

Training of Trainers

Facilitating a Leadership Development Programme



18 – 20 August 2015

Sardar Vallabhai Patel National Police Academy, Hyderabad

Workshop documentation

Faculty Development Programme at National Police Academy, Hyderabad

Training of Trainers: Facilitating a Leadership Development Programme

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In the scope of the CICM project “Strengthening Management Capacities for International Cooperation”, a 2.5 days Leadership Module was co-designed with LBSNAA.

As the module entailed experiential learning, the faculty/trainers underwent a ToT before they rolled out the module to the Officer Trainees of phase I. A 2nd TOT was offered in December 2014 when a larger batch of ICS Officer-trainees were to be trained on the same module at LBSNAA.

3 of the trainers trained at LBSNAA for the Leadership module were from NPA. 2 of them also participated in another workshop conducted by CICM team in Delhi on “Translating Competencies into Curricula”.

The request for conducting a workshop to train the faculty members of the National Police Academy came from Dr. Nikhil Gupta, one of the participants at the above workshops and Deputy Director at the academy, in June 2015.

At the initial discussions Mr. Gupta set out the focus for the workshop as a training module for the faculty members of his academy responsible for imparting class room and outdoor trainings. During the personal meeting held on the 17th of August with the CICM team, Dr. Gupta suggested that the module should focus on enhancing the effectiveness of trainings his institute provides and agreed that Leadership Development will be used as the theme for explaining the facilitator’s role in training programmes

The facilitator in transformative learning programmes has the potential to make the intervention a purposeful and lasting experience. To ensure a positive learning experience, a facilitator focuses on creating a conducive learning environment by being fully aware of what each participant is trying to achieve and thereafter supporting them. Facilitation is an art focusing rather on powerful questions which enable explorations than providing readymade quick answers.

Effective facilitation creates a sanctuary for the participants to engage in deep and open dialogue; it prepares the ground for steering clear of a debate mode or of expressing personal views in a self-centered manner. A skilled facilitator steers the participants on a new journey, in which they collaborate in widening their perspectives and in building powerful communities of practice and learning.

The three key roles of a facilitator are to enable the learning processes, to catalyse feedback effectively, and to move the group or the individuals towards a desired change. Thus the learner is the central player in the process.

The Faculty Development Programme at the NPA was built around the know-how, instruments, attitude and values which mark the shift from “teacher-centric” to “learner-centric” skill development programmes.

Day 1 – 18th August 2015



In his welcome address to the management and participants at the course, Dr. Nikhil Gupta remarked that the Faculty Development Programme offered by GIZ is a significant shift from the classical trainer - student methodology. The programme is designed to help the participants influence themselves.

Ms. Anita Sharma then introduced GIZ and the programmes implemented by GIZ in India with special reference to the programme “Strengthening the Management Capacities for International Cooperation” and the different fields of action within this programme.

GIZ believes in experiential learning and the activities allow one to find one’s own learning path even as it offers opportunities for exchange of experiences. This calls for an open and total participation as reflecting on own experiences will form the core of the programme. The key competencies of leading self and leading others are developed through transformational learning. Ms. Sharma then explained the didactic principles forming the basis of most training programme developed under the project.



Dr. Nikhil Gupta stated that the three day long programme was expected to provide valuable orientations on “how to facilitate training courses” using the principles designed for adult learning and learning through reflection.

The Facilitator of the programme Mr. Mohan Dhamotharan informed that keeping with the didactic methodology of the programme all the exercises

were developed to provide the perspective shift from ‘teaching’ to ‘learning’. He invited the participants to introduce themselves using socio-gram as an exercise. The advantages of using socio-gram for introduction was discussed – socio-gram, he said, provides space for connectivity as human beings. It was informed that learning is an inter-connective, intrinsic and intimate process. Facilitator has to create the atmosphere of security and not make participants unsecured.

Responding to the point raised on ‘team building’, the facilitator shared the classical stages in building teams viz. Forming, Storming, Norming and Performing which lead to high performing teams at work place. He remarked learning needs a strategy – a long term vision. The strategy for NPA for example could be long term service delivery goals for policing in India.

