Gives deliverables ahead of time; works to exceed current expectations</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Adjusts thinking and behaviors to be in step with new thrusts or changing priorities of the organization. Willingly accepts new tasks and/or adopts new approaches</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Seeks help to develop own skills in order to perform tasks at the expected level</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Explores more effective work processes or methods in own work, and adjusts accordingly in order to get the job done quickly and effectively</li> </ul>	1	2	3	4
<b>3. Personal Effectiveness</b> Maintaining effective behavior in challenging situations; having the resilience to bounce back in the face of setbacks; demonstrating a strong desire to advance oneself and one's career, propelled by confidence and belief in one's capabilities, and tempered by honesty and integrity in one's undertakings.				
<ul style="list-style-type: none"> <li>Maintains composure and confident demeanor when put on the spot or when facing intimidating situation</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Sustains high-energy level and good performance even under adverse conditions and/or crisis situations. Demonstrates grace under pressure</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Maintains focus in the face of uncertainty, ambiguity, and complexity, and is able to manage other people's reactions to stress</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Coaches others to demonstrate behaviors that respect and protect the rights of persons, including staff and clients</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Anticipates and plans for possible delays or complications that will lead to waste of resources</li> </ul>	1	2	3	4

Competencies / Behavioral Indicators	Rating			
<b>Leadership Competencies</b>				
<b>4. Collaborating and Networking</b>				
Establishing and maintaining helpful working arrangements with internal and/or external stakeholders, groups, and institutions, which have interest in, or have an impact on, the completion of work assignments or success of DSWD programs. This may involve negotiating for resources, deliverables, and delivery times, and balancing one's own needs and the needs of other parties.				
<ul style="list-style-type: none"> <li>Identifies and reaches out to individual and groups (stakeholders) who will contribute to the completion of own work assignments or who will be affected by activities/undertaking of the agency</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Uses effective team processes (i.e., brainstorming and consensus building) to explore ideas and to arrive at decisions</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Seeks inputs and recommendations of partners on how the desired outputs can be met. Establishes working norms such as resource sharing and coordination procedures</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Acts on/Recommends needed action that will address operational concerns in an effective and timely manner, mindful of different sensitivities and interests</li> </ul>	1	2	3	4
<b>5. Creating and Environment for Learning and Growth</b>				
Creating an environment wherein employees are motivated to learn and develop to maximize their full potential. Developing the ability of others to perform and contribute to the organization by providing continuous feedback on performance as well as opportunities to learn through formal and informal methods. Providing the necessary policies, systems, and working mechanisms that will allow for contribution of ideas, the management of learning and knowledge, as well as individual and team growth.				
<ul style="list-style-type: none"> <li>Recognizes and identifies staff potential and discusses with each one their development needs and plans, aspirations, and career opportunities</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Develops an individual development plan for each staff member</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Implements within one's team a coaching and mentoring system that operates in an environment of trust and mutual desire for development</li> </ul>	1	2	3	4
<b>6. Engaging and Inspiring Teams</b>				
Harnessing the energies and commitment of those they lead toward the achievement of agency and individual goals and organizational excellence.				
<ul style="list-style-type: none"> <li>Identifies performance milestones, tracks the team's progress, and provides midcourse recognition/encouragement as the case may be</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Provides venue for discussion of team concerns, especially those which threaten team cohesion such as interpersonal conflicts, and sees to their speedy and effective resolution</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Shows trust in the team by consulting them on decisions affecting their work</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Celebrates the team's achievements, but recognizes exemplary performance of specific individuals</li> </ul>	1	2	3	4
<b>7. Facilitating Change and Innovation</b>				
Being open to new ideas, challenging conventions and accepted practices; employing one's creativity to continuously improve work processes that will lead to better ways to deliver services. Providing the enabling environment and mechanisms to implement and sustain desired change to deliver services.				
<ul style="list-style-type: none"> <li>Learns continuously to ensure that technical skills are kept up-to-date and new methods/technologies that help improve work can be utilized</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Develops and adopts innovative, flexible, and adaptable solutions to work-related problems or challenges, taking into consideration relevant rules and regulations</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Communicates to employees and stakeholders the compelling reasons for organization-wide change initiatives, extolling its benefits and the costs of ignoring it</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Uses inputs from implementation-level activities to identify which innovations are best for timely application within the work group</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>Identifies the factors and reasons for inability of staff to be engaged in change initiatives</li> </ul>	1	2	3	4

