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WATER AND SANITATION FOR HEALTH PROJECT

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FACILITATOR GUIDE FOR CONDUCTING A TEAM PLANNING MEETING

WASH TECHNICAL REPORT NO. 32

November 1985

Prepared for
Office of Health
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FACILITATOR GUIDE FOR CONDUCTING A TEAM PLANNING MEETING

Prepared for the Office of Health, Bureau for Science and Technology
U.S. Agency for International Development
under WASH Activity No. 115

by

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ACKNOWLEDGEMENTS

A number of individuals were instrumental in the development of this guide for preparing short-term teams to work together effectively. First, the WASH Project would like to acknowledge the contribution of the Development Project Management Center (DPMC), a unit of the Office of International Cooperation and Development in the U.S. Department of Agriculture. DPMC was responsible for developing the original concept of a team planning meeting as well as a model for carrying it out. WASH took the idea and adapted it to its own needs. Merlyn Kettering of DPMC and David Levine, a DPMC consultant, explained the concept to WASH.

In addition, the WASH staff was supportive and willing to try out the model on teams they were responsible for. John H. Austin of the Office of Health in the Bureau for Science and Technology in AID also provided encouragement and support for the effort.

SUMMARY

The Water and Sanitation for Health (WASH) Project provides short-term technical assistance to AID missions and bureaus as well as to private voluntary organizations and other agencies involved in water and sanitation activities. This technical assistance is usually provided by short-term consultant teams. WASH staff has become increasingly aware of the importance of carefully preparing these teams so they can function effectively.

Building on a concept originally initiated by the Development Project Management Center in the U.S. Department of Agriculture, WASH has developed its own team planning meeting approach. This consists of a two-day team planning meeting design which systematically works through the elements of an assignment. The meeting is designed to be run by a WASH activity manager.

To assist the activity manager, WASH has developed guidelines for running the team planning meeting. The guidelines offer a step-by-step process to conduct the meeting. The document is divided into two sections. Section One focuses on the team planning concept and the role of the facilitator. Section Two contains the procedures for conducting each of the ten sessions which make up the two-day event.

The WASH team planning meeting focuses on the following elements:

- Background of the assignment
- Identification of the clients for the assignment
- Analysis of the scope of work
- Definition of the end product
- Agreement on key team issues
- Development of a detailed work plan.

In addition to the core design for a team planning meeting, two alternative designs are also provided. One provides suggestions for preparing a single consultant for an assignment. The other offers suggestions for preparing teams which are not going overseas.

Although these guidelines were developed expressly for WASH, it has direct relevance to any organization which uses short-term teams. With relatively minor modifications, the guidelines could be adapted for use by other organizations.

SECTION ONE

INTRODUCTION

The Water and Sanitation for Health (WASH) Project provides short-term technical assistance to AID missions and bureaus as well as to private voluntary and other organizations involved in water and sanitation in developing countries. This technical assistance is usually provided by short-term teams which are selected, prepared, and managed by WASH staff. These teams face a range of factors which make success difficult to achieve and often do not perform as effectively as possible. Over the past five years. WASH has become increasingly aware of the need to systematically prepare its teams to improve their performance.

In July 1984 WASH became aware of the work of the Development Project Management Center (DPMC), a unit in the Office of International Cooperation and Development of the U.S. Department of Agriculture. DPMC was in the process of developing the team planning meeting concept, a structured process for preparing teams for overseas assignment. WASH, which sends out 30 to 40 consultant teams per year, decided to adapt the concept to its own needs. A two-day model was developed in August 1984 which has subsequently been tested at least 15 times in the past year. Based on these tests, the model has been revised and is now a routine function within WASH. WASH staff have been trained to run team planning meetings using this approach.

This document is the guide for conducting a team planning meeting. It is divided into two sections.

Section One focuses on the team planning concept, the team planning meeting design and two-day schedule, and the role of the facilitator (team planning meeting leader). It also provides instructions for the facilitator on how to use this guide and prepare for the two-day session itself. Section Two contains step-by-step procedures for conducting each of the ten sessions comprising the two-day meeting.

Although this guide was developed expressly for WASH, it has direct relevance for any organization which sends short-term technical assistance teams overseas. With minor changes, it could provide the basis for conducting team planning meetings in other sectors and in other organizations.

THE NEED FOR HIGH QUALITY TEAM PERFORMANCE

WASH is frequently called on to form short-term technical assistance teams and send them to the field. These teams are asked to carry out a variety of tasks, such as conducting workshops, evaluating projects, helping solve technical problems, developing projects, etc. They are often interdisciplinary, comprised of two or more technical specialists, who may or may not have worked together previously.

Teams often face rather serious obstacles. Not only do they have a good deal to accomplish in a short period of time, but also they often must operate in the midst of complex and ambiguous situations. Although the team members themselves are highly skilled and experienced, they may differ in their perspectives, in their understanding of the job to be done, and in their way of going about the work.

During the last three years, WASH activity managers have found that the most effective teams are ones which operate as an integrated whole with common objectives, understandings, and plans -- not as separate individuals. When consultant teams do not perform effectively, objectives are not met, work is of poor quality, and relationships with clients in the field suffer.

There are a number of factors that make teamwork difficult. Among them are the following:

- Most team members are from different disciplines, have different technical specialties, and have not worked together before. Their experience, expectations, and motivations can differ.

- Team members may not share the same understanding of who the real clients are (i.e., the AID mission, host national agency, or WASH), and because of this may handle themselves differently during the assignment.

- Team members may not all have the same understanding of the scope of work. Scopes of work for individuals may not specify what results are expected of the team, and scopes of work for teams may not outline individual roles clearly.

- Team members may not have agreed on how the different members will function in relation to each other, and how and whether host country counterparts should be integrated into the assignment.

- Time frames are often so short and expected results so ambitious that consultant teams, once in the field, feel forced to get at their tasks at once rather than spend time together on planning how they will go about the tasks.

- The team leader's role is often left undefined, and the team is thereby left without the clear sense of direction that a leader can give.

- Team members may arrive at different times, stay for varying amounts of time, and depart at different times, leaving one person to assemble partial contributions into a final report.

- The pressure to get the work done, the complexities of the environment, and any number of the above difficulties can cause frustration, conflict, and dissension among the team members.

Because of these common and sometimes unavoidable problems, team performance can be disappointing. Final reports are sometimes fragmented and incomplete; teams may concentrate too much on the report and not enough on preparing the clients to act on the recommendations in the report; and poor relations with the client(s) may adversely affect future WASH efforts.

THE TEAM PLANNING CONCEPT

The team planning meeting (TPM) is an attempt to improve the performance of the WASH consulting teams. It is an organized process where the team members come together in a concentrated effort to define and plan for the work, and to mobilize themselves to accomplish it. Team planning covers two dimensions: Task functions -- what is to be done; and team building -- how the team members can make themselves into an effective temporary team that will enable them to do the work.

The objectives of the team planning meeting are listed below.

At the end of the two-day team planning meeting, members of the consultant team will have

- reviewed the background of the assignment and been brought up-to-date on its current status;
- identified and described the stake of both primary and secondary clients;
- agreed on an approach to working with the clients;
- analyzed and reached a common understanding of the team and individual scopes of work (specifically how the tasks of individuals interrelate and contribute to the whole);
- agreed on the objectives and outcomes of this assignment;
- developed a work plan to carry out the scope of work;
- planned how the team will work together -- the use of private and work time, when to have meetings, and how feedback will be handled;
- defined and agreed upon the role and responsibilities of the team leader; and
- completed all logistic/administrative arrangements.

THE TEAM PLANNING MEETING DESIGN

The two days are organized into ten separate sessions. Each session is designed to achieve specific purposes and contains activities that will produce the desired outcomes for that session. It is a working meeting. In all sessions team members are engaged in discussing issues, solving problems, and planning actions.