When asked about applicability of socio-gram or other interactive tool in large groups, say, of 160 participants, the facilitator informed about other possible tools which could be deployed in the situation

- creating buzz groups or
- Dialogue-walks and bringing the smaller groups to exchange ideas.

As an example, a programme with 125 participants in small groups sharing ideas for 15 minutes would actually generate 32 hours of talking as opposed to a single trainer addressing all the 125 participants at once.

He said that the origins of the term 'training' lay in the animal husbandry practices of man which fixed the training 'inputs' for domesticating as it were, the animals. Transformative learning on the other hand helps the learner to reflect even as the facilitator is required to be sensitive for digging deep into the assumptions of the participants and develop specific competencies. Transformative learning helps to capacitate people for engaging in reflective analysis.

The facilitator mentioned that learning should be seen from the participant's perspective – challenge for the facilitator is to create autonomous thinking in the group. One way could be to form small groups – voluntarily formed to discuss important topics. The facilitator needs a systematic process to create sacred spaces. Challenge the power situation to create democratic social learning.

As a reflection for the participants on their behavior and what really needs to change in them, Mr. Dhamotharan introduced the concept of journaling. The principle behind journaling is to look back on one's performance thus allowing space for taking cognisance of one's actions, results and the need for corrections. As an example, the end of the day journaling questions could be:

- What did I observe about myself which surprised me
- What did I do today to help someone else in the group to grow in her/his learning
- What would I do tomorrow to help somebody else to grow in learning

Use of inspirational speech would help the team to develop in the team.

Communication Exercise:

Horse trading exercise was introduced. Participants were informed that the question in the implementation of tool is not about the right solution. Human brain constructs their own reality – assumptions. What is important to ask good question to get the right answers:

- Give quality time to the participants to think
- Ask them to tell the assumptions they have made in reaching the results (assumptions are deeper – it is important to become aware of our assumptions)
- Use appropriate methods to question assumptions

The Post-tea session started with better understanding on Leaders and Leadership. Mr. Dhamotharan invited the participants to reflect on the differences between leadership and management. The participants responded with their notions of the two concepts of leading and managing and put forth examples of leaders from world history. This established that leadership was a bigger set and management its sub-set.

Leaders occupied normative space in society by their *ethical values*, the *vision* they had to *change* through *inspiration*. While leadership has been a situational, socially emergent quality throughout history, management is positional and understood as doing the right thing at any given point.

Mr. Dhamotharan then put a group of participants through the exercise – Human Maze. The group then reflected on their experience and the comments from the observers. In summing up:

- There was cooperation and trust among the participants
- They supported each other in the face of constraints
- For lifting the bar on performance, mind was the limit
- Having faith in the process helps in performance
- Taste of success sharpens one's urge for success



To the question on how to select 'the team' for such an exercise and to select 'the right exercise' in a class, Mr. Dhamotharan recommended that the right blend of exercises presents an opportunity for all participants to either perform or be an observer. Nobody in the group can thus "escape" the process of reflecting. One of the participants felt that the out-door exercises in the academy did not end with reflection by the participants. Mr. Umesh Saraf, the Joint Director responded that though there was no structured process for this, some of the feedback from two women Officer-Trainees showed that post-exercise reflection was not entirely absent. Mr. Dhamotharan observed that reflections are inescapable; facilitators should be capable of creating the space for reflection by building it in to the curriculum. Transformational learning lays emphasis on dialogue sessions and here three types of mental disciplines make up the instruments for a learning atmosphere. These being:

Dialogue

Discussion

Debate

The group then played out the human knot exercise intended to sensitise the participants about two-way communication. At the end of the main exercise and the repeated version, these observations emerged:



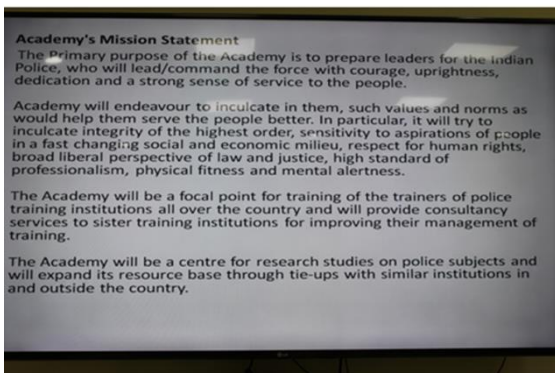
- The participants remarked that they were responding in multiple individual ways
- The duo charged with untangling the knot said they could not directly grapple with each knot but had to vary their approach often
- When repeating the exercise the key to quick solution lay in the knowledge / memory among all the participants
- Mr. Dhamotharan concluded that heterarchical systems facilitate involvement and communication with the neighbour

Mr. Saraf remarked that in the current orientation to training in the academy, "attitude" has no place either in the outdoor or in the indoor conditions. Therefore there was a need to include attitude and values in the training curriculum at the academy. Though almost everyone understands and believes in them, these are not practised in the day to day work.

The difference between recipe and competency were discussed, Knowledge-skills-attitude concepts were shared and discussed in details. The facilitator mentioned that the training institutions should focus on building competencies of the persons and not the recipe – this makes it important to help the participants to reflect on their behavior.

Mr. Dhamocharan invited the perception of the group on the hindrances in being an effective training institution. The participants found that these lay in - among others:

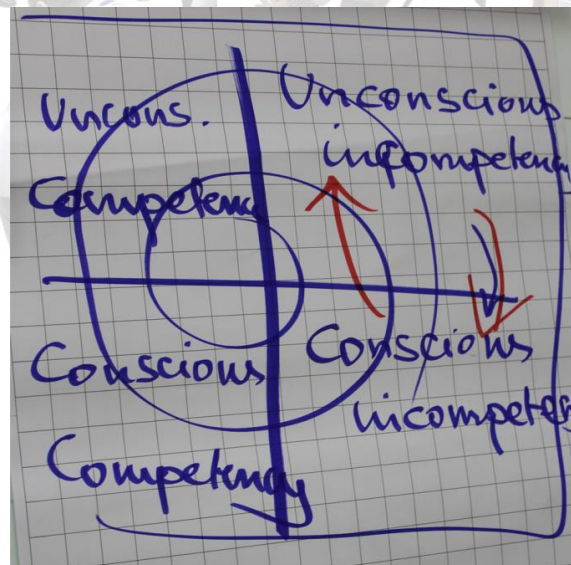
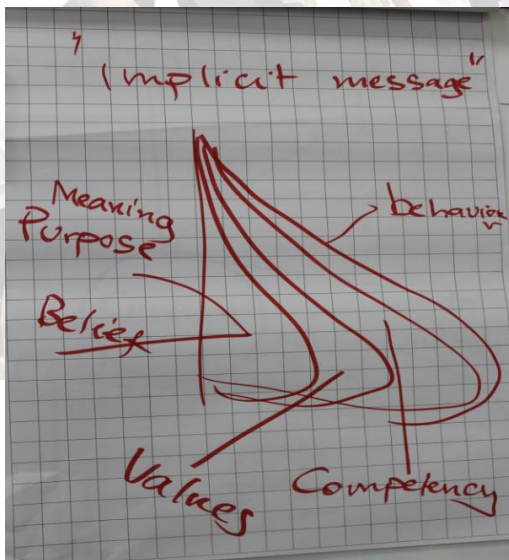
- Job security felt by the trainees and the resultant complaisance
- The management being perceived to be not walking the talk
- The divergence between theory and practice



Orienting himself on the Mission Statement of the academy, the facilitator referred to the remark of Mr. Saraf about the need for inclusion of attitude and values in the training curriculum. Though every one of us understands and believes the mission statement of the academy, it is not practiced in day to day work.

He recommended that as faculty members, it was necessary to inculcate in their trainees an awareness to be a change agent: role modelling is very important in a training institute. Adults are very sensitive to implicit

messages that go to shape in a trainee, the key qualities -- in particular the various stages in the development of competencies.