Competencies / Behavioral Indicators	Rating			
<b>8. Planning and Organizing</b> Defining tasks and milestones to achieve objectives, mobilizing resources, coordinating activities/tasks, and taking steps to ensure efficient implementation of activities while ensuring the optimal use of resources to meet those objectives.				
• Establishes and aligns individual and group work goals to meet short- to medium-term requirements of own work group in relation to other work groups	1	2	3	4
• Executes tasks in a manner that supports the attainment of own work groups' and related work groups' tactical goals	1	2	3	4
• Coordinates and monitors the day-to-day work and activities of work groups to ensure that activities and processes of different groups are coordinated and accomplished as expected	1	2	3	4
• Administers department resources in a manner that effectively responds to needs of beneficiaries and clients as well as complies with statutory requirements	1	2	3	4
• Identifies and proposes areas for greater control and/or application of economy measures	1	2	3	4
<b>9. Problem-Solving and Decision-Making</b> Resolving issues or deviations from plans or proper procedures and exercising good judgment through fact-based analysis, and selecting the most appropriate course of action to produce positive results.				
• Analyzes a problem and breaks it down into small components using simple analytical tools	1	2	3	4
• Examines an issue from multiple angles and seeks workable solutions; presents various alternatives	1	2	3	4
• Recognizes simple interrelationship of issues and tests validity of assumptions and conclusions	1	2	3	4
• Recognizes complex connections between different aspects of the problem to surface cause-and-effect relationships	1	2	3	4
• Holds consultation meetings with individuals and institutions which may be involved, to gather firsthand info and to listen to their perspectives about the issue	1	2	3	4
<b>Functional Competencies</b>				
<b>10. Community Organizing</b> Enrolling and engaging community members who stand to benefit from the programs and services of the agency to volunteer and/or to actively participate in activities and processes that respond to their needs toward lasting and sustainable development.				
• Gauges the readiness of community and municipal officials in embracing the Community Empowerment Activity Cycle (CEAC) platform, and develops strategies to gain their support and buy-in	1	2	3	4
• Mentors volunteers and builds capacities to organize and to articulate and exercise their rights to participate in making decisions that affect their welfare	1	2	3	4
• Promotes and mentors the community groups in observing the use of consultative and facilitative techniques in conducting prescribed activities and decision-making	1	2	3	4
• Actively engages the municipal LGU, civil society organizations, and other stakeholders to bridge access of communities to institutions or those who are either entrusted with the responsibility for basic services delivery or who have the capacity to assist communities realize their plans	1	2	3	4
• Facilitates resolution of conflicts of interest between the community groups and the municipal officials	1	2	3	4

Competencies / Behavioral Indicators	Rating			
<b>11. Developing Institutional Capabilities</b>				
Sharing and teaching of knowledge, expertise, lessons learned, new approaches, and trends in the project monitoring and evaluation implementation by effectively providing technical assistance, proposing trainings, sharing of materials, and acting as resource person in trainings to enhance the capabilities of the team in the organization and improve overall performance of external and internal implementation partners, including field and partner agency counterparts.				
• Takes every available opportunity to transfer his or her knowledge to coworkers even without being requested	1	2	3	4
• Provides feedback to team members, even peers and more senior coworkers, on tasks he or she can do well to improve overall team performance	1	2	3	4
• Coaches others in a constructive and positive way so that they can absorb information and learn quickly	1	2	3	4
• Conducts training sessions with coworkers and field partners when he or she has gained new information/ knowledge on a topic that would be of interest to the broader functional group	1	2	3	4
• Provides feedback to all team members, even peers and more senior coworkers, on areas they need to improve upon	1	2	3	4
<b>12. Grievance Management</b>				
Exercising thorough investigative skills and good judgment to provide an appropriate resolution or objective decision to complaints/issues raised by beneficiaries and other stakeholders about the programs or services of the agency.				
• Asks questions to clarify and/or to gather relevant data to understand the issue at hand. Reviews document/report presented and checks readily available sources of info to verify the issues	1	2	3	4
• Establishes the remedy that complainant/s wish to achieve	1	2	3	4
• Assesses the complaints and determines the next step to be undertaken. Weighs data gathered and identifies appropriate level to resolve the case	1	2	3	4
• Acts on complaints that are readily verifiable or which require simple routine solutions, following established policies and procedures	1	2	3	4
• If the issue/complaint will need to go through due process, clearly explains to involved parties the procedures that will be undertaken, the documents needed, as well as the estimated time to provide a resolution	1	2	3	4
• Observes fairness and objectivity, and exercises confidentiality when handling concerns and related documents	1	2	3	4
<b>13. Group Facilitation</b>				
Using knowledge of group dynamics and processes to effectively provide appropriate structure and environment for achieving overall goal of interactions like training solving problems or accomplishing tasks or reaching consensus.				
• Uses creative ways in presenting agenda, objectives to generate buy-in on roles, processes, and ground rules, and to effectively manage the tasks and process goals of the interaction	1	2	3	4
• Evaluates conduciveness of environment and suits it to the objectives of the interaction, needs, and characteristics of participants	1	2	3	4
• Listens to and observes participants and adopts appropriate facilitation “mode,” depth, and timing when intervening on content or processes	1	2	3	4
• Interprets and confirms participants’ verbal and nonverbal communication to identify those who need clarification and feedback, and uses appropriate techniques to probe/ expand the discussion or limit/segue to succeeding topics/issues	1	2	3	4
• Uses tact and humor, and acts firm but understanding when managing disruptive behavior	1	2	3	4
• Directs questions appropriately and create opportunities for learners to contribute to the discussion	1	2	3	4