The team planning meeting design follows accepted practice in workshop sequencing:

- setting the working climate and agreeing on the objectives and agenda,

- working through a carefully scheduled sequence of sessions designed to achieve the goals and objectives, and

- closing the meeting and evaluating its results against the agreed upon objectives.

Each session also follows accepted practice for workshop design:

- the session begins with a clear statement of purpose and an overview of the session,

- followed by properly facilitated individual and group activities that have been designed to produce the results appropriate for that session and

- by closure which recaps the session, links it to the next session, and places it in the context of the whole program.

The agenda/schedule for the two days is as follows:

TEAM PLANNING MEETING SCHEDULE

Day One

8:30 - 9:45	Session 1:	Introduction to the Program
9:45 - 10:00	Break	
10:00 - 11:45	Session 2:	History of the Assignment and Its Current Status
11:45 - 12:30	Session 3:	Understanding the Client
12:30 - 1:30	Lunch	
1:30 - 3:30	Session 4:	The Scope of Work
3:30 - 3:45	Break	
3:45 - 5:00	Session 5:	The End Product of the Assignment

Day Two

8:30 - 9:45	Session 6:	Teamwork
9:45 - 10:00	Break	
10:00 - 12:00	Session 7:	Developing a Work Plan
12:00 - 12:15	Session 8:	Administrative Briefing
12:15 - 1:15	Lunch	

1:15 - 3:15 Session 9: Project Briefing

3:15 - 3:30 Break

3:30 - 4:30 Session 10: Workshop Closure

ROLE AND RESPONSIBILITIES OF THE FACILITATOR

It is expected that the team planning meeting facilitator will usually be the WASH activity manager for the project; however, it could be someone else connected with WASH who has the knowledge and experience required to be a facilitator, either another WASH activity manager or a trainer hired on a consulting basis. The facilitator is critical to a successful team planning meeting. The following paragraphs will help to clarify and define the facilitator role.

The facilitator is responsible for planning and conducting the two-day team planning meeting. This requires that the facilitator

- notify the team members of the meeting and inform them as to its content and purpose,
- discuss with the team leader how he or she is to be involved,
- find people knowledgeable about the project/country and schedule them for the appropriate sessions,
- gather any documents that will be needed during the meeting,
- prepare to conduct the ten sessions,
- make any adjustments to the design that are appropriate,
- facilitate the two-day meeting, and
- evaluate and review its results.

Notifying Team Members

The activity manager/facilitator should explain the team planning meeting to the team members in advance. Without this explanation participants might come without a clear understanding of what to expect from the experience or what is expected of them. This could result in confusion and in some cases resistance during the early stages of the process. Whether or not the team members accept the planning meeting as a valid way to invest their time and energy can depend on how well informed they are in advance.

Team members should be notified about the meeting by phone several weeks prior to their arrival in the WASH office. In addition, a short letter explaining the team planning meetings should be sent to team members with the normal packet of information they receive before a WASH assignment. An example of this letter is included in Appendix 1.

Planning with the Team Leader

The team leader ought to play a significant role in the two-day meeting. Just what that role is depends on several things: the facilitation skills of the team leader, the specific knowledge the team leader might have about the assignment and the facilitator's own opinion involving the team leader part in the process.

The facilitator has two main goals in mind in planning how to use the team leader. First, he or she must make certain that the team planning meetings are conducted as designed. Second, he or she must eventually move the leadership role to the team leader so the team can begin to function as they should throughout the assignment. Obviously, the facilitator, who is better prepared to deliver the two-day meeting than the team leader, should deliver the major part of it. On the other hand, the facilitator who has never "handed the reins over to the team leader" during the two-day meeting is not giving the team a chance to function as it will have to function in the field.

Probably the best way to achieve the two goals is to slowly hand the reins over to the team leader. How should this be done? There are several sessions that the team leader should obviously run: Session 7 (The Work Plan) and Session 9 (Project Briefing). However, if the team leader has a good deal of knowledge and experience with the project/assignment, there are other sessions he or she might also run. They might be Session 2 (History of the Assignment and its Current Status) and Session 5 (The End Product).

When the team leader runs a session, he or she should run it as specified in the guide. This means the facilitator has to prepare the team leader to conduct the session. It is the responsibility of the facilitator to see that sessions are delivered as effectively as possible. If he or she decides to ask the team leader to run a session, this assumes that the team leader has the facilitation skills needed to do it. If not, the facilitator ought to conduct the session.

The facilitator should spend time with the team leader before the two-day event begins. This can be done by asking the team leader to come in a half day early for discussion and planning. At this time the team leader can be briefed on the team planning meeting, and the activity manager can plan with the team leader how the event is to go.

Skills Needed by the Facilitator

The facilitator should have skills to

- establish an appropriate climate for adult learners,
- make oral presentations (present information in an informal short lecture format),
- conduct participant-centered, interactive discussions without dominating them,
- ask questions that force the group to think in more depth and act more purposively,

- focus discussions on the issue at hand so that the meeting objectives are truly met,

- use an interactive style of facilitation that promotes the value placed on good group communication (listening, equal participation, support for one another's ideas, etc.),

- keep the group focusing on its "teamness" -- how it is working together, how it can improve, etc.,

- confront people and issues positively and manage conflict and disagreement comfortably,

- know the implementation problems frequently experienced by short-term consultant teams in developing countries, and

- record the team's work on a flipchart.

<u>Preparing to Conduct the TPM</u>

Section Two provides the step-by-step directions needed to conduct each session. They should be used in preparing to conduct the sessions. These directions list the activities involved, the instructions to give the group, the flipcharts to use, the questions to ask, suggested content for short lecturettes, etc.

The team planning meeting design has been thoroughly worked and tested and is effective; however, there are times when it will require adjustment and adaptation to a particular situation. The facilitator might have to sequence sessions differently, shorten sessions to deal with time constraints, or omit certain activities in a given session. The guide is meant to be a road map for conducting the sessions; however, it is also flexible enough for a facilitator to make changes he or she feels are important. (Alternative plans and schedules for one-person teams or for teams that will not be going overseas may be found in Appendices 2 and 3.)

A number of flipcharts should be prepared before the sessions. These are numbered consecutively throughout the guide.

Appendix 4 contains a checklist for team planning meeting facilitators.

END PRODUCTS OF THE TPM

During the team planning meeting the team will make some decisions and reach agreement on a variety of issues. These decisions and agreements are the end products of the team's work and should therefore be put in writing and typed up from the flipcharts during the two days and given to the team members. Some of these decisions and agreements will be shared directly with the client(s) in the field. Others are for the team's internal use only. Secretarial support should be arranged in advance to type these up. The specific end products are as follows:

Session	End Product	Shared with client
3	List of clients and their stake in the assignment	
4	Purpose and expected outcomes of the assignment	X
	Individual scopes of work	
	Assignment of specific items in the scope of work to team members	
	List of underlying issues	X
5	Outline of the end product, i.e., a table of contents for the report	X
6	List of team norms	
	Team leader job description	
7	Detailed work plan	X
10	List of loose ends	

In certain situations and at the discretion of the team, some of the items not marked might also be shared with the client.

SECTION TWO

SESSION 1: INTRODUCTION TO THE PROGRAM

Time: 60 to 75 minutes

OVERVIEW AND PURPOSE

The purpose of this session is to introduce the team members to what they will be doing for the next two days. The session is designed to allow the team members to get acquainted with one another, to set a participative and interactive tone, and to help them learn about WASH and the particular assignment they will be working on.

The session begins with a quick welcome, after which the team members introduce themselves, commenting briefly on their background and past experiences as related to the project. Next, the team members discuss what they want to get out of these two days. Following that, the facilitator presents the objectives and the schedule for the program. The session ends with the facilitator speaking briefly about WASH, its relationship to AID, its role in water and sanitation, and what WASH has found to be essential ingredients in a successful short-term consulting assignment.

