

Sri Lankan – German Development Cooperation

Priority Area “Promotion of a Dynamic Market Economy and Qualified Employment”

TRAINING WORKSHOP ON MODERATION TECHNIQUES FOR NUCLEUS COUNSELLORS

From 14 to 16 March 2005

At Tourmaline Villa, Anniwatte, Kandy

WORKSHOP REPORT

This is a publication of the

Sri Lankan - German Economic Strategy Support Programme (ESSP)

ESSP is a joint initiative of the Ministry of Posts, Telecommunications and Udarata Development and the German Federal Ministry for Economic Cooperation and Development and is implemented with the assistance of the German Technical Cooperation (GTZ).

March 2005, Kandy, SRI LANKA

This report documents the proceedings of the training workshop on Moderation Techniques for Nucleus Counselors held from 14 to 16 March 2005 at the Villa Tourmaline, Anniwatte, Kandy . The participants comprised Nucleus Counselor of six chambers/ associations implementing the Nucleus program and ESSP personnel. The primary objective of the workshop was to make the participating counselors aware about proper moderation techniques and the effective use of these techniques in their work with Nucleus entrepreneurs within the chambers.

It should be noted that this report is not self explanatory nor meant for general readers. It is meant to be referred to and used by the workshop participants in carrying out their tasks as a Moderator.



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Posts,
Telecommunications
and Udarata
Development



Federal Ministry for
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INTRODUCTION

Background

This workshop report documents the proceedings of the training workshop on *Moderation techniques for Nuclei Counselors*. A series of workshops are being organized and conducted by the Economic Strategy Support Program (ESSP) to train the counselors within the chambers/ associations who are engaged in promoting the Nucleus approach.

ESSP promotes the creation and organization of Nuclei composed of working groups of entrepreneurs, which serve to facilitate the exchange of know-how and experiences among the members, to execute common activities that stimulate improvements in the companies and to influence their business environment.

Objectives

The primary objective of the workshop was to make the participating counselors aware about proper moderation techniques and the effective use of these techniques in their work with Nucleus entrepreneurs within the chambers. The objectives of the workshop were that the Nuclei counselors are better equipped to facilitate the running of the Nuclei (please see annex 1 for course schedule).

Date, Venue & Participants of the Workshop

The workshop was held at the *Tourmaline Villa*, Anniwatta, Kandy from the 14 to 16 March 2005. The participants were:

1. seven Nuclei counselors
 - Chamber of Commerce and Industry Central Province (CCICP) – 2
 - Chamber of Commerce & Industry Uva Province (CCIUP) – 2
 - Protected Agriculture Entrepreneurs Association (PAEA) – 1
 - Central Province Women's Chamber of Industries & commerce (CPWCIC) – 1
 - from Matale District Chamber of Commerce & Industry (MDCCI) - 1
 2. One CEO of the National Chamber of Handicraft of Sri Lanka – NCHSL
 3. Three officers from ESSP (one development officer and two graduate trainees)
- (Please see annex 2 for the list of participants).

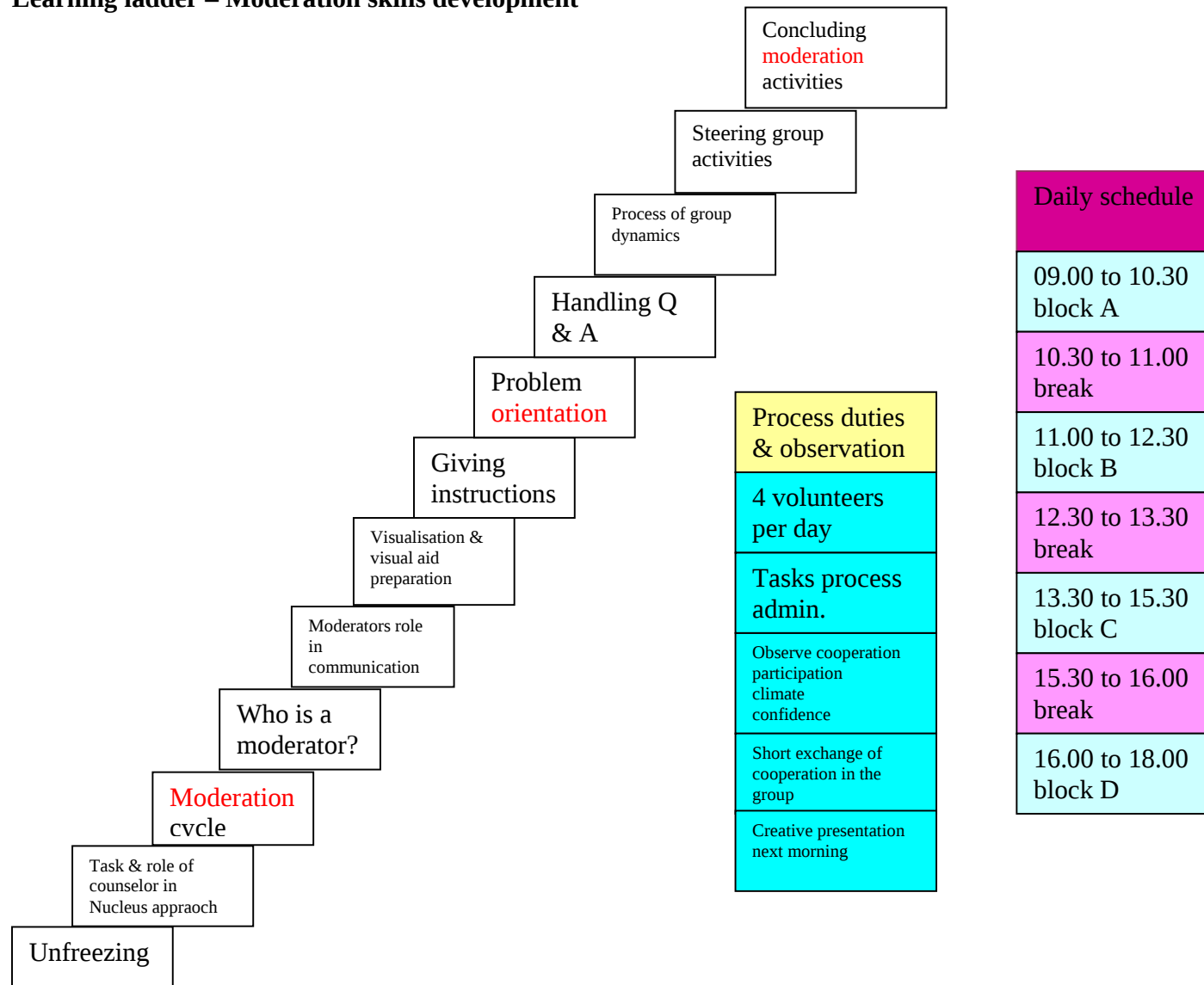
PROCEEDINGS & RESULTS OF THE WORKSHOP

Welcome & Introduction

The Project Director of ESSP welcomed the participants and gave a brief introduction about the objective of the workshop.

The learning ladder comprising the different steps that would be followed during the next three days was presented by the moderators of the workshop.

Learning ladder – Moderation skills development



Unfreezing

Introduction about usage of cards

It was explained that the term ZOPP meant *Goal Oriented Project Planning* and that it originated in Germany. The proper use of cards is an important element in this method. One should follow certain rules when writing cards, they should write:

1. Horizontally
2. One idea per card
3. Only three lines per card

Name game

The participants introduced themselves using the name game. Each person was required to describe themselves using an adjective that they thought suitable.