Competencies / Behavioral Indicators	Rating			
<b>14. Mobilizing for Responsive Community Development</b>				
Engaging community members and building shared responsibility for understanding their problems, identifying solutions, and choosing strategies that will improve access to and delivery of basic social services, as well as to address the wider development needs of the community, in line with the CEAC platform.				
• Links the community groups to municipal offices/officials as well as other institutions who can provide support to community projects and other undertakings	1	2	3	4
• Brokers access of the community groups to barangay and/or municipal resources to augment the requirements of their projects	1	2	3	4
• Coordinates municipal-level trainings for staff, volunteers, and LGU partners on the technical aspects of project development	1	2	3	4
• Facilitates alignment and integration of community priorities to barangay and municipal development plans and budgets	1	2	3	4
• Works with DSWD teams from Pantawid and Sustainable Livelihood to harmonize strategies and plans to operationalize convergence in the municipality	1	2	3	4
• Carries out organizational development activities to build responsible and capable community and local government organizations that can support the long-term development goals of the community in partnership with their LGUs and other partners	1	2	3	4
<b>15. Presentation Skills</b>				
Demonstrates the ability to convey a message, information, and ideas clearly and concisely to a target audience using a variety of media and language that suit their needs and characteristics.				
• Uses appropriate words, and adjusts volume, pace, tone, and inflection of voice language to suit the target audience's number, needs, characteristics, and capabilities	1	2	3	4
• Presents and conducts self-credibly and dresses, as appropriate, to the target audience, type of training, or activity, and coaches others on behaving appropriately	1	2	3	4
• Uses a variety of techniques (Icebreakers, structured learning exercises, Name Games) to establish rapport and elicit target audience participation	1	2	3	4
• Uses a variety of media and presentation aids such as examples, illustrations to creative phrasing, analogies, quotations, rhetorical questions, and comparing and contrasting concepts to enhance learning and understanding	1	2	3	4
• Purposely uses verbal and nonverbal communication that is free of bias (e.g., sexual, racial, religious, cultural, and age) to promote audience engagement	1	2	3	4
• Organizes key concepts and covers key points clearly and concisely; simplifies complex concepts, ideas, and information using verbal enhancers that more fully communicate and explain essential concepts and information	1	2	3	4
• Makes meaningful transitions from one topic or activity to the next and uses verbal and linkage/synthesis techniques to emphasize salient points of presentation	1	2	3	4
<b>16. Training Administration</b>				
Ability to have a handle on the intricacies of ideas and information, and translate it into simple and comprehensible words; effectively communicating updates and issues capturing all essential details of the project.				
• Designs training checklist to ensure that materials and logistics requirements of training are in order	1	2	3	4
• Studies the training design to determine appropriate timing and methods of distribution of training materials	1	2	3	4
• Uses knowledge of resources and methods and their applicability to course objectives in identifying the material and logistics requirements of the training	1	2	3	4
• Uses knowledge of training requirements in determining terms of reference for contracting resource persons	1	2	3	4
• Adheres to procedures and standards in review of training materials and learning aids prepared by resource person	1	2	3	4

Competencies / Behavioral Indicators	Rating			
<ul style="list-style-type: none"> <li>• Designs/Develops documentation format/template to avoid loose wordings and omissions of key facts and findings during training</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>• Evaluates the logistics of training (space, temperature, accessibility of venue, food, etc.) and negotiates adjustments, as needed</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>• Sends out early reminders of the training calendar to ensure training delivery is on schedule</li> </ul>	1	2	3	4

Thank you for your cooperation!