PROCEDURES

1. Introduction — Time: 5 Minutes

Welcome the group to the WASH office. Briefly explain that the next two days are intended to help the team prepare for the assignment they will be carrying out. Emphasize the importance of this planning time, explaining why WASH considers it essential. The following contains some thoughts about why WASH considers this planning time essential. You may find these ideas helpful as you put your own thoughts together and explain, in your own words, why the team planning approach is being used.

- Short-term consultant teams face a range of factors which can make success difficult to achieve.
- Time spent in country is short and conditions are sometimes difficult.
- Once teams arrive in country, they do not have time to do an adequate job of planning.
- Often team members come from different disciplines and have varying experiences, expectations, and motivations.
- Team members sometimes hold different understandings of their client's expectations and use different problem analysis and problem-solving frameworks.
- Work scopes are often defined for teams and not for individuals.
- In order to maximize the performance of its teams, WASH is using a systematic approach in the preparation of teams. It goes beyond the "orientation" and information-sharing that has been the basis for

the preparation of most WASH teams in the past. It will focus on key elements of work planning and go a long way towards preparing team members for their assignments.

2. <u>Team Member Introductions</u> Time: 5 to 7 Minutes a Person

a. Explain that one of the purposes of this introductory session is to get to know one another a bit better. Well-functioning teams should provide both professional and personal enjoyment to the team members.

b. In order to do this each person is asked to take five minutes to share with the group the following information. (Write this item on <u>Flipchart #1</u> in advance):

- Share relevant parts of your background -- what you've done that will be especially useful on this project.

c. You should "model" this by going first. Then move from one team member to another. You probably should not take more than 7 minutes per person for this, and in fact, it may take much less.

3. <u>Team Member Expectations</u> Time: 15 Minutes

It is important that team members have time to reflect and think about their own individual objectives for this two-day session.

- Ask that they individually take a few minutes of quiet time to reflect on and write down what they want to get out of these two days.
  Explain that they will share these personal expectations shortly.

- Give them five minutes or so to work individually.

- Next, go around the room asking all team members to give one or two of their expectations.

- Record them on the <u>Flipchart</u>. If you get duplication, don't write the expectation a second time; simply use a check mark in front of the first statement to show similar expectations.

- Continue eliciting expectations from the group until they have all been covered.

4. <u>Objectives of the Planning Meeting</u> Time: 10 Minutes

a. Present the objectives on <u>Flipchart #2</u>. This should be prepared in advance. Handout #1, which lists the objectives, may be distributed here.

b. Post the objectives alongside of the participants' expectations and point out any overlap.

5. Schedule of the Planning Meeting Time: 5 Minutes

a. Present the schedule on Flipchart #3 and answer any questions. (This flipchart should be prepared in advance.) Handout #2, the schedule, may be distributed here.

b. Then, go back to the expectations, quickly pointing out where in the schedule each expectation will be met. Be frank about any expectations that can't be met in this meeting.

(If the expectation can be met with a minor adjustment to the schedule, and you wish to do it, fine. Being clear about expectations that cannot be met is more helpful than making promises that you can't keep.)

6. WASH and Its Approach to Consultation Time: 10 Minutes

Take a few minutes to familiarize the team members with WASH/AID, its role in water and sanitation, and its approach to consultation. (Of course, if the consultants have all worked for WASH before and are familiar with these topics, you can skip this part of the first session.)

You should put together your own presentation; however, the following ideas may prove useful.

The WASH Project

- provides short-term consulting services,
- works on rural and peri-urban projects,
- responds to requests from AID field and headquarters, and
- employs an interdisciplinary approach.

Key points about WASH's approach to consultation:

- The WASH Project's most successful consultancies have used a collaborative approach to working with people. The clients need to feel a sense of participation in and ownership of the service the consultant is providing. If the consultant team fosters this sense of involvement and ownership, the client is more committed to carrying out its recommendations.
- WASH's quick definition of a "successful" consultancy is one in which the consultants' recommendations are seen as useful and are acted upon. In addition, the client becomes more effective and attitudes are changed. Very likely WASH will be asked to come back.
- When more than one consultant goes on an assignment, the consultants should function as an integrated team. Most teams are composed of individuals who are specialists in one discipline or another. WASH believes that, when these individuals work together to create a team product, a synergistic effect occurs which makes

the productivity and effectiveness of the team greater than the sum of the capacities of the individuals involved.

7. Summary and Link to Next Session Time: 5 Minutes

Briefly recap this session and link it with Session 2 (History of the Assignment and Its Current Status).

MATERIALS

Flipchart #1, Procedure 2b (Individual Task).

Flipchart #2, Procedure 4a (TPM Objectives).

Flipchart #3, Procedure 5a (TPM Schedule).

Handout #1 (Objectives of the Team Planning Meeting)

Handout #2 (Team Planning Meeting Schedule)

Handout #1
Session One

OBJECTIVES OF THE TEAM PLANNING MEETING

- Review the background of the assignment and its current status.
- Identify the primary and secondary clients.
- Agree on an approach to working with the clients.
- Analyze and reach a common understanding of individual and team scope of work.
- Agree on the objectives and outcomes of the assignment.
- Develop a work plan to carry out the scope of work.
- Plan how the team will work together.
- Define and agree upon the role and responsibilities of the team leader.
- Complete all logistic arrangements.

Handout #2
Session One

TEAM PLANNING MEETING SCHEDULE

Day One	Day Two
8:30 Introduction to TPM	8:30 Teamwork
10:00 History of the Assignment	10:00 Developing a Work Plan
11:45 Understanding the Client	12:00 Administrative Briefing
12:30 Lunch	12:15 Lunch
1:30 Scope of Work	1:15 Project Briefing
3:45 End Product	3:30 Closure
5:00 End	4:30 End

SESSION 2: HISTORY OF THE ASSIGNMENT AND ITS CURRENT STATUS

Time: 90 Minutes

OVERVIEW AND PURPOSE

The purpose of this session is to develop a common understanding of the importance of the assignment, how it fits into the broader picture, and the key issues involved in carrying it out.

A person knowledgeable about the project should attend this session to brief the team members on: 1) the project itself, 2) the importance of this assignment to the sector or mission, 3) a list of organizations and key people involved in the project, and 4) cultural or political issues the team should be aware of.

During the course of this session, key issues will be identified -- issues with which the consultants must deal in order to get their work done.

PROCEDURES

1. Placing the Assignment in a Broader Context — Time: 15 Minutes

This presentation should be made by the person most knowledgeable about the project: the facilitator/activity manager, the team leader, an AID official, a consultant, or someone from another organization.

- Begin by putting this assignment in its larger context, whatever that might be (i.e., the importance of this assignment to a project, how the assignment relates to the sector, the perspective of the AID mission, etc.).
- When possible, these comments should be linked to information in the documents or materials the consultants received for reading ahead of time.
- The purpose or goals of the project in which the assignment falls should be reviewed so that the consultants are aware of the context of the assignment.
- The specific reasons why WASH is being asked to perform the assignment at this time should be made clear.
- Post a blank flipchart (BIN Chart) that can be used to record key issues or questions which arise during the decision so that you can go back to them at a later point.

2. Identifying Significant Project Events — Time: 60 Minutes

a. Someone knowledgeable about the project should present the most significant project events up to now (or over the life of the project) (These should be listed in advance on Flipchart #4. Each significant event should be explained in enough detail to adequately brief the consultants.

b. On an adjacent flipchart (Flipchart #5, to be prepared in advance) post a list of the organizations and key individuals that are involved in the assignment. This list can be referred to as each significant event is explained. (Examples of organizations and key individuals might be: AID mission personnel, project officer, other donor agencies, host government officials, officials from different ministries, counterparts, other consultants, etc.)

c. Encourage questions during this presentation/discussion, keeping the following pointers in mind.

- Since this is the first time the team members have been involved in discussing the assignment in depth, they will have numerous questions. Your job is to guide these questions and the ensuing discussions so they focus on the topic at hand, i.e., the history and current status of the project.