Following this, Prof. Ram Kumar Kakani made a summary of the topics covered that day:

- Adult learning demanded androgogical methods
- Sociogram is an effective tool here to introduce the group of participants
- Discussion on leadership and management helped define the concepts
- Ensuring that listening is done through group action; buzz-groups create energies
- The human knot exercise demonstrated that solutions are often there inside us

Day 2 – 19th August 2015

Mr. Dhamotharan opened the session emphasising the role of reflection in development of faculty. The use of the domain of self-exploration is an essential element in adult learning environment. While a leader has to deal with uncertainties, a manager engages in reducing complexities in the system.

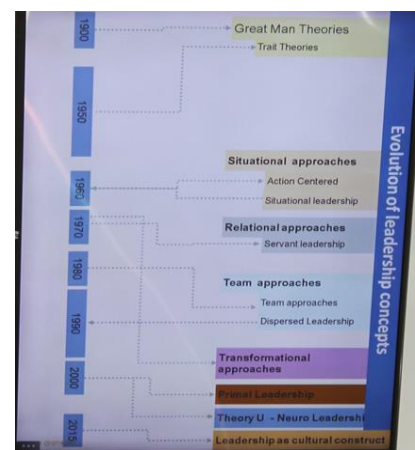
Recapitulating the place of reflection in the process of competency development, he remarked that the South African model does not differentiate values from competency. However the classical definition of competency in terms of Knowledge, Skills and Attitude is relevant only when viewed in the example of onion with different layers representing the multiple layers of qualities. The outer layer being attitude or set behaviour, the next layer being competency as deep seated ability to perform under imperfect conditions, then the layer of values or normative principles created over time and which can withstand pressure. Belief forms the other layer and is the bedrock for meaning and purpose in the individual. Answering the question as to why attitude is a layer in the onion of qualities, Mr. Dhamotharan said that attitude is willingness or disposition or mental orientation towards something, reflected in the behaviour. One of the participants raised the question “how to define the performance parameters like attitude and competency”? Mr. Dhamotharan responded with the comment that the Department of Personnel & Training (DoPT) in the government of India and the government of South Africa are currently on a journey to defining these parameters for performance. While internal performance assessment centres are often mired in nepotism and such flaws, external performance assessment centres are generally effective as evidenced in the practices in Germany and other countries. Since in the indian context, the DoPT has developed the competencies for bureaucracy, it is useful to orient oneself from that matrix to define, assess and develop training solutions for individual institutions in the system.



Discussing regimentation in systems, the group agreed that this discussion was essentially about attitudes. Max Weber’s theory of bureaucracy was intended for delivery of service as per rule of law and regulation. By design it precludes innovation. Mr. Vimal Kumar observed that while regimentation of work in a framework is not necessarily regimentation of thought! Different militaries of the world have demonstrated the ability to bring about technical innovations. Likewise governance needs social innovation for better service delivery and there success depends on the space available to the young for innovation. Therefore a facilitator should focus the attention of the audience to innovation, said Mr. Dhamotharan.

Mr. Dhamotharan then traced the course of leadership practices during the 20th century until the present day. He summarized the key principles of these practices as follows:

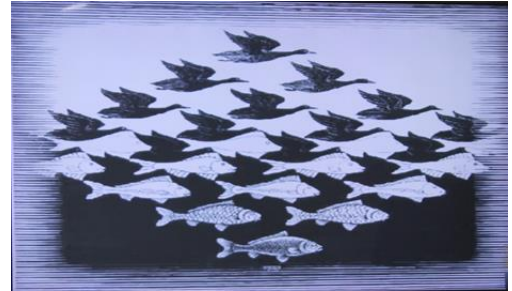
- Leadership is inner self, acted out
- Leadership is a socio-cultural construct
- Leadership acts on a vision, not on empirical data
- Leadership makes one think of values and not of competencies
- Leaders should deconstruct assumptions and layers of perception





The facilitator then presented different pictures and invited the members of the group to comment on what they perceive. Reflections on various perceptions from the participants for one and same image brought out interesting observations:

- One cannot assume one has seen every thing
- Shifting points of view exposes points of movements
- Diversity of perceptions force one to expand perspectives



Moving on to the processes of training and facilitating, Mr.