Source: Philippines-Australia Human Resource and Organisational Development Facility (PAHRODF). Department of Social Welfare and Development (DSWD) Competency Cards. Unpublished.

## APPENDIX 4

# Defining the Problem

### The Vernon Williams Story

“A giant inmate who prison guards claim can break his handcuffs at will has Rikers Island prison in a state of terror,” a spokesman for the guards’ union said Friday. Corrections officials admitted that they don’t know what to do with Vernon Williams, who stands six feet and three inches, and weighs 375 pounds. Williams, who is in jail awaiting trial for four different charges, including assault and robbery, has been charged with assaulting six prison officials and two nurses during his stay at Rikers Island. After Williams was charged with assaulting the nurses in October, prison officials ordered that he be handcuffed whenever leaving his cell and accompanied at all times by no fewer than five guards.

“It would be funny if it wasn’t so serious,” said one corrections official. On Friday, Williams allegedly attacked officer Jose Aponte, breaking his nose. After that incident, Phil Seelig, president of the Correction Officers Benevolent Association, announced that his men would not go near Williams any longer.

Corrections officials had defined their problem as: “We wish we knew how to restrain Vernon Williams.” But that wasn’t working, was it? They needed to redefine their problem.

So they went and looked at some background information about Vernon Williams. What they found out was that Vernon had been abused as a child, and one of the ways that he was abused was that he was handcuffed to his bed whenever he was in the house and not allowed to eat, go to the bathroom, talk on the phone and get out of bed. So when the guards put handcuffs on Vernon, it reminded Vernon of those very bad times in his childhood when he was handcuffed to his bed, and Vernon would go berserk. After some thinking about the problem, the corrections officials redefined their problem as: “We wish we knew how to make Vernon a helpful, contributing member of this community as long as he has to be here.”

By experimenting with different approaches to that problem, they found that Vernon would accept and follow through on instructions with no restraint at all. In fact, Vernon became the designated leader of his cell block, earned his high school equivalency while he was in prison, and was eventually released early from prison for good behavior.

Source: United Press International. 1985. *Inmate Is Giant of a Problem*. New York.

## APPENDIX 5

# Practice Exercise—Felisa’s Story

Felisa has ₱5 million earmarked for a series of livelihood projects targeted for rural households in Barangay Sta. Ana. Her barangay is basically poor, lacking social services, isolated, and within a disaster-prone zone.

She was hired by a nongovernment organization to organize grassroots formations which shall be the beneficiaries of the ₱5 million fund.

However, her congressman and mayor both called her to a meeting. They wanted a 20% share in the fund. The mayor also had his own list of beneficiaries to the project.

The congressman and the mayor are two influential people in the area. Felisa knows that if she does not give in to what the two wanted, she would have a hard time implementing her project. But her nongovernment organization has strict rules on fund management. The money is for the poor households alone, chosen on the basis of sound criteria.

*What is she to do?*

## APPENDIX 6

# Case Study Exercise

Instructions: In your group, read and discuss your assigned case presenting a facilitation challenge that was encountered or can be encountered in implementing the CDD approach in communities. In discussing the case, assume that you are members of the Area Coordinating Team (ACT) or Municipal Coordinating Team (MCT). Your task is to come up with options and agree on a course of action to address the problem or issue.

Please prepare for the presentation that will include the following:

- A brief introduction on the case (2 minutes)
- Creative presentation of the proposed solution through a short skit (3 minutes)
- Discussion of your group's process for arriving at the proposed solution including options considered (5 minutes)

### Case Scenario 1

Maburak is a third-class municipality in the province of Kemerut Valley. It is largely an agricultural area, and thus household income is derived mainly from selling agricultural produce such as palay (unmilled rice) and vegetables. It is also home to three tribes of indigenous people who are in the process of completing their application for a Certificate of Ancestral Domain Title (CADT). Compliant with the processes and time lines of implementation, the ACT and MCT have facilitated the processes successfully until the Municipal Inter-Barangay Forum for Participatory Resource Allocation (PRA). Barangay Madahon's priority intervention—the construction of 5.62 linear meter barangay road—has been one of the prioritized subprojects for the cycle. It aims to facilitate the hauling of agricultural products to the barangay proper.