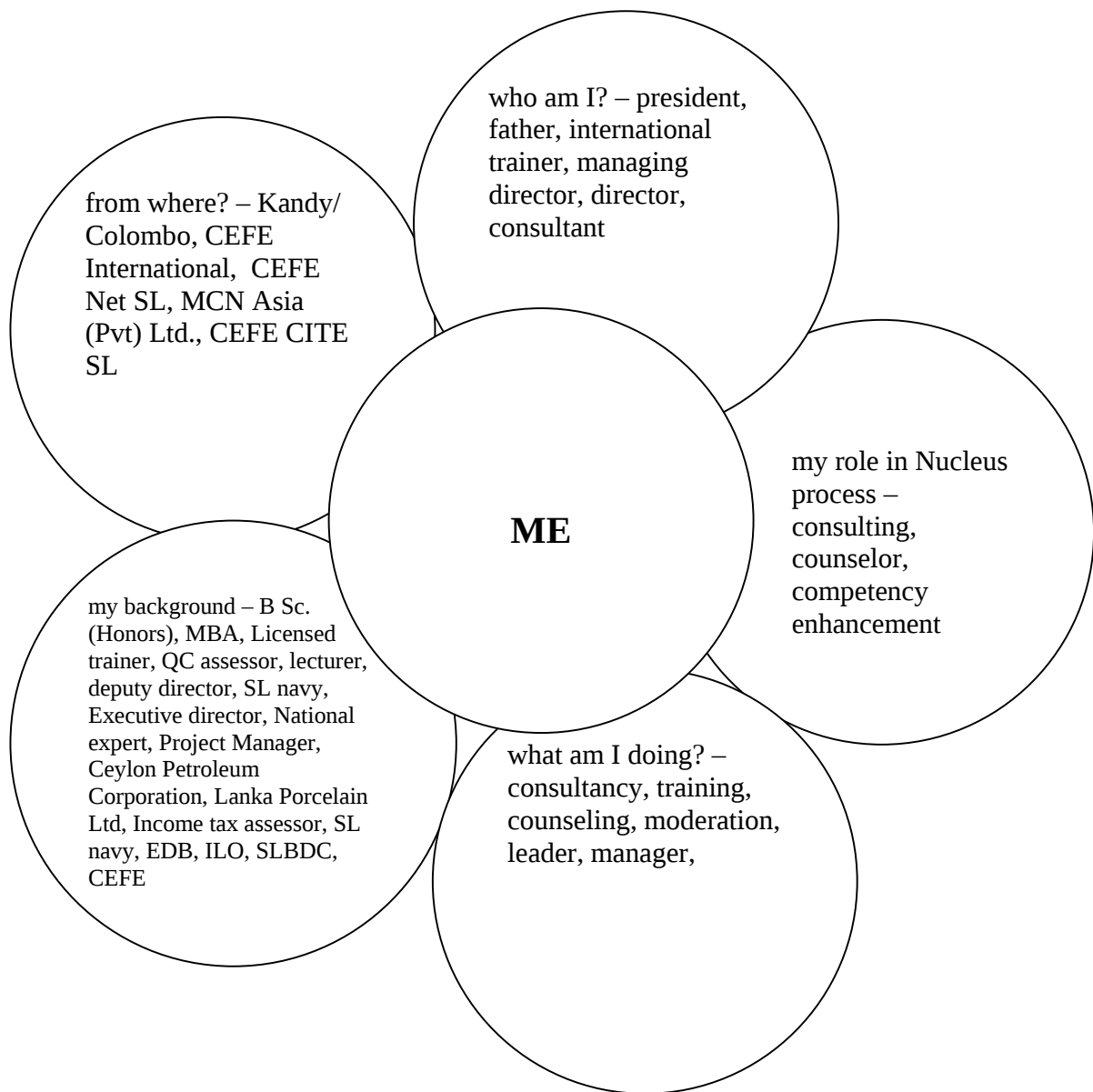
Further introduction of participants

For further introduction of themselves the participants were given the individual assignment, where each one had to describe himself/ herself under the following headings.

1. who am I?
2. from where?
3. my background
4. what am I doing?
5. my role in Nucleus process

The moderator gave an example of how the assignment should be carried out (Please see next page). A presentation followed where each person described themselves with comments and clarification from all.

Presentation of example by Moderator



Leveling of expectations

The participants were asked their expectations of participating in the training. Following are their responses clustered according to each area:

Moderation techniques	Counseling methods	Others	Nuclei formation
Get new methods of moderation and leadership	To get more knowledge in counseling	To collect more experience	To know how to start providing facilities to continue Nuclei projects
To apply trainings and workshops	Improve my counselor abilities	To get timely new change	To organize Nuclei activities more productively
What is moderation?	To get knowledge about counseling	Sharing peoples experiences	
Where can we use moderation techniques?	To gather knowledge about new techniques for Nuclei projects	to get new ideas for my work through the experiences gained	
I will be a good moderator	How to motivate lazy lethargic Sri Lankan entrepreneurs	To get new experiences	
How to moderate	Increase knowledge about the services of the counselor	To get an idea about the workshop and experience it	
		To get to know each other	

Tasks & Roles of a Nucleus Counselor

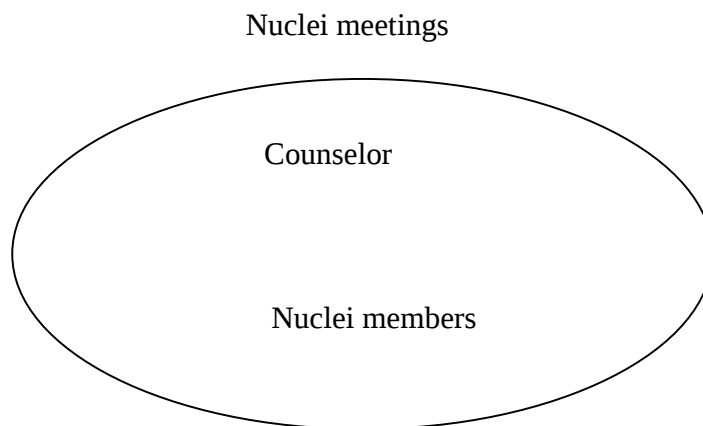
The participants were asked to describe the *Operation cycle of a Nucleus* taking into consideration the following elements:

- Nucleus
- Role of a Nucleus counselor
- Tasks of a Nucleus counselor

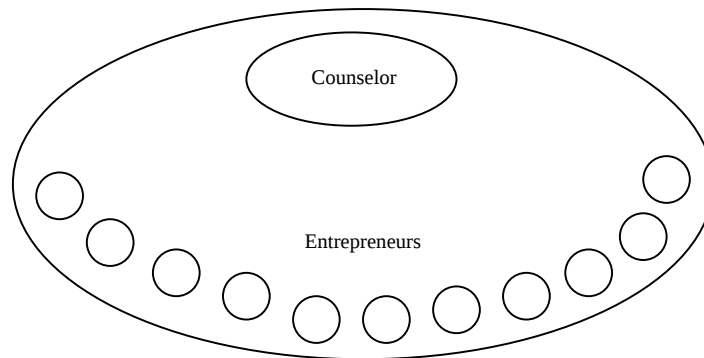
Presentation of group work

Group 1

1. Nuclei is a group of people in the same business gathered to uplift their businesses by exchanging experiences and knowledge
2. leading, coordinating, organizing and moderating the above activities
3. conducting monthly meetings, identifying problems/solutions, select resource persons for the above
4. submitting reports to ESSP, lobbying and networking
5. recruit new members to Nuclei and chambers
6. visiting business places to organize activities required for Nuclei and chamber members