- Some of the questions raised will be answered in subsequent sessions. You should determine which questions should be answered in this session and which ones are best dealt with later. One way to do this is to inform the group in which session each question will be answered best and then to list the question on the flipchart. You will end up with a running list of questions and issues that will need answering. (You might say: We will be dealing with that issue in more depth during the session on the scope of work. Let's not get into it now; however, let's record it on our list of issues to make certain we don't forget it.)

- The list of questions and issues to be resolved can be kept visible, added to, and referred to throughout the two days. Of course, it is up to you to see to it that these questions are indeed answered at some point during the two days.

3. Identifying the Key Issues Affecting the Assignment — Time: 10 Minutes

After the presentation/discussion on the history of the assignment and its current status, ask if there are any other issues not on the list that should be added. Add these additional issues to the list.

Look at the list of issues that has been generated. Most of them will probably be dealt with in later sessions (e.g., work plan, and scope of work issues) and should not be discussed at this point. You should point out, however, when the issues will be dealt with during the two days. There may be a few issues that can be quickly discussed and crossed off the list.

4. Recap and Linkage to Next Session — Time: 5 Minutes

Recap this session and connect it to Session 2 (Understanding the Client).

MATERIALS

Flipchart #4, Procedure 2a (Significant Events in Project).

Flipchart #5, Procedure 2b (Organizations and Key Characters).

SESSION 3: UNDERSTANDING THE CLIENT

Time: 45 Minutes

OVERVIEW AND PURPOSE

The purpose of this session is to help the team members arrive at a common understanding of who the clients are and just what their stake in the assignment is. In addition, this session intends to help the team members agree on an approach to working with the clients.

The session begins with the group identifying all the possible clients they will have in the assignment. This is followed by describing the "stake" each client has in the outcome. Primary clients are identified and agreed on. The remainder of the session focuses on studying the most effective consulting approach to use in this particular assignment.

PROCEDURES

1. Identifying the Clients — Time: 10 Minutes

a. Begin this session by linking it to the previous sessions and placing it in context with the total two-day program. Next, state the purpose of this session and tell what it will cover.

b. Ask the group to identify who they think are client(s) for this assignment. Put their responses on a flipchart. Participants often do not see the "universe" of clients as broadly as you want them to. Therefore you must encourage them to think more broadly. For example, you might want them to identify the following clients:

- WASH (obviously),
- offices within AID/Washington,
- the AID mission,
- host country ministries,
- contractors,
- host country recipients or users of the services being provided (i.e., villagers who will be using the village water supply system),
- other donor agencies, and
- private voluntary organizations.

c. Make the point that one reason consultancies such as this one are complicated is that they have so many clients. Sometimes the different clients may not approach a task the same way or agree on how it should be done. Inevitably each has a stake in the outcome of the assignment and wants the outcome to be beneficial to him or her.

2. Describing the Stake Each Client Has in the Assignment — Time: 10 Minutes

Referring to the list of clients just developed, ask the team to identify each client's stake in the assignment. Write down the stake next to the list of clients identified in step 1.

By stake is meant the interest of each client in the assignment and what that client feels are the pitfalls or the things he or she would particularly want avoided in the assignment.

Look for instances where the stakes overlap or are in conflict with one another. These are often sensitive spots where consultants need to take special care.

3. <u>Identifying the Primary Client(s)</u> Time: 5 Minutes

a. Work with the group to have them identify and agree on who the primary client(s) are.

b. Make certain the team understands the stake these primary clients have in the assignment.

c. Have this list of clients and stakes typed and give it to the team.

4. <u>Developing an Approach to Working with the Client(s)</u> Time: 20 Minutes

a. Begin with a short lecturette/presentation on effective approaches to consultation. In this brief presentation, focus on four major points:

- Give examples of different types of WASH assignments that require different approaches from consultants.

- Present a continuum of different approaches consultants could use in an assignment.

- Identify where on that continuum this assignment falls.

- Describe the consultant actions and behaviors that would be called for in this approach, once the appropriate approach has been determined for the assignment.

b. The lecturette might go like this...

- In our work at WASH we have many different types of consulting assignments. Recently, we were asked to study a well drilling program and to recommend what type of drilling rigs would be most appropriate to use.

- Another common assignment is to work with the AID mission and host country government on project development. We worked with the AID mission and the National Water Supply and Drainage Board in Sri Lanka to write a project paper which has become the basis for an actual project.

- Still another kind of assignment is one in which WASH was asked to be a resource to a National Task Force which had been formed to establish a national strategy/policy for rural water supply and sanitation.

- These three consulting assignments were really quite different in nature, and thus, we feel, required a different approach -- different actions and behaviors on the part of the consultants doing the job. In fact, the approach the consultant should take in one situation might be the very thing that should be avoided in another type of assignment.

  For example, in the consultant assignment to recommend a drilling rig, the client expected a direct and expert-oriented answer. The consultant entered the system, gathered some important data, and made technical recommendations. The consultant's approach was directive: "This is what I recommend."

- On the other hand, quite a different set of consultant actions and behaviors were required in Zaire where WASH was asked to be a resource to a task force which was developing a national policy on rural water supply. In this case, the consultant needed to be facilitative, make suggestions, ask questions, encourage thoughtful analysis, etc. Being directive -- do this, do that -- would have been quite inappropriate. The consultant needed to be facilitative instead of directive, two valuable but quite different approaches to providing help.

- A more collaborative approach was called for in Sri Lanka where WASH was asked to work with the Sri Lankan Water Board and the AID mission to plan a project. The consultants needed to provide some direct recommendations, but mostly they needed to help the Sri Lankan Water Board and the AID mission put together a project they would both have ownership of and be committed to. Again, this approach differed from the others and required a new set of consultant actions and behaviors.

- These consulting assignments could be placed on a continuum such as the following (refer to the three examples just given):

  Directive ——————— Collaborative ——————— Facilitative

- What approach should the consultant use to be helpful? What actions and behaviors will be helpful and useful given the assignment? Some of the times when WASH's work was not as effective as we wanted it to be, it was because the approach taken did not fit the particular assignment.

c. So the question becomes: Given what you know about this assignment, what kind of approach makes sense? Where on this continuum would you put this assignment?

- Ask the members to identify where the assignment falls on the continuum and why. Discuss this point until there is some sense of agreement.

- Don't be hesitant to put your own views forward at this stage. As the activity manager, you understand the assignment as well as anyone and know what approach is called for.

- You can expect the group to have trouble placing this assignment on the continuum. They will say it's not one approach or another, but a combination of all three. Your response should be to agree that there is rarely an approach that is totally pure, but also to suggest they focus on what they feel is the overall approach that is called for -- the approach that would be used more frequently than the others during the assignment.

d. After the group has decided what type of consulting approach the assignment calls for, ask the following questions:

- What do we have to do to make certain that we follow through with this approach? (i.e., frequency of meetings, nature of meetings, kinds of questions asked, etc.)

- If we were using this approach during the entry stages of the assignment, what types of things would we do?

- How about during the assignment -- what kinds of things would we do? At the end of the assignment?

5. <u>Recapping and Closing the Session</u> Time: 2 Minutes

Summarize the session, restate the purpose, and link to Session 4 (Scope of Work).

SESSION 4: THE SCOPE OF WORK

Time: 2 Hours

OVERVIEW AND PURPOSE

The purpose of this session is to help the team members develop a common understanding of the scope of work, identify the outcomes and products the scope calls for, and clarify and agree on the team members' individual roles and responsibilities in carrying out the required tasks.

The session begins with individuals rereading the scope of work and taking a minute to write down what they believe to be the overall purpose of the assignment as well as the desired outcomes and required products. Team members then share and discuss these understandings, noting where perceptions are similar or different. Individual team members then identify what they believe to be their roles and responsibilities. These are shared, discussed, and agreed to. Underlying issues are identified and discussed. Each issue is explored and the team grapples with how the issues should be dealt with.