The Barangay Sub-Project Management Committee (BSPMC) has been actively involved in the preparation of project documents. Since the construction of barangay road will traverse three privately owned lots, the Committee, with the help of the Barangay Council, has specifically coordinated with the lot owners for the appropriate tenurial documents. One of the three affected lot owners has not expressly granted permission. According to the BSPMC, Barangay Chairperson Lakan and Community Empowerment Facilitator Ganda have assured BSPMC that they will coordinate with said owner who resides in a nearby barangay, and secure the necessary document.

The construction of the subproject has been completed and turned over to the community. However, the lot owner filed a grievance that she had not signed any document allowing the construction of the subproject, which was traversing right at the middle of her lot. She implied that the easement agreement was forged, and thus, puts in bad faith the entire project implementation. While waiting for the resolution, the lot owner installed fences around her property, thereby disallowing access to the constructed road.

## Case Scenario 2

After a series of participatory situational analyses and assemblies, the people of Barangay Maupay in the municipality of Sansinukob have unanimously expressed agreement to the order of desired interventions to their community's felt needs, as follows:

1. Construction of Level 2 water system
2. Skills training and development of a community livelihood enterprise
3. Construction of communal restrooms

The ACT/MCT are aware that the remaining weeks before the Municipal Inter-Barangay Forum (MIBF)-Participatory Resource Allocation (PRA) are not enough to prepare the technical documents of the water system as well as the feasibility and market studies of the community enterprise. The ACT/MCT also admitted that they lack the technical know-how to help the community prepare the said documents for the proposed subprojects. It will also take time to access the Technical Assistance Fund for staff augmentation.

The ACT/MCT have then reconvened the barangay assembly to reconsider doing the third priority as their top priority. This has been met with opposition from community members saying that the operation and maintenance of the communal restrooms will be very challenging due to the lack of water supply. Some members of the community floated the idea of a possible compromise—constructing a barangay pathway (with solar streetlights) that leads to the nearby barangay to make fetching of water easier for the residents.

## Case Scenario 3

During the Criteria-Setting Workshop, the following criteria were set by the MIBF as the basis for their prioritization of subprojects:

- Quantitative Criterion – Participation Rate during Barangay Assemblies (30%)
- Qualitative Criteria
  - o Urgency and Necessity of the proposed subproject (25%)
  - o Environmental Friendliness (10%)
  - o Impact to Increase Income (15%)
  - o Sustainability (20%)

Using the approved criteria during the MIBF-PRA, Barangay Nagbabaga's subproject was not prioritized for funding, placing 10th out of 15 barangays, nine of which were prioritized.

The *Punong Barangay* (barangay captain) of Barangay Nagbabaga felt that their barangay was disregarded by the KALAHI-CIDDS National Community-Driven Development Program (KC-NCDDP) staff in the municipality of Buenaventura during the MIBF-PRA. He stated that the previous Area Coordinator assured them that they would be prioritized if they were to propose a newly opened subproject such as a construction of a new farm-to-market road. To their surprise, during the MIBF-PRA, other barangays had proposals on improvement of existing roads, especially in upland areas. These upland barangays were all prioritized during the MIBF-PRA. This situation left *Punong Barangay* feeling that there was a connivance resulting in the nonprioritization of

their proposal. He also questions why the Municipal Inter-Agency Committee and civil society organization representatives which, to his belief should be non-voting participants, were allowed to vote during the PRA.

The *Punong Barangay* then asserted that they are withdrawing their participation to any other process of KC-NCDDP from that point onward. The ACT members also expressed that they felt threatened and harassed and are hesitant to go back to the Barangay Nagbabaga community to facilitate other processes.

## Case Scenario 4

Barangay Feliz Suerte has recently completed the construction of a preharvest and postharvest facility. The subproject was declared completed and operational during the transition and was turned over to the Barangay Council. The turnover document clearly stipulates that the barangay will be working closely with the Samahang Magbubukid Association, a community-based organization, in the operation and maintenance (O&M) of the said facility.