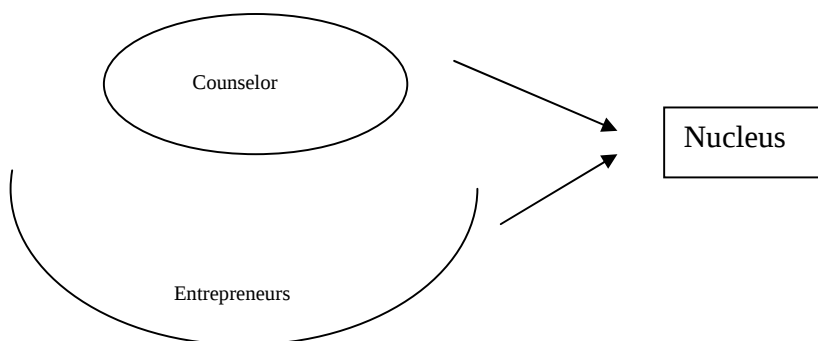
Group 2



A set of entrepreneurs in similar sectors working with a counselor:

1. by helping, supporting and enhancing the entrepreneurs to develop their businesses (individual counseling, group counseling, executing activities)
2. support the entrepreneurs by moderating, communicating and counseling

Group 3



Role

1. a group limited to a minimum of 7 and maximum of 30 participants
2. the members of the group have similar rights/ position
3. the group tries to reach the same objective
4. the group operates in a non traditional way
5. an active group
6. the group works to achieve their objective under the guidance of the counselor

Objective

1. identifying problems in the enterprise
2. organizing activities to obtain solutions for the identified problems
3. expanding business opportunities through different methods
4. becoming a strong entrepreneur by using new technology and techniques

A presentation about the following topics was done in order to refresh the participants minds about the important concepts related to the Nucleus approach.

Basic concepts of a Nucleus

What is a Nucleus

1. working group of SMEs + counselor
2. SMEs counsel SMEs
3. Nucleus serves as a communication centre
4. Nucleus serves as a action centre
5. Nucleus aims are internal – Nucleus aims are internal
6. improve the enterprise – influence the entrepreneurial environment

Operation of a Nucleus

1. initiate, invite
2. reduce distance/ tension
3. build trust
4. identify problems/ solutions
5. analyze problems/ ideas
6. selection of problems/ prioritize
7. identify causes ...
8. look for solutions – inside the Nucleus or outside
9. decide on activities
10. implement them

Role of Nucleus Counselor

1. counselor individual & group
2. facilitator in implementation
3. communicator
4. catalyst
5. moderator

Nucleus counselor

1. Group counseling
2. individual counseling
3. moderation of meetings
4. execution of activities
5. follow up - progress report

The participants were reminded that they should when presenting:

1. Have eye contact with participants
2. Have an entry point to the presentation

A group assignment was given for the practical implementation of moderation techniques. Please see annex 3 *training element: boiled potatoes*.

Summery of day 1

The summery of the first day was presented in the form of a news cast by a group of the participants as if on TV.

The other participants gave the following feedback to this presentation. The presenters should:

1. have given the others the opportunity of giving feed back at each point
2. more explanation/summery of the Nucleus approach should have been given as an input
3. use of words were good
4. they should have focused on the audience
5. self confidence has been developed among the older counselors, new ones too have come a long way

Training element – Boiled potatoes

The groups presented the assignment of the previous day where they had been requested to find solutions for the questions in the handout

Training element boiled potatoes. Please see annex 3 for handout.

1. What is the end product desired by the customer?
2. What material, energy and water inputs are required in the process?
3. Which inputs of the potato boiling process do not end up in the final product?
4. Who is involved in the generation of waste?
5. What kind of information is needed to quantify the waste?
6. Which costs are caused by waste flows?
7. Which possible environmental impacts are caused by the waste?
8. What are the reasons for the waste flows?
9. What could be feasible measures to reduce waste costs?

Group 1	Group 2	Group 3
1. Pealed, boiled, salted and cut potatoes on a plate 2. Potatoes, salt, electricity, boiled water 3. energy – adding salt before boil, peel, hot water and salt 4. Hermann – assistant cook 5. the assistant cook Hermann he does peeling routinely without much	1. waste of potatoes due to less emotion routine work by the assistant cook 2. cleaning waste 3. electricity stoves are old and always switched on 4. hot water poured in to the sink after boiling the potatoes 5. during lunch time boiled potatoes	1. Boiled potatoes – 4 pieces, plate, with salt 2. Material – boiled water, electricity, salt 3. Waste – boiled water, salt, electricity 4. Hermann 5. Old electricity should be modernized 6. Boiled water with salt causes more

emotion, and unthankful job 6. electricity, salary, salt 7. poor waste management – huge pot, peeling without boiling, cleaning only at night 8. adding salt after boiling 9. can serve salt separately 10. peeling after boiling 11. serving boiled potatoes without cutting	plates are getting delivered to the customers late 6. these potatoes have to be taken back to the kitchen 7. Elfriede is cleaning the plates without concentration Solutions 1. advise the assistant cook to peel potatoes with much more attention or recruit an experienced cook 2. at least clean wastage three times a day or appoint a suitable worker for cleaning 3. suggest to replace old stoves with new ones 4. remove only the potatoes from the boiled pot and use the same water further for boiling of potatoes 5. arrange additional water or workers to deliver potatoes specially during lunch time 6. suggest to acquire modern equipment which helps to keep potatoes hot constantly 7. advice Elfriede to clean plates with much more attention Activities 1. train peeling and cleaning personnel to do these processes effectively and with less wastage 2. highlight the benefit of using new stoves at the “Old Fritz” by an expert 3. arrange a training program for waiters about customer care and service	waste 7. Time – more time is spent because of this 8. Potatoes should be peeled after boiling not before 9. Time – always using two spoons of salt, changing too much water 10. Boiled waste water and boiled peel is environmentally harmful 11. Peels should be got rid of properly 12. Labor costs 13. Peeling the potatoes without boiling 14. Delay in serving also causes waste in energy 15. Adding salt before boiling is also a problem 16. To reduce waste cost: ↳ Reuse boiled water ↳ Change old electricity system ↳ Boiling potatoes with the peel ↳ Encourage the staff ↳ Arrange good background in the hotel build up good linkage in the staff
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Feedback to the presentations

The following feedback was given to each presentation:

Group 1

- Experienced hands were selected as moderators
 - o Read the assignment
 - o Issues
 - o Problems identified
 - o Solutions
 - o Activities
- Moderator (what did he do?)
 - o Process was decided
 - o External consultant was consulted
 - o Counseling integrated

Group 2

- Appoint moderator (most experienced was selected)
- Reading
- Identify main points of the process
- Analyze issues
- Answers to questions were gathered

Moderator (what did he do?)

1. Deviations were questioned
2. Time management
3. Arguments were sorted out /handling of arguments

Group 3

Moderation

- o appoint moderator
- o Read/ analyze
- o Various solutions
- o *Stopped working*
- o *Started after a wash/ rest*
- o Solutions were arranged
- o Encouragement given

Comments to the presentations

When visualized on a flip chart it is:

- a. difficult to read nor pleasant
- b. not clear
- c. everything is written together

Using cards is better, when using cards:

- a. they should be self explanatory
- b. white cards only for headings
- c. cards should be matched properly
- d. they should be clear and arranged logically

The trainer explained how the groups should have approached the assignment.

What does the customer need? The production process should change according to this requirement.