PROCEDURES

1. Reviewing the Scope of Work — Time: 45 Minutes

a. Begin by explaining the purpose and summarizing the activities of this session.

b. Next, ask the participants to do the following: (write on Flipchart #6):

- Take a few minutes to reread or look over the scope of work.
- On a piece of paper write in your own words the overall purpose of the assignment and the outcomes and products that are expected.
- You have 15 minutes for this task.
- Explain that when everyone has finished, the group will share and discuss their individual understandings, looking for ways in which they are similar and/or different.

c. After 15 minutes, begin a discussion which will focus on the purpose of the assignment and the outcomes and products that are expected.

- First, ask all the members to explain how they understand the overall purpose of the assignment. Record each team member's purpose on a flipchart.
- After each person has contributed, ask the group if they see any differences in perceptions about the purpose of the assignment. Allow them to discuss this for a few moments so they can explore any differences there might be. The team should end up agreeing on a statement of purpose for the assignment. This statement should be typed and shown to the AID mission.

- Then ask the team members to explain how they understand the outcomes and products called for in the scope of work. Record these on a flipchart.

- Again, ask the group to discuss any differences. The team should agree on a statement of the outcomes and products. Again this statement should be typed and shown to the AID mission.

2. Exploring Individual Responsibilities Time: 50 Minutes

a. Ask the group to work individually to carry out the tasks listed below. (These tasks should be listed on Flipchart #7 in advance.) Give the group 20 to 30 minutes for these tasks.

   - List the items in the scope of work you believe you are primarily responsible for.

   - List the tasks you believe you are responsible for as a part of the team and identify the other team member(s) with whom you share this responsibility.

   - Transfer your lists to a piece of flipchart paper to be posted on the wall.

The team leader should only focus on his technical role at this point, not the tasks involved in leading the team.

If the scope of work does not sufficiently break out individual responsibilities, you should ask each team member to develop an individual scope of work which is consistent with the team scope of work.

b. Post each individual's flipchart on the wall.

   - Ask the team members to take a few minutes to read each other's lists. Suggest that they look for differences and items that need clarification.

   - Give them 5 to 10 minutes to do this.

c. Lead a discussion on the individual scopes of work.

   - Focus on issues where there appears to be a difference of opinion on who should do what or simply where decisions need to be made on who is responsible for what.

   - Look for areas of overlap, i.e., where two or more team members both feel they should be responsible for a task.

   - Bring as much closure to these issues as possible. This is the time to begin to make some decisions on who is best suited to do what. Reaching clarity about roles and responsibilities is an important outcome of this session.

d. During these discussions you may want to emphasize the role of the team leader. There are several ways of doing this. You might want the team leader to take a very active role in these discussions, even leading the discussion while you become less active.

e. Once areas of responsibility have been clarified and agreed to, give the team members an opportunity to identify areas where they feel they might need help.

- Ask this question: Which of your responsibilities do you feel you might want help with? (e.g., "My scope calls for me to do ______. I've not done it in this way before. I'm going to need some help.")

- Make certain all team members identify where they want help.

- Then ask who on the team is best prepared to offer that help.

- Encourage them to make decisions on who will provide backup. Most of all encourage the concept of mutual assistance for it is the backbone of effective teamwork.

f. All of the products from these discussions should be typed and given to the team.

3. Identifying Underlying Issues — Time: 20 Minutes

a. Explain that nearly all assignments have underlying issues that are either not resolved or are difficult to resolve. Usually, underlying issues are not stated explicitly in the written scope of work, but are implicit. They may also be the result of some confusion or lack of clarify. Give an example, one of your own or one right from the assignment.

Here is an example you can use if you wish: A recent WASH assignment involved a two-member training team going to a country to conduct a workshop on how to use one of the WASH training guides, the Guide for Handpump Installation and Maintenance. Regardless of how much we tried to communicate by cable, paper, or phone that this workshop was to train people to use the training guides, much like a training-of-trainers, we kept finding little pieces of evidence that indicated that some people understood the workshop to be aimed at training to install handpumps. An underlying issue for this consultant team was to make certain in their initial meetings upon arrival that this point was cleared up.

b. Explore underlying issues.

- Ask the group to identify the underlying issues they see having an impact on the assignment. List them on the flipchart. Some of these issues may already be on the running list begun during the session on the history of the assignment.

- Next, go down through the issues and discuss what should be done about each one. It may be that some of the issues can be resolved here in these two days; however, others may not get resolved until the team starts its work in-country.

- Pay particular attention to issues that ought to be discussed in more detail in subsequent sessions, such as the session on work-plans. When an item like this comes up, suggest to the group that they table the discussion on this item for now and continue it during whatever session is appropriate. It then becomes your job as the facilitator to remember this and make certain the discussion is resumed during the designated session!

4. Recapping and Closing the Session Time: 5 Minutes

Summarize the session, restate the purpose, tie up any loose ends, and make the bridge to Session 5 (End Products).

MATERIALS

Flipchart #6, Procedure 1b (Individual Task).

Flipchart #7, Procedure 2a (Individual Task).

SESSION 5: THE END PRODUCT OF THE ASSIGNMENT

Time: 30 to 90 Minutes

PURPOSE AND OVERVIEW

This session is placed at the end of the day so that if necessary, extra time will be available to complete it. Depending on the complexity of the assignment, this session may require anywhere from 30 to 90 minutes.

The purpose of the session is to review, clarify, and agree on the end product(s) of the assignment. The end product depends on the nature of the assignment. It could be a report, a study, written guidelines, the delivery of a service (e.g., a workshop), a physical device (e.g., a prototype handpump), or a combination of these things.

PROCEDURES

1. Describing the End Products — Time: Varies

a. Begin this session by linking it to the previous session and placing it in context with the total two-day meeting. Next, state the purpose and summarize the activities of this session.

b. Referring back to the previous session on the scope of work, restate what the group identified as the end product(s) of this assignment.

   If one of those end products is a report, continue in the following way.

   - Distribute to the group copies of a report from a previous consulting assignment which you believe to be somewhat similar to this one.

   - Give the group time to look through the report. Perhaps about 10 minutes.

   - Then suggest that the group try to write a table of contents for the report.

   - Facilitate a discussion of the topics that should be covered in a report and their sequence. List these on a flipchart. (This activity could be led by the team leader if the facilitator feels it appropriate.)

   - Tell the team that they will discuss how, when, and where the report should be written during Session 7 (Developing a Work Plan).

   In some cases, the team leader or WASH activity manager will have prepared a draft table of contents in advance. In this case, the task would be to discuss and revise the draft. This will save a great deal of time, especially if the report is a critical element of the assignment.

c. If one of the end products is the delivery of a service, continue in the following way.

- Ask the group this question: If the delivery of a service is the real end product of this assignment, how will you know if the service was delivered effectively?

- Facilitate a discussion to identify the criteria the team will use to determine if the service they will provide is successful.

- List these criteria on a flipchart.

- Ask the group who they believe should be the judge of whether or not the service was delivered successfully.

Sometimes a service and a report will both be important. Discuss both if this is the case.

2. <u>Recapping and Closing the Session and Day One</u> Time: 15 Minutes

Summarize the session and restate the purpose.

The next session in the morning is the session on teamwork. Say something like...

- We have spent a day together working and planning how best to proceed with this assignment. The primary purpose of this two-day event is to build a consultant team that can work productively and enjoyably together.

- Tomorrow morning we are going to begin the day with a session on teamwork. Let's look back over our work today and how you worked together as a team. <u>What did you find productive and helpful about how you worked together today?</u>

- Facilitate a quick discussion of their responses. You are looking to get them involved in a discussion of the process they used in working together, not the substance of their work (E.g., We all participated in the discussions, listening and reacting to one another's ideas; we identified ways we could be of help to each other; we got to know each other better; I now know each person's expertise and what they bring to the team; etc.)

- If your question gets a response that is more content than process oriented, simply rephrase the question and give an example of what you mean. That example might take the form of one of your observations as a facilitator, such as: I noticed how much you listened to each other or you seemed to value the different perspectives. Your observation to them <u>must</u> be a positive observation, something you think they have <u>done</u> well as a team. Tomorrow you may want them to identify ways they could work together more effectively, but for now, you are only asking them for things they think are going well.