Within 3 months after the turnover, the Regional Program Management Office (RPMO) had received various complaints. During the RPMO's validation and data gathering in the community, the following grievance complaints were found to have merit:

1. The barangay captain has the control and disposition of when and who can use the preharvest and postharvest facility. Most of the time, the facility is locked as ordered by the barangay captain;
2. KALAHI-CIDSS project signage in Barangay Feliz Suerte was taken down as ordered by the barangay captain;
3. The barangay captain wants to put on hold all the funds earmarked for the O&M of the facility;
4. The barangay councilors are handling the financial management instead of the O&M group.

## Discussion Questions

- What is/are the problem/s and underlying issue/s?
- What should be done to address the current problem/s?
- What could have been done to avoid the issue/s and problem/s?

## On the Process

- What steps were taken by the group to come up with the proposed solution?
- What options/alternatives did you consider?
- What was the basis for your decision?

## APPENDIX 7

# Case Presentation Feedback Form

Group Number: \_\_\_\_\_

<b>Proposed Solution</b> <ul style="list-style-type: none"><li>• Compliance with standards and procedures</li><li>• Acceptability among key stakeholders</li><li>• Implementation requirements</li><li>• Flexibility to modifications</li></ul>	
<b>Problem-Solving and Decision-Making Process</b> <ul style="list-style-type: none"><li>• Identification of issue/s and problem/s</li><li>• Development and analysis of alternatives</li><li>• Decision-making criteria</li></ul>	
<b>Presentation</b> <ul style="list-style-type: none"><li>• Creativity in delivering the report</li><li>• Effectiveness in conveying message</li><li>• Participation of members</li></ul>	

## APPENDIX 8

# Paper Airplane Exercise Tally Sheet

Group	Airplanes Produced	Passed QA		Passed Flight Test		Unfinished		Total Score
		Number	Score	Number	Score	Number	Score	
1								
2								
3								
4								
5								
6								

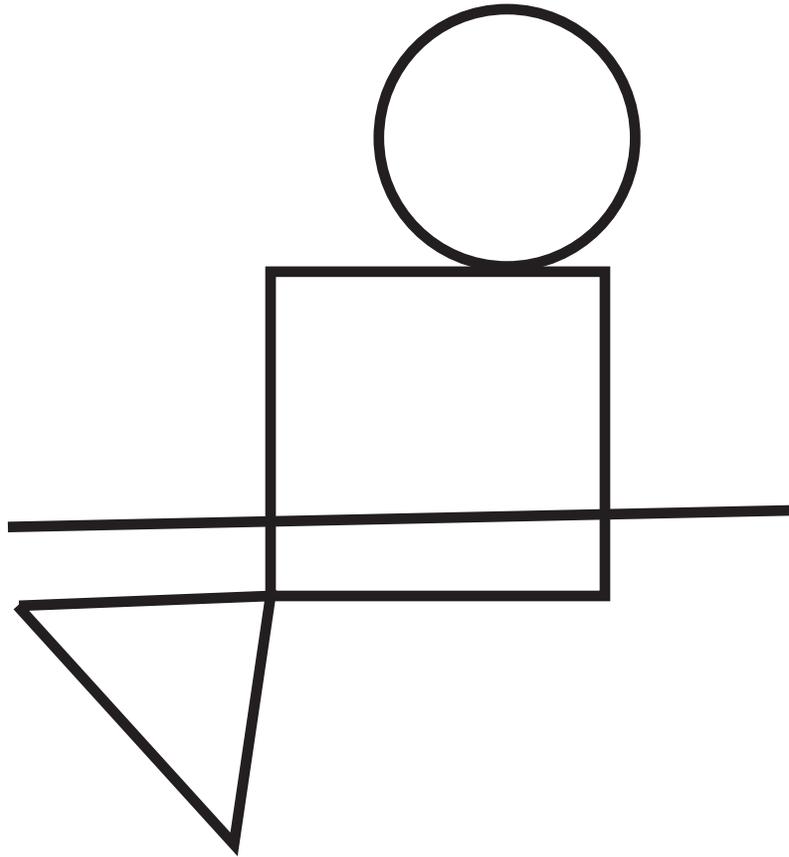
## APPENDIX 9

# Earn As Much As You Can Exercise Tally Sheet

Rounds	Team 1		Team 2		Team 3		Team 4	
	X or Y	Score						
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
<b>TOTAL</b>	<b>0</b>							