Eg. Boiled, peeled, salted, hot potatoes

- adequate temperature
- adequate salt
- adequate softness
- on time delivery
- cut into 4 pieces
- served on a clean plate

Materials

- raw potatoes
- salt
- water
- electricity
- detergent
- bucket
- plastic bags for garbage
- plates
- knife & fork

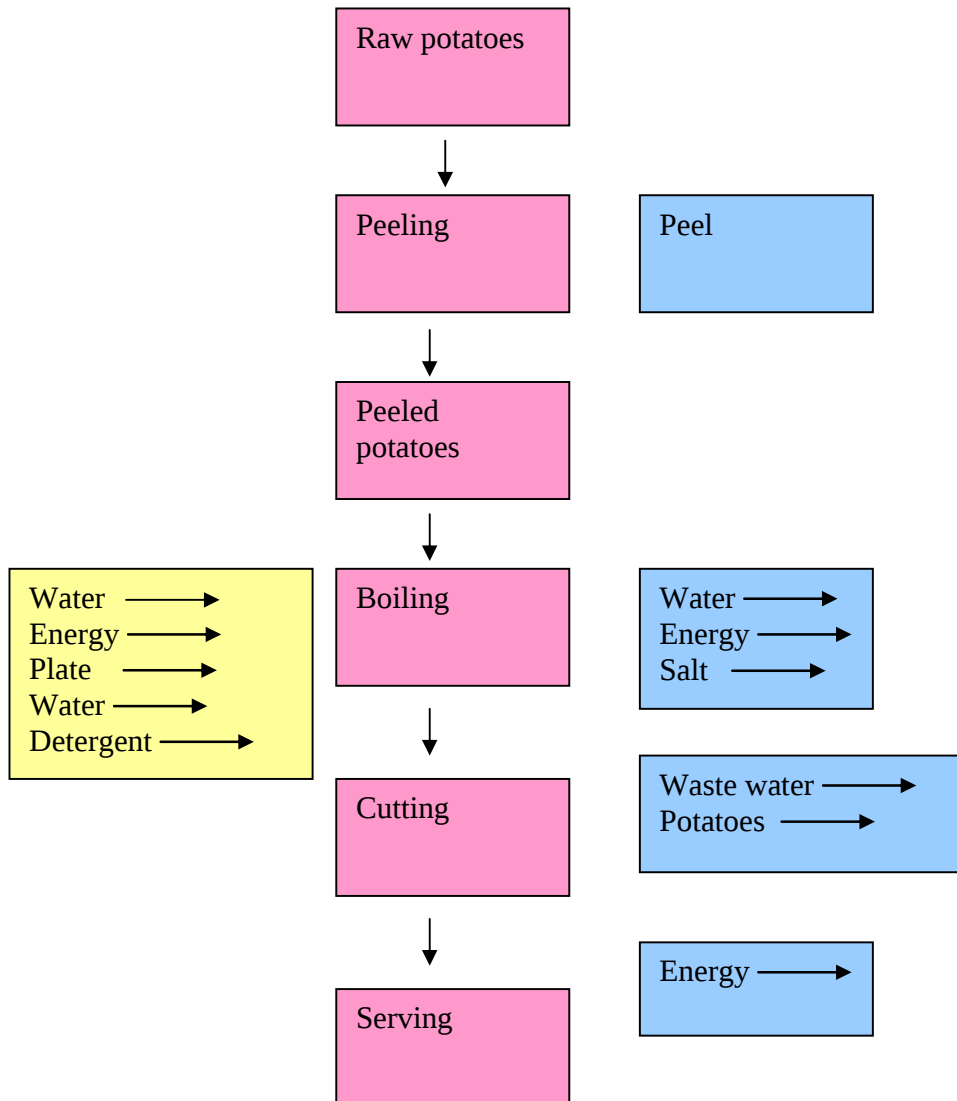
Which inputs do not end up with the final product?

- water
- energy
- salt
- peel
- detergent
- plastic bags
- pieces of potatoes
- rejected potatoes by customer
- customer leftovers/ balance from the plate served

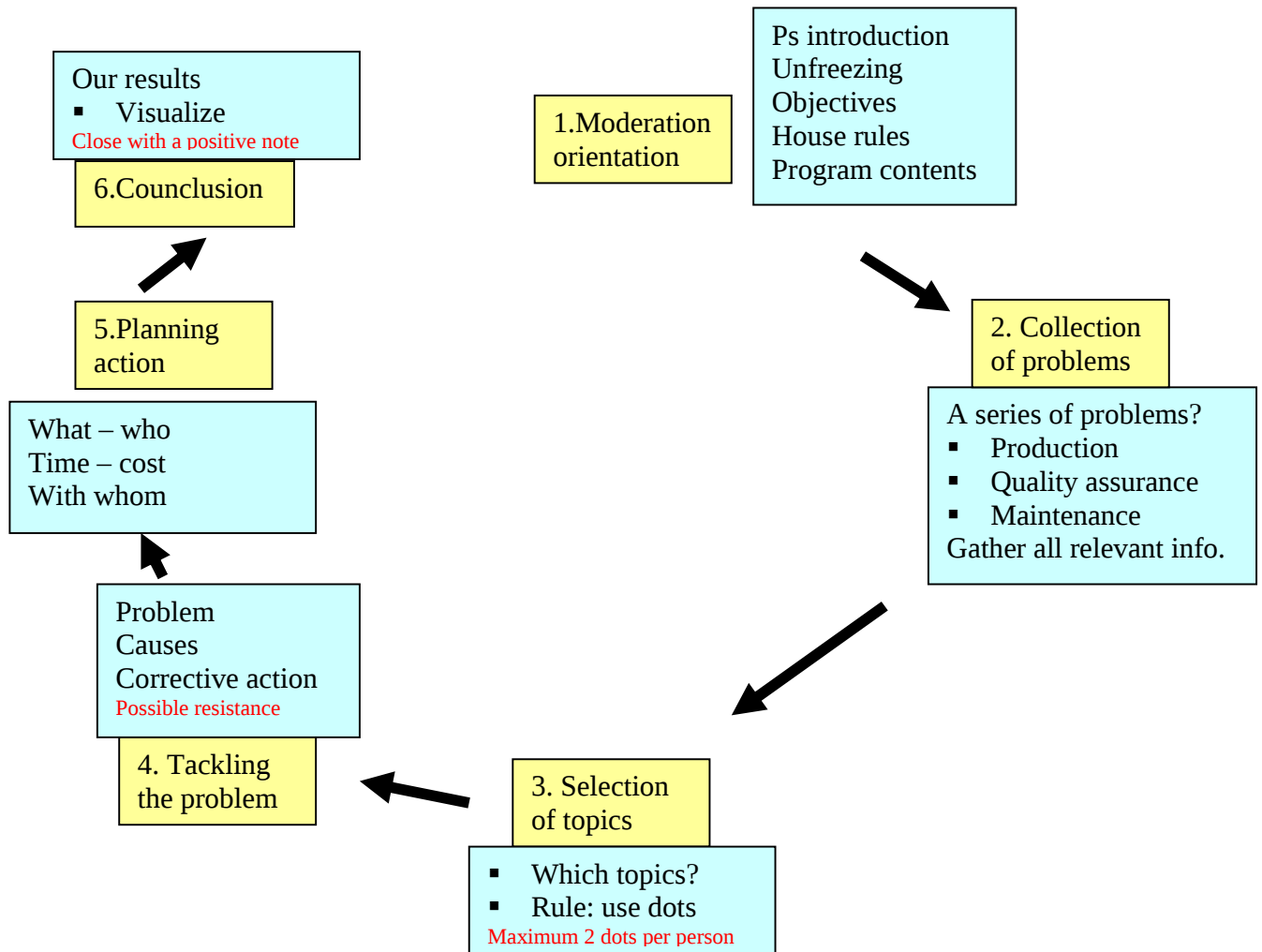
Quantification of waste. What is the information that we require for this?

- Amounts used as raw materials
- How many kilos does the peel comprise of?
- How much salt is used? How much salt is wasted?
- How much electricity can be saved if the stove is not kept on constantly?
- How much detergent is there in the water?
- ...