Dhamotharan presented the elements contained therein and underlined the relevance of reflection for the participants. Whereas learning involved giving knowledge, providing skills and bringing about



attitudinal changes – in other words - sensitising the learners on their importance, facilitation involved coaching and mentoring a group of individuals. The curriculum for any learning has to be standardised, structured and scientific to address a homogeneous group of learners. The curriculum has to set out the purpose, objectives and outcome for the specific learning process. Commenting on different tools for training, Mr. Dhamotharan said while presentations like

PowerPoint have their utilities, well prepared case studies and personal cases from real life are vital in the delivery of trainings, appealing directly as they do to the imagination of the participants. Referring back to the relevance of reflection in adult learning, he said that the concept of World-Café was born from the practice of coffee-breaks at training sessions. Here, a coffee-table setting is used for seating 5 – 6 persons who discuss an idea while one person stays as a host even as the other persons at the table are rotated continuously. The process is useful when one question is discussed to develop convergence of thoughts involving a large group running to scores of participants.

Moving on to the collaborative exercise of partner work which involved sketching designated objects in pairs. The outcome of the activity offered points for reflection on several levels:

- Group dynamic at work
- Initiative of individual
- Taking cognisance of self with regards to
 - Behaviour
 - Perception
 - Confidence
 - **Emotions**
 - Result / outcome

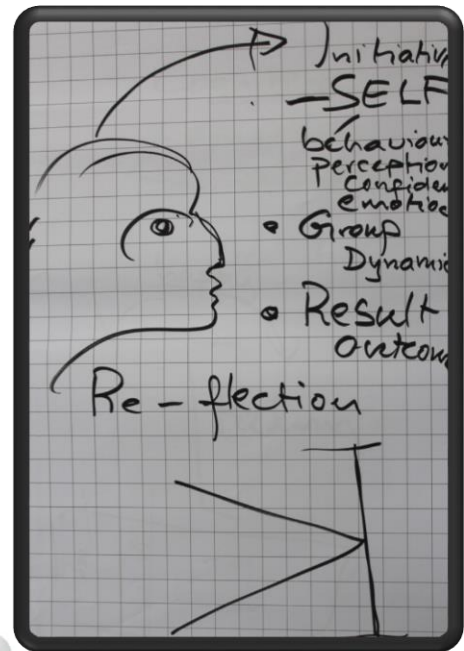


The framework for systematic reflection - said Mr. Dhamotharan - comprises these elements:

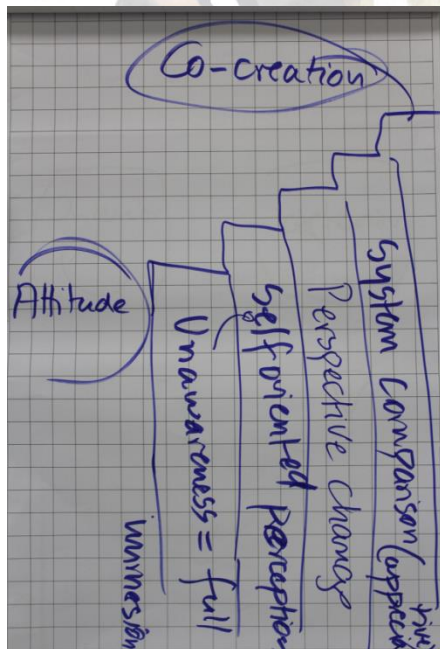
- Cognitive (thought)
- Emotive (feelings)
- Conative (actions)

Reflection is endless: we can reflect about our reflections!

Mr. Dhamotharan narrated the fable of monkey and fish from Buddhism to illustrate the effect of ignorance of context and the effect on attitude: a monkey sitting on a tree by the side of a river saw how accidentally the current tosses a fish to the bank; looking at the discomfort of the fish (which was desperate to be in water again) the monkey gathers it and returns to the tree; it then strokes the fish with all care and sees that the fish had become quiet and immobile by now. The monkey concluded that the fish must be feeling fine now! Mastering attitude is a process at several levels in that to start with one is often like a fish in water: a fish - it is said - is unaware that it was in the water and that water alone makes up its world; similarly one begins with a state of unawareness about one's own attitude and goes through different stages to appreciate, understand and create / co-create new systems.