- Explain to the team that tomorrow they will delve into teamwork in more depth, but for now you wanted them to take a quick look at how teamwork was exhibited today.

- End for the day.

MATERIALS

Sample copies of a report

SESSION 6: TEAMWORK

Time: 1 Hour, 15 Minutes

OVERVIEW AND PURPOSE

The purpose of this session is to: 1) help the consultants arrive at some common understanding of how they will work together during the assignment, and 2) clarify the role and responsibilities of the team leader and team members.

Groups of individuals working together as a team must be prepared to deal with both the content -- what is to be done on the assignment -- and process -- how the group will function in order to accomplish the work they are assigned. Team process involves such things as leadership, decision-making, feedback, disagreements, etc.

The role of team leader is an important ingredient in any well-functioning team. This session will allow the team to determine just what role and what responsibilities the team leader for this assignment should assume.

The session begins with a questionnaire on working and living styles during the course of this assignment. Each individual discusses his personal preferences and together the team makes agreements about the working hours, frequency of meetings, decision-making style, etc.

The role and responsibilities of the team leader and team members are clarified by having the group develop a job description for the team leader. The various responsibilities of the leader are discussed and agreed to.

PROCEDURES

1. Introduction — Time: 5 Minutes

Begin this session by commenting on the value of teamwork on WASH consulting assignments. You might want to say something like...

- WASH experience in the last three years has been that teams of consultants that work together effectively are simply able to do better work and do it more enjoyably.

- Most consultant teams are composed of individuals who are specialists in different areas who must combine their talents and work together for a short time period.

- Team members need to ask themselves what they can do to ensure they are working together productively. What are the things that help or hinder teamwork? What type of leadership is needed to foster teamwork?

- Yesterday afternoon, just as we were finishing the day, you identified some things you felt you did yesterday that helped make the team function effectively. You mentioned such things as, ________ and ________. Today we want to build on your observations about yourselves and prepare a bit more explicitly for how we can help the team function smoothly.

Explain the purpose of the session and continue with the first activity.

2. Personal Preference Questionnaire Time: 40 Minutes

Explain that you will be using a questionnaire to enable the team to explore and discuss their individual preferences for working together.

- Distribute the questionnaire (Handout #3) and explain that team members are to take a few minutes to respond to the questions individually. Then they will discuss these responses with one another. Tell the group that in WASH's experience, these are the issues that typically get in the way of team performance.

- Make certain they know the questionnaire is the basis for discussion only and will not be handed in. Give them 10 minutes to fill in their answers.

- Then lead a discussion of each of the items on the questionnaire. Try to reach agreement on each of the items on the questionnaire. There are eleven items, each corresponding to a particular behavioral norm, as follows:

  1. Working hours
  2. Work week
  3. Meetings
     a. How often
     b. On what
     c. How long
     d. When
  4. Time
  5. Client meetings
  6. Team leader style
  7. Decision-making
  8. Feedback
  9. Free time
  10. Privacy
  11. Hotel

  List these items on a flipchart and, using the filled-in questionnaires, help the team reach agreement on each one.

- Have the resulting list of agreements typed and give a copy to all team members.

- The team leader should be actively involved in these discussions. In some cases, the team leader might actually facilitate the discussions.

3. <u>Developing a Team Leader Job Description</u> Time: 25 Minutes

Explain to the group that the next activity will help them to become more specific on the role/responsibilities of the team leader. Each person, including the team leader, is to write a brief job description for the team leader.

- This job description should include the tasks of the team leader in managing the team (e.g., running meetings, coordinating workflow, dealing with client(s), etc.).

- Give them 10 minutes to write the job description.

- Ask each team member, including the team leader, to read one part of his or her job description. Record these on a flipchart. Continue this until you have created a job description that is common to the group.

- Ask the team leader how the group job description differs from his or hers. Encourage the team leader to react to the group job description, stating which items he or she is not comfortable with.

- Negotiate with the group any changes the team leader wants to make. The agreed-upon job description should be one that the group feels is appropriate for the assignment and that the team leader feels comfortable fulfilling.

- During these discussions be clear about what WASH expects of the team leader, namely that the team leader is accountable for the team's work.

4. <u>Summary and Link to the Next Session</u> Time: 5 Minutes

Briefly recap the session and connect this topic to Session 7 (Developing a Work Plan).

MATERIALS

Handout #3 (Working/Living Styles Questionnaire).

Handout #3
Session Six

WORKING/LIVING STYLES QUESTIONNAIRE

Please answer the following questions in terms of your own personal preferences. You will be discussing these responses with your co-workers.

1. Which hours of the day are you most productive? Morning or evening?

2. Do you expect to work in the evenings or weekends when on a short-term assignment such as this?

3. How often do you think this team should meet? What topics should be covered? How long should these meetings be? Should they be at the beginning of the day or at the end?

4. Time commitments are important issues for team members. At what point would you consider yourself and others to be late for an appointment? Five minutes, 10 minutes, 20 minutes? Are you usually on time, late, or early for appointments?

5. How often do you feel it necessary to consult with or check in with your client? Would you prefer to do this periodically during the assignment or simply brief him/her at the end of the assignment? How would you go about doing this?

6. Do you prefer a team leader who is a "take charge" sort of leader, one who is directive and keeps the team members informed on what they should be doing, or a leader who is more of a coordinator?

7. How do you think decisions should be made? Consensus? Team leader alone?

8. If a particular team member is hindering the work of the team, how do you think this should be handled?

9. How do you like to spend your free time on short-term assignments?

10. Do you like privacy in your free time or do you like to socialize?

11. What type of hotel do you like to stay in? Luxury? Inexpensive?

SESSION 7: DEVELOPING A WORK PLAN

Time: 2 Hours

OVERVIEW AND PURPOSE

The purpose of this session is to give the team an opportunity to develop a work plan for the assignment. The work plan should identify the major tasks, when they should be carried out, and who will be responsible.

The session begins with the group identifying the major phases of the work. Then the team leader takes over and with the team develops a work plan which covers each of these phases. Next the group works to plan its entry meetings (developing an agenda, clarifying roles, etc.).

PROCEDURES

1. Introduction — Time: 10 Minutes

Begin by stating the purpose of this session and giving a brief overview of its activities.

- Ask the group to identify the major phases of this assignment. List them on a flipchart.

- Then ask the group to identify the givens, (i.e., those things that are already a fact, such as meetings already scheduled, holidays, vehicles or the lack thereof, etc.).

2. Developing the Work Plan — Time: 60 Minutes

The team leader takes over from the facilitator and with the team develops a detailed work plan.

- In developing the work plan, the group should use a basic framework that answers the questions, WHAT, WHEN, and WHO. They may simply use three columns, one for each of the above points, and work through each phase of the assignment, or they may want to create a plan based on a time line (such as a Gantt chart).

- The role of the facilitator and/or activity manager is to answer questions, clarify issues, and observe the process.

- In some cases, the team might work without the activity manager present. In this situation, they should write the plan on a flipchart or make copies if they use regular paper so they can discuss it with the activity manager.

- Remind the team that they will be presenting the work plan during the briefing.

3. Discussing the Work Plan Time: 20 Minutes

a. After the team completes the work plan, the activity manager should comment on it.

- The activity manager should ask questions, probe, make suggestions, encourage, and recommend changes, -- all those management reactions appropriate for the activity manager at this point.

- Revisions should be made when needed. During this discussion the activity manager should direct attention to these items:

  - Underlying issues -- does the work plan deal with these issues to the degree that it should?

  - Approach to working with the client -- does the work plan follow and support the approach that was discussed in Session 3 as the one most likely to succeed?

  - Team member comfort level with tasks -- are the team members comfortable with the tasks for which they are responsible? Has the team identified backup assistance for one another when needed?

  - Teamwork -- does the work plan reflect the elements of teamwork discussed in the earlier session? Where might they make improvements?