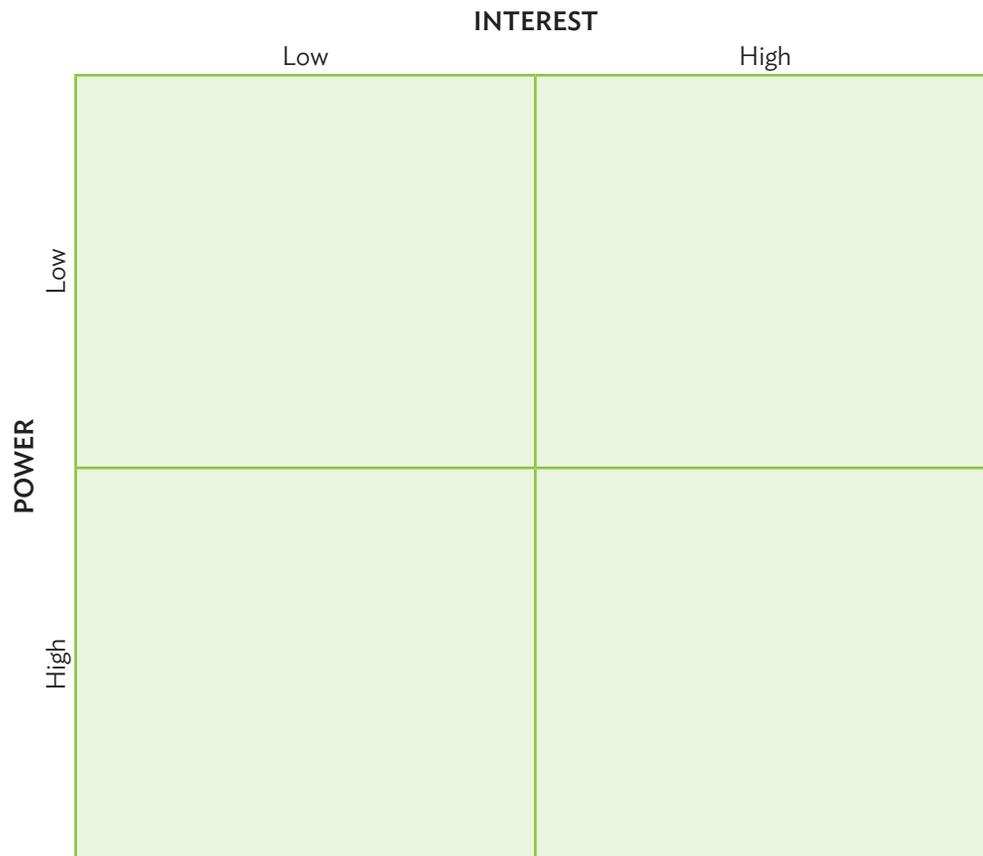
APPENDIX 10

# Quick Draw Exercise Activity



## APPENDIX 11

# Power versus Interest Grid



# APPENDIX 12

## Stakeholder Engagement Plan

Municipality: \_\_\_\_\_

OBJECTIVE					
Stakeholder	Potential Role	Engagement Strategy	Engagement Tools	Timetable	Stakeholder Manager

Prepared by: \_\_\_\_\_

## APPENDIX 13

# CDD Facilitation Action Plan and Competency Development Plan

### CDD Facilitation Action Plan

**Municipality:** \_\_\_\_\_

Facilitation Issue/Concern	Objective	Action Steps	Success Indicator/s	Target Date	Resources Required	Person Responsible

Prepared by: \_\_\_\_\_

Date : \_\_\_\_\_

### Competency Development Plan

Name						
Position						
Office						
Areas for Competency Development						
Targeted Competency	Behavioral Indicator/s	Proposed Intervention	Target Date	Support Required	Source of Support	Success Indicator

## Trainers' Manual on Facilitating Local Government-Led Community-Driven Development

This publication documents the process and materials needed to conduct interventions supporting the transition to local government-led community-driven development in the Philippines. Under the technical assistance of the Asian Development Bank and financed by the Japan Fund for Poverty Reduction, it was developed in collaboration with the Department of Social Welfare and Development's National Program Management Office for its Kapit-Bisig Laban sa Kahirapan-Comprehensive and Integrated Delivery of Social Services National Community-Driven Development Program.

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