Co-creation goes beyond System Comparison and stands for innovation and creation of a new system.



Mr. Dhamotharan then posed the question to the group: "could one engage in brainstorming on designing a training session to bring about attitudinal change?" It was left to the group to reflect on this poser.

Mr. Dhamotharan then explained the principle of Value Diamond. Much like the diamond, values are normative principles created over time and they withstand time and pressure. The participants were asked to list three most important values according to them. The following emerged as most stated values:

- | | |
|--------------|-----------------|
| Truthfulness | Self-motivation |
| Empathy | Self-respect |
| Sincerity | Vision |
| Moderation | Peace |
| Integrity | Honesty |
| Humaneness | Compassion |

The participants were then invited to choose a partner for a Dialogue-Walk for exploring the history of their respective values. This exercise was intended:

- To identify the role-model for the particular value (who may have influenced her/him in that value)

- To recognise the socio-cultural context for the development of the value (village / extended family etc.)
- To narrate with examples to the partner, what the value means for her / him
- To bring forth the kind of challenges one encounters in one's private / professional life in living up to the particular value

Reviewing the exercise and the experience of the participants with their respective partners, the Facilitator learnt that:

- Phrasing the idea of values is a process which also brings clarity in one's thought
- Talking of your values is a very intimate experience as they form the identity of a person
- The exercise gives insights into the complexities of human ideas on values
- The meaning one attaches to a particular value is one while discussions on that reveals other dimensions of the value
- It is important to bring discussions on one's values to professional sphere

Drawing the participants' attention to the difference between (value) dilemmas and problems, Mr. Dhamotharan said that while problems lend themselves to solutions, dilemmas merely allow one to navigate through. A dilemma throws up interdependent solutions in a 'lose-lose' situation. One lives with many values and often there is a dilemma experienced between two values. Dr. Nikhil Gupta cited the example of the horns of dilemma of humaneness versus professional conduct a senior officer may find herself/himself in when forced to suspend an errant member of the staff. Mr. Dhamotharan responded that coherence between values is indeed prone to internal battles and one has to adapt one's value depending on the context. This naturally results in confusion about one's values.



Responding to a question from the participant "what is the importance of values for a Trainer / Facilitator?" Mr. Dhamotharan said an understanding of values is useful in appreciating the value dilemmas in trainees. Values give normative orientation and help take a decision by choosing what is good and bad. Global changes in future will be of enormous scale and reach: values provide anchor to a moral space, he

concluded. The group then watched a video-clip of a talk by Viktor Frankl, the author of "Man's search for meaning".

Day 3 – 20th August 2015

Mr. Dhamotharan began the day with the story of a Chinese emperor who went into the Green Hall for a meeting lasting about an hour with Orange Man. The emperor did this often and the singular thing about these meetings was there was no visitor to meet! Narrating about his meeting, the emperor said it was the best meeting each time. Moral: the Emperor was referring to the time he was granting himself for his reflections.

The participants then carried out the exercise in cooperation. The tool was designed to bring out the spirit of cooperation and collaborative results. The exercise contained in drawing specified objects on a canvas on the floor using a pen tied to a rod and held with strings by the whole group.

At the end of their work, the participants were invited to write one key word to express the success factor in the game. A second card with another insight from the group work was to be also given.