  - Loose ends or unresolved issues -- are there loose ends that need dealing with?

4. Planning Entry Meetings Time: 25 Minutes

The team leader works with the team to plan its entry meetings. This means developing an agenda, clarifying roles, and determining who does what. Again the activity manager coaches, guides, and makes suggestions.

5. Summary and Link to Next Session Time: 5 Minutes

Briefly recap the session and link it to Sessions 8 and 9 that follow (Administrative Briefing and Project Briefing).

SESSION 8: ADMINISTRATIVE BRIEFING

Time: 15 Minutes

OVERVIEW AND PURPOSE

The purpose of this session is to supply all the administrative information the consultants need to travel and do their work. This session is usually conducted by the administrative staff in the WASH office.

PROCEDURES

1. Administrative Information — Time: 15 Minutes

The administrative staff should brief the consultants on the following items:

- expense forms,
- plane tickets,
- money,
- business cards,
- consultant performance evaluation,
- communication (telephone and telex),
- per diem, and
- buy-in guidelines.

In some cases, a few of these items may have to be handled the first day of the team planning meeting. For example, if the plane reservations are not yet finalized, they will have to be taken care of early the first morning. In most cases, these exceptions will be known to the administrative staff and activity manager in advance.

SESSION 9: PROJECT BRIEFING

Time: 2 Hours

OVERVIEW AND PURPOSE

The purpose of this session is to enable the team to present its work plan for the assignment to interested parties and to receive feedback and suggestions from these parties. The individuals who attend this meeting include other WASH staff, AID/Washington staff from the relevant bureau, and, if appropriate, personnel from other agencies. This session contains time for the team to prepare for the briefing, conduct the briefing, and review how the briefing went.

PROCEDURES

1. Introduction — Time: 5 Minutes

- Begin this session by stating the purpose and summarizing the activities.
- Explain why WASH feels these briefings are important and tell who will be attending and what their interest is in the assignment.

2. Preparing for the Briefing — Time: 30 Minutes

The team leader should work with the group to plan how they will conduct the briefing. They ought to plan to cover these items during the briefing:

- How they will present the scope of work.
- How they will present the work plan.
- How they will present the outline of the report.
- What questions/issues the team would like to discuss.
- What the team member role/responsibilities for conducting the briefing will be.

The role of the activity manager during this preparation stage is to answer questions, to observe the group working together, and to assist when necessary in their planning.

3. Conducting the Briefing — Time: 75 Minutes

The team should conduct the briefing as they have planned. The activity manager should open the briefing, make the introductions, and turn it over to the team leader.

4. Reviewing How the Briefing Went — Time: 10 Minutes

The facilitator or team leader should work with the group to review how they felt the briefing went. The facilitator/activity manager should share his/her observations. The group should discuss any changes that should be made in the work plan or scope of work as a result of what was said in the briefing. The team may want to make some revisions in their written products (scope of work responsibilities, work plan, and end product).

SESSION 10: WORKSHOP CLOSURE

Time: 60 Minutes

OVERVIEW AND PURPOSE

The purpose of this session is to review the teamwork, tie up any loose ends, and evaluate the success of the team planning meeting. The team plans how they might continue to monitor how they are working together throughout the assignment. Norms and agreements are also reviewed and re-emphasized.

PROCEDURES

1. Teamwork Review — Time: 25 Minutes

a. Begin this session by explaining the purpose and placing it in the context of the entire program.

- Ask the group to reflect back on how they have worked together as a team. Have them focus on two points: 1) what they have been doing that is effective or useful and 2) what improvements could be made.

- Make certain the group takes a hard look at what improvements could be made. If they don't identify improvements themselves, you should point them out. Look for problems such as one person talking too much and dominating the discussions, a group hesitant to disagree with one another, a group so chatty (too many war stories) that they waste time, etc.

- Ask the group how they plan to monitor how they are working together during the assignment. Encourage them to set up a process that will enable them to do this. Urge them to make this the team leader's responsibility.

2. Tying Up Loose Ends — Time: 20 Minutes

- Ask the team to refer to the running list of issues begun in Session 2 to see if they have all been dealt with. Deal with any issues that have not been covered.

- Ask if there are any other loose ends that still need to be dealt with.

- Record these on a flipchart.

- Do whatever is necessary to tie up these loose ends.

3. Evaluation — Time: 10 Minutes

a. Ask the team to evaluate the team planning meeting in the following way. Put the two questions below on a flipchart (#8) along with a 1-5 scale. Ask each person to look over the team planning meeting objectives and the team's expectations (both of which should be on flipcharts from the introductory session) and then decide where on the 1-5 scale they would rate the team planning meeting. Give them a few minutes to do this.

b. Ask each team member what his or her rating is for the first question (objective) and place an X on the scale for each team member. Then discuss why each person gave that score. Next ask the team for their ratings for the second question, mark them on the flipchart, and discuss the reasons for the scores. Make sure to get everybody's reasons and any feedback they may have on how to improve future team planning meetings.

1. Did the team planning meeting achieve its objectives?

1	2	3	4	5
Not at all		For the most part		Completely

2. Did the team planning meeting meet your expectations?

1	2	3	4	5
Not at all		For the most part		Completely

4. Closure — Time: 5 Minutes

Thank all team members for their participation during the team planning meeting and close the session.

MATERIALS

Flipchart #8, Procedure 3 (Evaluation of Team Planning Meeting).

APPENDIX 1: SUGGESTED DESCRIPTION OF TPM TO BE SENT TO TEAM MEMBERS AHEAD OF TIME

ACT ___

DATE

Consultant Name
Address

Dear Consultant:

Each year WASH sends out technical assistance consulting teams to deliver a service in response to a request from the field. We have always been very careful in the selection and management of these teams since it is one of the primary ways we respond to our mandate under the WASH/AID agreement. For the most part we have been very pleased with the performance of our consultant teams and see them as a vital part of our extended organization.

We have learned, though, over the last three years that consulting assignments are completed more successfully when the team is able to function as an integrated, unified whole. We have found that when individual consultants work together to create a team product, the result is that the productivity and effectiveness of the team are greater than the sum of the capacities of the individuals involved.

In order to maximize the performance of WASH teams, we are now using a systematic approach toward the preparation of our consultant teams. This goes beyond the orientation and information-sharing that has been the basis for the preparation of most WASH teams in the past. We are calling this a TEAM PLANNING MEETING which uses two full days of time and is scheduled in the WASH office prior to the team beginning its work.

The purpose of the TPM is to provide the team with an opportunity to come together in a concentrated effort to define and plan for this assignment. Among the outcomes sought are:

- opportunity to become acquainted and share backgrounds, experience, motivation, perceptions, and expectations of the assignment.
- common understanding of the assignment and how it fits into broader program and project activities

- identification of the clients involved in the assignment, understanding of their relationships and interests, and a clear sense of how the consultant team fits into this picture

- clarity of the team and individual scopes of work so there is agreement and understanding by the team members

- a realistic work plan for implementing the assignment

- well defined end product

- agreed upon norms for working together as a team

- understanding and agreement on the role of the team leader and team members

The following schedule/agenda is planned for ____________________ (Dates):

Day One

8:30 - 9:45	Session One	Introduction to the Program
9:45 - 10:00	Break	
10:00 - 11:45	Session Two	History of the Assignment and Its Current Status
11:45 - 12:30	Session Three	Understanding the Client
12:30 - 1:30	Lunch	
1:30 - 3:30	Session Four	The Scope of Work
3:30 - 3:45	Break	
3:45 - 5:00	Session Five	The End Product from the Assignment

Day Two

8:30 - 9:45	Session Six	Teamwork
10:00 - 12:00	Session Seven	Developing a Work Plan
	Break during the above session	

12:00 - 12:15	Session Eight	Administrative Briefing
12:15 - 1:15	Lunch	
1:15 - 3:15	Session Nine	Project Briefing
3:15 - 3:30	Break	
3:30 - 4:30	Session Ten	Closure

We are confident you will find this Team Planning Meeting both useful and enjoyable. We have been using it with WASH consulting teams since August 1984 and have received feedback from our consultants that it was very worthwhile and made their work during the assignment more effective.