Operation process at Old Fritz – example how the assignment could have been visualized

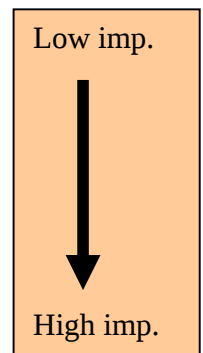


The Moderation Cycle



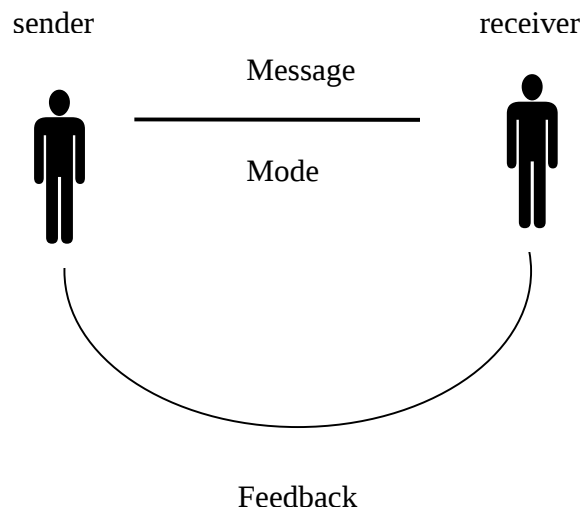
The functions of a moderator			
Instructions	Steering of group work	Handling of group dynamics	Monitoring & evaluation of group process
Presentation with visualization	Initiation and stimulation	▪ Interruptions ▪ Distractions ▪ Opposition ▪ Protests ▪ Conflicts	Observe & assessment of <u>group atmosphere</u>
Guided dialogue/ discussion	Tasks & roles assignment		& re modification of group atmosphere
Input of knowledge, answer questions	Structuring according to tasks		<u>Eliminate discord</u>
	Motivation, direct attention & interest		

Conduct of a moderator			In moderation
Catalyst in ▪ learning ▪ decision making	Recognize participants difficulties eliminate	Observe moods encourage reflection	Subject matter
Provide/ get group work on <u>rules</u>	Do not compete with participants	Praise & encourage constructive feedback	Yourself
Make the group steer itself	Mobilize creative energies ...		Group
Direct & structure work / specific tasks	Create comfortable atmosphere		



Elements of Communication process

1. Sender
2. Message
3. Modes
4. Receiver
5. Feedback



Exercises – communication process/ moderation

1. Tie example

One of the participants was requested to communicate to the others how to knot a tie, first using only verbal communication, and then demonstrating using a real tie. The exercise indicated that the use of demonstration was more effective than just using verbal communication.

2. Communication about get together in the evening

A second participant was requested to explain to the others that a social event would be taking place that evening. He did so by using cards to create suspense before giving the actual information. The sequence of this presentation is given below:

3.30 p.m.			
			
listen	Today		
Why?	6.00 p.m.	6.30 p.m.	
Good news	In this place		
What	Get together	Everybody	
		Should join	
			Otherwise?
			You have to pay
			Fine
			Rs. 100/=

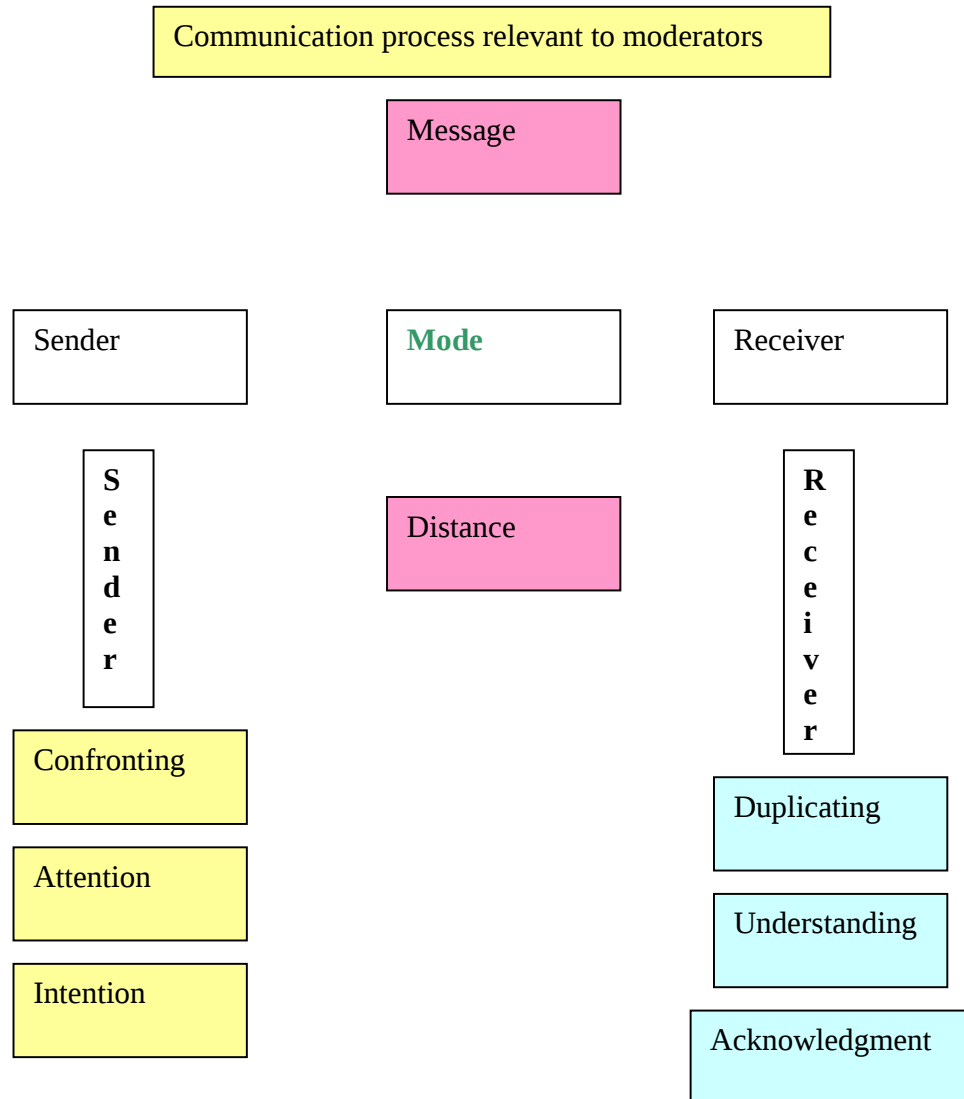
The following comments were given by the other participants:

- Good entry
- Creation of suspense was good
- The fine that was going to be charged from those who were not coming for the event was negative and could have been put in a positive way (contribution)