Success Factors	Insights from the activity
Determining the course of action at the start	Trust in each other within the group
Providing direction and close communication within the group	A good leader also hands over the authority to the identified performer.
Choice of the leader based on competency	Harnessing the collective experience within the diversity of talents in the group was a challenge
Fixing the coordinates provided the orientation for the output	Co-creating exercise throws up new ideas



Reflecting on the just completed group work the participants agreed with the Facilitator that reflection offers vast range of ideas. Mr. Dhamotharan while summing up his comments on the reflections the participants had registered said:

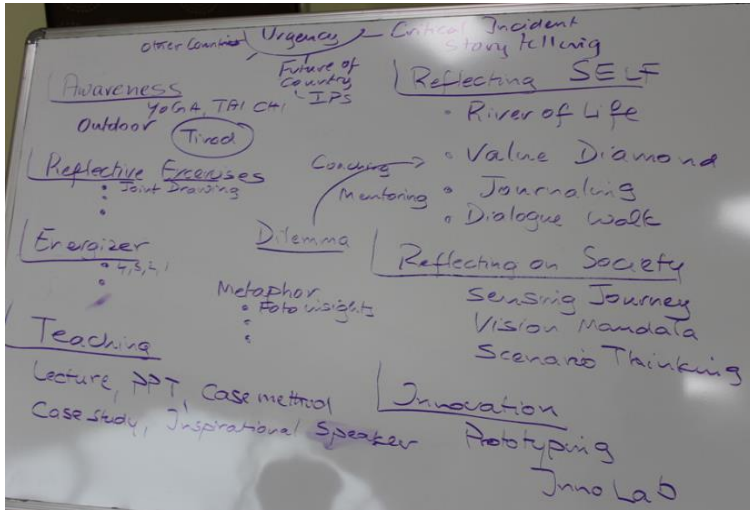
- Analysing first the context is important for the task, before plunging into the job
- Innovation theories recommend prototyping and not doing a perfect job
- Action and reflection is the right way
- Analogous to the game, in real life too, 1 or 2 persons could monitor what was going on
- The monitors / observers also sharpen their ability to act when it is their turn
- Using of participants from the group to function as observers has its own advantages: they are familiar with the group and are on the same level so they can disagree / fight; similar competency in the peer group helps

Each instrument is confined to certain specific intended result. For example an exercise in creating a vision for the organization could be through clay modelling as this allows multiple interpretations while discouraging smart words uttered without reflection. An educator has to therefore select a tool which is fit for producing the intended results. The German proverb is worth recalling constantly: *“for a person who only has a hammer, everything is a nail”*.

Recapitulating the different didactic principles handled during the last days, Mr. Dhamotharan averred:

- Facilitation is paradigm shift from teacher centric to learner centric transaction

- Curriculum is developed based on the objectives
- Transformative learning is key in the shift from standardization to innovation
- Transformative learning is about assumptions and deeper lying attributes
- A protected environment as psycho-social private space is a pre-requisite for the success of transformative learning process; coaching is the vehicle used in the process of enabling the trajectory from A to B safely
- The River of Life exercise helps one to set the threshold for one's objectives
- Facilitation is not a readymade answer to everybody: it helps diverse people to go on their diverse journeys



- Outdoor exercises like Yoga / Tai-chi and other sports help creating an awareness of the body: impulses on the body affects the psyche and the body
- Story-telling from real life / critical incidents could lead to reflection on a host of behaviors – own and those of others
- Case studies and inspirational speakers complement lectures and PowerPoint presentations
- While exercises like river of life, and dialogue walks help in self reflections, vision mandala and scenario thinking help reflect on the society

To a question from one of the participants “How to handle the vast scope of say, jurisprudence – normally taught in one year – within 90 minutes of a class”? Mr. Dhamotharan responded that one solution could be giving a transparent methodology by miniaturizing the year's curriculum in 90 minutes. Commenting here on the assessment of the officer trainees, he cautioned “if the wrong thing is measured, the system fails; mere measuring of memory is not going to lead to successful education / training. It is important to create a space for reflecting on their journey of life in the next five years”.

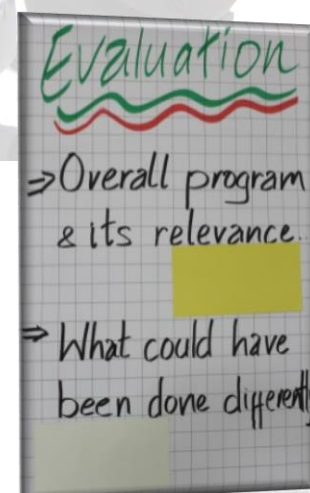
Mr. Dhamotharan then introduced the Yatra Patra and its purpose as a tool for reflecting and developing a vision for future. Each individual has to carry out this exercise for herself / himself.