I look forward to working with you. If you have any questions, please feel free to give me a call.

Sincerely,

Activity Manager
Title

AM/tf

APPENDIX 2: ALTERNATIVE DESIGN FOR ONE PERSON TEAMS

Since a number of WASH assignments call for only one consultant, it is necessary to make a few modifications in the team planning meeting to make it applicable for one person. With one person, perhaps it is appropriate to call it a planning meeting rather than a team planning meeting; however, there are certainly significant reasons why this process is useful for single consultants beginning a WASH assignment.

The following comments contain suggestions on how an activity manager might adapt the meeting to deal with one-person consulting assignments.

The meeting for one consultant may require only a day and a half rather than two days. We say "may require" because you may find that the two days are needed. This decision should be made after considering the complexity of the assignment, the skill, knowledge, and experience of the consultant, and perhaps the time available to use for planning.

A day and a half design follows:

Day One

8:30 - 9:00	Session 1:	Introduction
9:00 - 10:45	Session 2:	History of the Assignment and Its Current Status
11:00 - 12:00	Session 3:	Understanding the Client
1:00 - 2:30	Session 4:	The Scope of Work
2:30 - 3:30	Session 5:	The End Product of the Assignment
3:30 - 5:00	Session 6:	Work Plan

Day Two

8:30 - 8:45	Session 7:	Administrative Briefing
9:00 - 11:00	Session 8:	Project Briefing
11:00 - 12:00	Session 9:	Closure

Recommendations for Adjustments

The goals for a team planning meeting for a single consultant require some modifications. The goal for the scope of work session would need to be reworded to eliminate the reference to team and individual scopes of work. The teamwork goal could be eliminated as well as the goal referring to team leader. The rest of the goals should be equally applicable to a one-person assignment.

Session 1 (Introduction to the Program), could be conducted much the same way the guide describes. Of course, since there is only one person, team member introductions can be eliminated. The material in the rest of the session is necessary information whether it is for one person or more.

Session 2 (History of the Assignment and Its Current Status) can be conducted as described in the guides. It may not take as long to complete as scheduled since there are fewer people involved.

Session 3 (Understanding the Client) can be conducted in described in the guides. Again, it may take less time.

Session 4 (Scope of Work) requires slight modifications. Obviously, since a team is not involved, there is no team scope of work, only an individual one. The session may not require as much time as the guide indicates.

Session 5 (The End Product of the Assignment) can be conducted much the same as described in the guide.

Session 6 (Teamwork) may be eliminated. However, if one person is going to the field to join a team already there, as frequently is the case, a session on how to enter an already existing team would be useful. Focus on identifying the steps the individual should go through to enter and function effectively on a team that is already in country. Obviously, the Working/Living Styles Questionnaire is not appropriate.

Session 7 (Developing a Work Plan) is an important one for the individual consultant. In this session the consultant should work on the work plan alone. You should return to the session after the consultant has had ample time to prepare the work plan. Then, the consultant should present the work plan to you.

Sessions 8 and 9 (Administrative Briefing and Project Briefing) are both important for single consultants and would be conducted as described in the guide.

Session 10 (Workshop Closure) is clearly relevant for one individual, although it would not take as long as for a group.

APPENDIX 3: ALTERNATIVE DESIGN FOR TEAMS WHO WILL NOT BE GOING OVERSEAS

There are times when WASH consulting teams work out of the WASH office and do not work overseas. The need for team planning is still significant; however, the two-day team planning meeting design will require some adjustments in making it relevant for teams remaining in the WASH office. The following suggestions are intended to help the activity manager make these adjustments.

The activity manager may find that the team planning meetings for teams remaining in the office can be completed in a day and a half rather than two. Of course, that is not always true and depends on the nature of the assignment. Teams working out of the WASH office tend to be product-oriented -- a training manual, a study, a concept paper, etc. -- rather than service-oriented.

A day and a half schedule might look like this:

Day One

8:30 - 9:45	Session 1:	Introduction to the Program
9:45 - 10:00	Break	
10:00 - 11:00	Session 2:	History of the Assignment and Its Current Status
11:00 - 12:00	Session 3:	Understanding the Client
12:00 - 1:00	Lunch	
1:00 - 3:00	Session 4:	The Scope of Work
3:00 - 3:15	Break	
3:15 - 5:00	Session 5:	The End Product of the Assignment

Day Two

8:30 - 9:30	Session 6:	Teamwork
9:30 - 11:45	Session 7:	Developing a Work Plan
11:45 - 12:15	Session 8:	Workshop Closure

The goals for the meeting would require few if any modifications for teams remaining in the home office. The goal on planning how the team will work together -- use of private and work time, when to have meetings, and how feedback will be handled -- will need refocusing to fit the situation. Use of private and work time is much less an issue for teams working in Washington. Otherwise, the goals as stated in the design are applicable for teams remaining at home.

Session 1 (Introduction to the Program) remains much the same. Of course, the facilitator should delete references to working overseas.

Session 2 (History of the Assignment and Its Current Status) can be conducted as described in the guide; however, the session tends to take less time for teams remaining in the office, often because the assignment is a new initiative and does not fall within the context of a field project.

Session 3 (Understanding the Client) should be modified. If it is a product-oriented assignment, the focus should be on identifying the audience for the product and determining why they would be interested in the document and how they would use it. The team should also identify the primary and secondary audiences. The exercise on the approach to working with clients would not be relevant. However, if the assignment is not product-oriented but service-oriented, the session should be conducted as described, with reference to overseas situations being deleted.

Session 4 (The Scope of Work) remains the same.

Session 5 (The End Product of the Assignment) can be conducted as described in the guide. Team members may go into more detail in this session, and therefore it may take longer than the original design suggests.

Session 6 (Teamwork) should be slightly modified. The team should not complete the Working/Living Styles Questionnaire since it is geared to teams working overseas. However, the team should still reach agreement on the following norms: meetings (how often, how long, and when), decision-making, feedback, respecting deadlines, and client meetings. The exercise on developing a job description for the team leader would remain the same.

Session 7 (Developing a Work Plan) would remain much the same.

Sessions 8 and 9, the two briefings (Administrative and Project) would not usually be necessary; however, the work plan should be presented to the activity manager and other appropriate WASH or AID staff during Session 7 (Developing a Work Plan).

Those are the major modifications needed in adapting the team planning meeting design for teams remaining in the WASH office; however, the activity manager and/or facilitator should think through the sessions and make any other adjustments that appear to be required.

APPENDIX 4: CHECKLIST OF ITEMS NECESSARY TO PREPARE FOR A TEAM PLANNING MEETING

In addition to his or her normal duties in preparing consultants for WASH assignments, the activity manager should keep the following points in mind in preparing for a team planning meeting.

- In initial conversations with the consultant(s), refer to the team planning meeting, explain it briefly, and make it clear that it is a part of the assignment.

- Send the description of the team planning meeting to the consultants. A suggested description is located in Appendix 1.

- Decide if you will facilitate the meeting.

- If you choose not to be the facilitator, then a facilitator should be hired. The facilitator should be given two days to prepare for the sessions.

- Arrange to meet with the team leader before the team planning meeting to brief him or her on the process and to plan which sessions he or she will be facilitating.

- Arrange for meeting space.

- Arrange for any outside people that will be attending either the history of the assignment or project briefing sessions.

- Review the team planning meeting guide to see if any modifications are needed. Prepare to conduct the program.

- Prepare flipcharts. (See Session 1, Procedures 2b, 4a, and 5a; Session 2, Procedures 2a and 2b; Session 4, Procedures 1b and 2a, and Session 10, Procedure 3).

- Make copies of handouts. (See Sessions 1 and 6.)

- Arrange for support staff to be available to type any of the flip-charts that are needed.