3. How to make a box

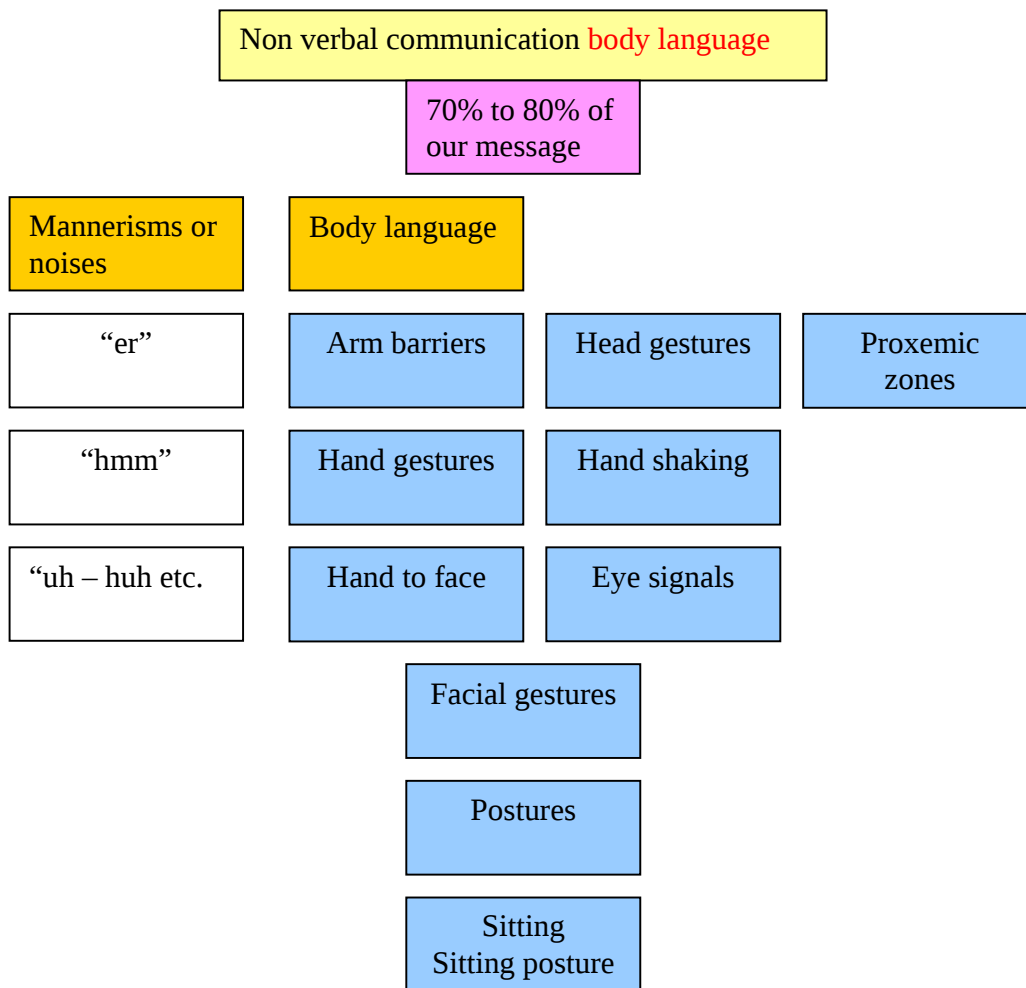
A third participant was requested to communicate to the others how to make a box. The first communication was only verbal and none of the participants succeeded in making the box. In the second instance it included vocal (including written) and visual communication and two of them succeeded. In the third instance where demonstration was also used nine of the participants succeeded in making the box.

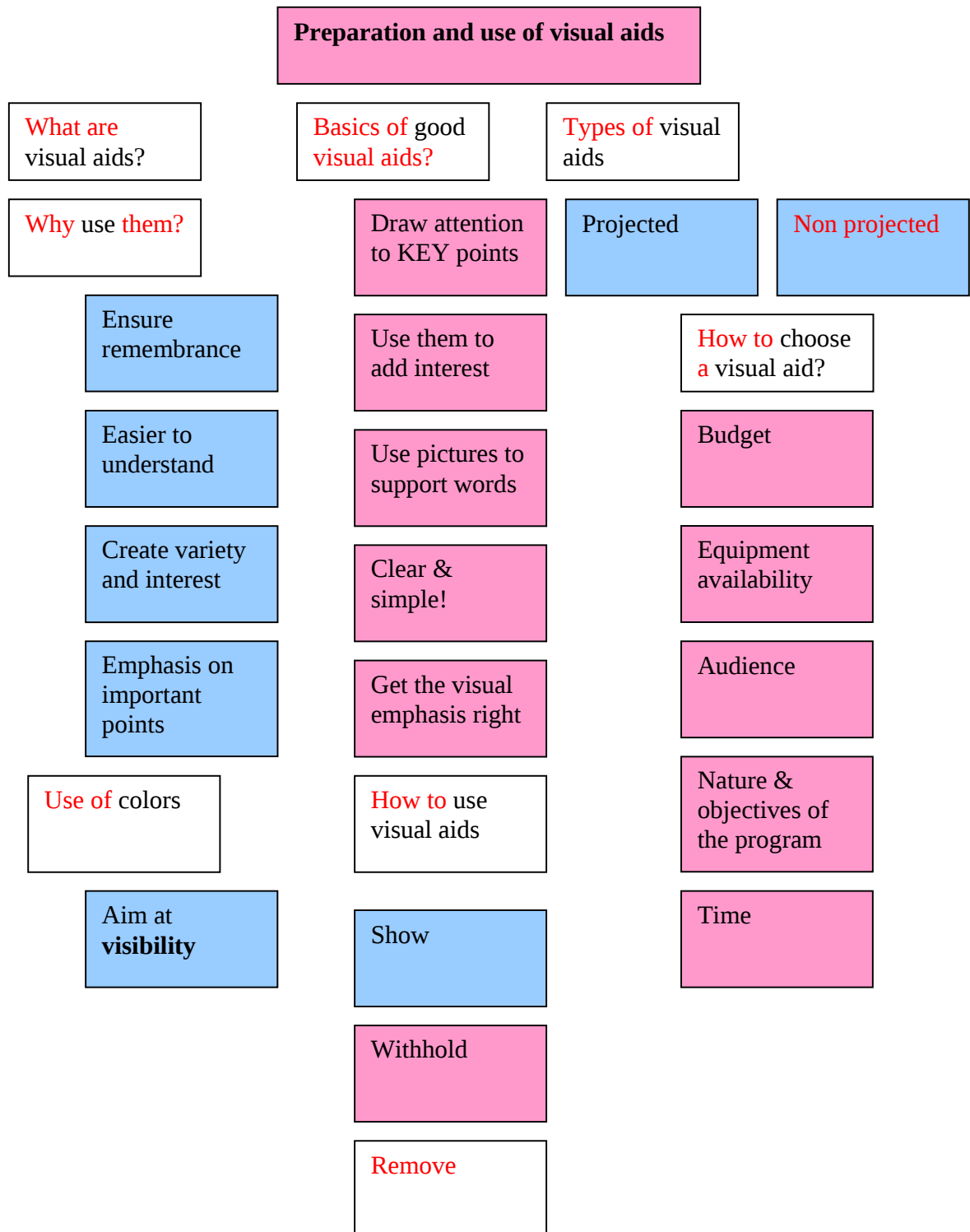
Theoretical input on communication



Communication process relevant to moderators continued ...

Confronting	Attention	Intention	Duplication	Understanding	Acknowledgment
To face – people, problem, situation	Focusing on – the topic, communication partner undivided	Will to speak and create and effect ...	Receive and absorb message without omissions disturbances	Message is adequately evaluated put into context	Sign of attentiveness received and understood
To be able to – calmly wait, stand up to, face...		Lends – emphasis, impressiveness, assertion to the message	Making a perfect copy of the message	Able to work with, apply meaningfully, put into proper context	Not an answer or response does not mean agreement