Referring to the tool “journaling” he gave examples of questions for journaling:

1. In the last three days what are the things that surprised you?
2. Write down 3 – 4 insights you go here in this programme.
3. Using the above insights, write down in which context, where in your professional work, you can apply these?
4. Name some persons who can support you in implementing whatever ideas you have above.

Mr. Dhamotharan then divided the participants in groups and asked each group to come up with ideas for improving the teachings at the academy based on the 3-day workshop they had attended. The topics chosen by the groups included:

- i. Outdoor exercises
- ii. Ethics



- iii. Law
- iv. Investigation

At the end of the exercise, the groups shared their ideas in plenum. The participants were then invited to evaluate the programme for the GIZ facilitators.

Overall program and its relevance	What could have been done differently
Outstanding & relevant for the academy	Organising the programme in a place outside the campus would have ensure 100% participation of all the faculty members
Makes one reflect and is very relevant for me	More than one trainer could have been employed
The programme brings about awareness of various facets in professional development	More role reversal during the sessions could have helped
The programme is relevant for training & facilitation	The parameters of the training could have been better defined; there could have been more (twice daily) recapitulations at the end of each session
Excellent programme	Though very interesting, next time one could be allowed to “delve deeper”
Relevance of Teaching >> Facilitating	More specific inputs to make trainings interesting would have helped
The programme gave me an understanding of facilitation techniques. My appreciation of the learning process improved. This will certainly help in future delivery of training sessions	The programme should have focused more on “faculty development”
The programme is very useful for everybody	Better deliveries could have been achieved if the audience and their context were borne in mind
Relevance: Value framework and management are now given low priority in NPA’s curriculum; adult learning approaches force us to redraw the complete training methodology and orientation	
The programme was useful and helped reflect on our own training methodologies	
Though the programme appeared to leave one at sea, in due time, the treasure (of facilitation techniques) was found at the end	

Valedictory session

The Director of the Academy Ms. Aruna Bahuguna presided over the valedictory function and distributed certificates to the participants. All the participants gave a feedback on their experiences from the just concluded programme.

- The programme involved many activities that offered room for reflection as conceived
- More such programmes could be offered
- The first two days were abstract for me, but the third day was most useful as the different didactic principles for adult learning were recapitulated and explained clearly
- Sensitization on the adult learning principles and the reflection on the “great grand design” of the IPS training programme helped realise the importance of the curriculum to prepare the trainees for their decades long career
- I got more clarity about reflection part in learning (leading self and the ability to understand self)
- The theoretical and conceptual background of the tools and methods

- One needs to fix the target about the Officer Trainees (OT) and everything has to be linked with the mission of the National Police Academy
- It is a powerful journey wherein I am made to reflect about myself
- I / We / It became the mantra of the training, keeping all these in mind the facilitator can improve
- The expression and reflection of faculty members is remarkable and I have not seen this kind of interaction in our team meetings
- Facilitation brought all of us on the same page for the paradigm shift
- A realization that it is not only important what to teach, but how to teach
- We should relate the outcome with the mission statements and keep reflecting on how are we going to the mission if the outcome is not achieved
- Self-reflection is the key to success and information interaction gives you enough opportunity
- For NPA it is important first to decide about the values and then build a programme for the OTs.



Speaking on the occasion, Ms. Bahuguna thanked the GIZ Programme Manager, Ms. Anita Sharma for making available the training in transformational learning to the faculty members of her academy and invited GIZ to organise further trainings at her academy and hoped this would be a regular programme between GIZ and the National Police Academy. The programme ended with the Director presenting mementos to the Facilitator and the GIZ team.

As Dr. Gupta in his reflections at the end pointed out, “the exercises sought to create a space for connectivity as human beings going beyond hierarchy and position within the organization”

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