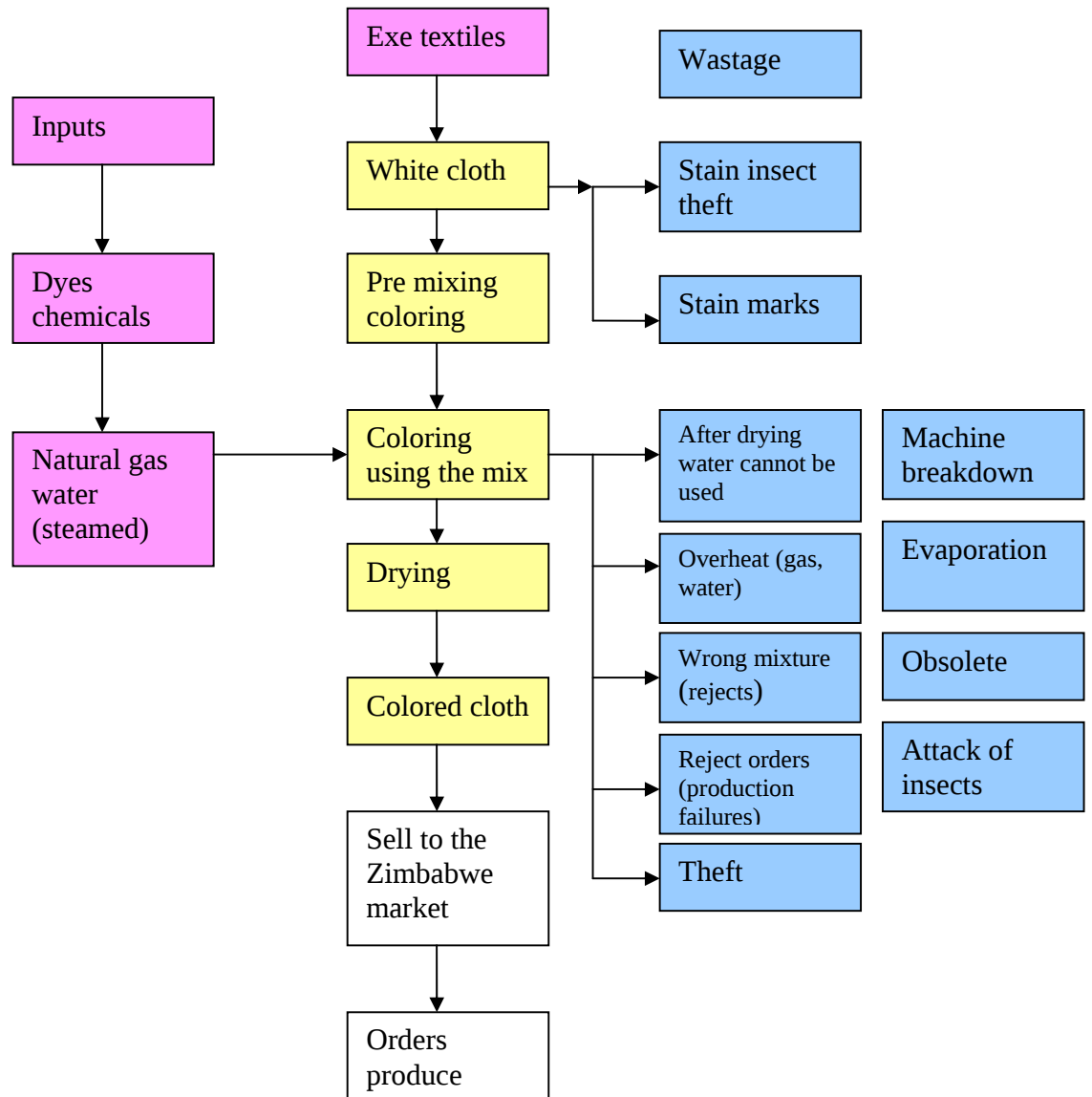
Summery of day 2

A presentation of the summery of previous day was done through a role play where the participants discussed the important matters they had learnt.

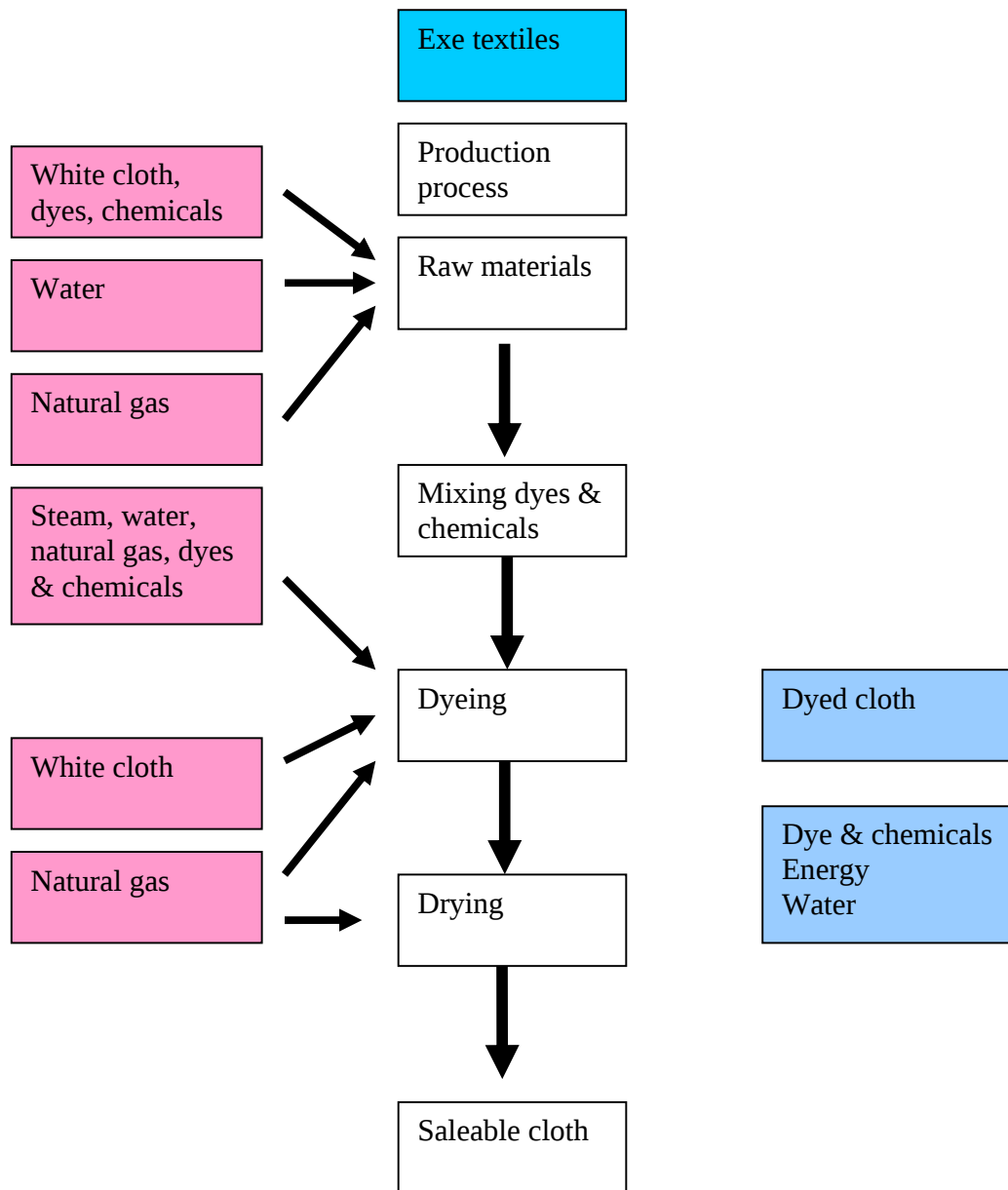
Preparation of visual aids - Group work

The groups were given the task of preparing a visual of the assignment given of a textile industry where they were asked to visualize the production process. Following are the results:

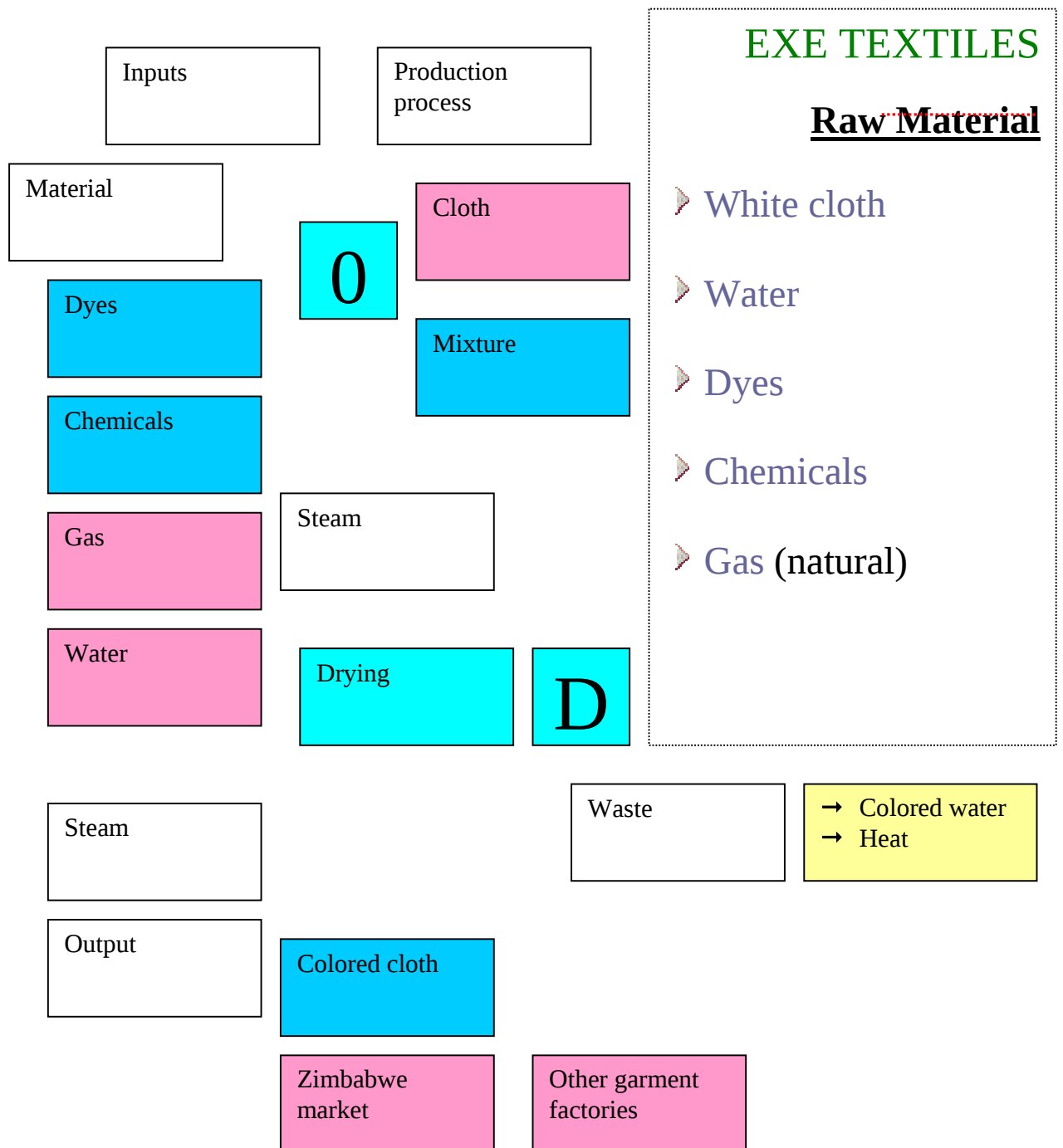
Group 1



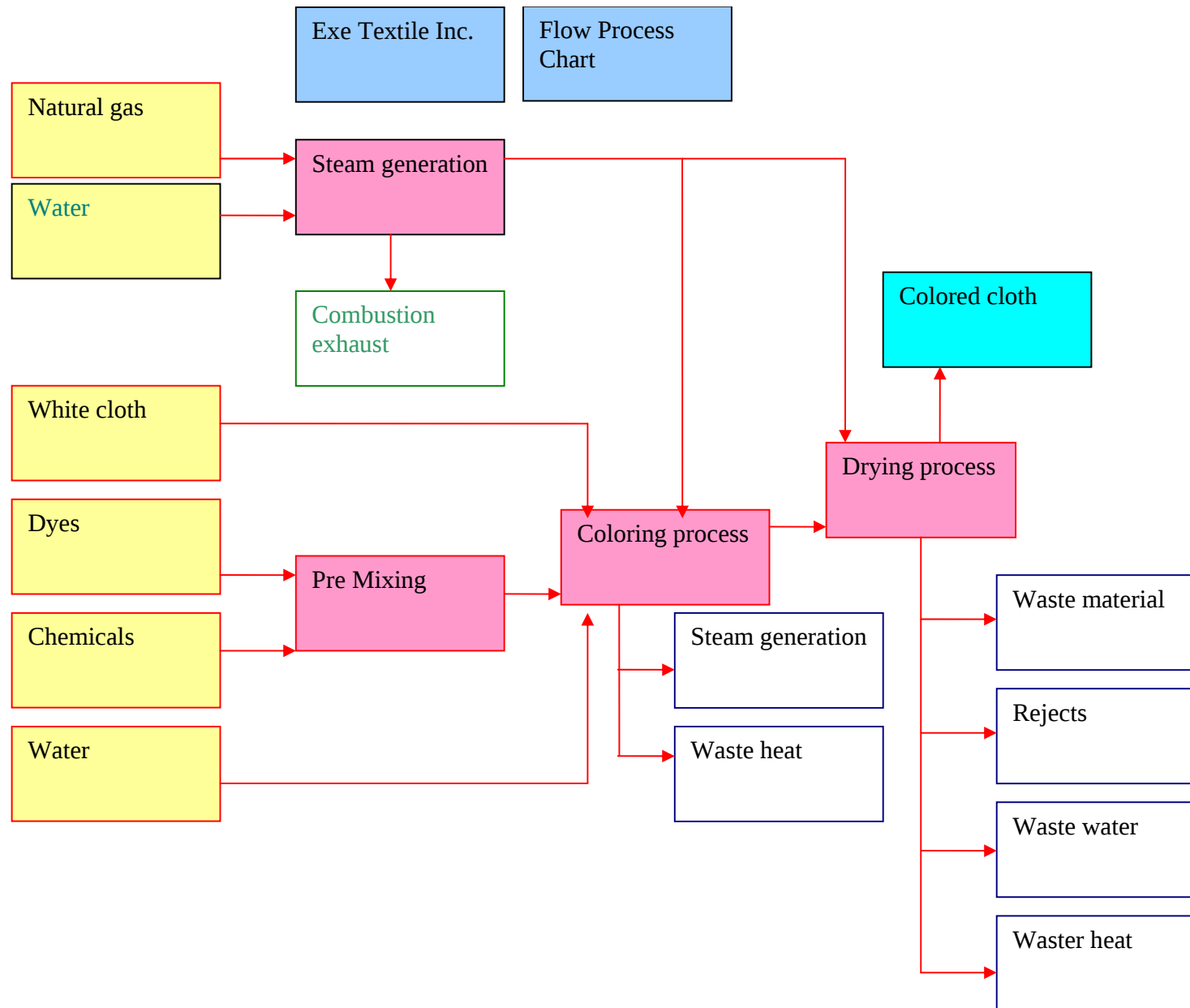
Group 2



Group 3



Trainer's Example



Production flow process system – symbols used

O → Operation

□ → Inspection

⇒ → Transport

D → Delay

△ → Finished goods

▽ → Raw material storage

Giving instructions and feedback

The tower building game was done to illustrate how the giving of proper instructions is an important element in communication and moderation. The participant playing the role of the entrepreneur was blindfolded and the participants playing the role of the counselors were supposed to give him the proper instructions for the building of the tower. With the help of the first “counselor” the “entrepreneur” was able to build nine blocks while with the second “counselor” he managed to build sixteen blocks.

Feedback by other participants

1. Instructor should have given clear instructions about the directions (north, south etc.)
2. more encouragement would have been good
3. alternative strategies should have been given
4. clarity of objectives good
5. target should be set
6. profit was mentioned (business expansion, after reaching)
7. the entrepreneur should have been warned that if he were to go further up that the building might collapse

Giving instructions

Basic rules for instructions

Arouse **A**
Attention **A**
Interest **I**

Can be understood

Can be retained

Convincing and
can be understood
by participants

Can be practically
adapted and
applied

Some hints ➡

Change your
▪ Speech behaviors
▪ Manner of presentation

Style & method of
instructions

Media used,
atmosphere free of
disturbance

Use as many sensory
channels as possible

Motivate participants

Create expectations &
better solutions
WIIFM

Repeat the most
important

Some more hints/ conditions

Structure instructions

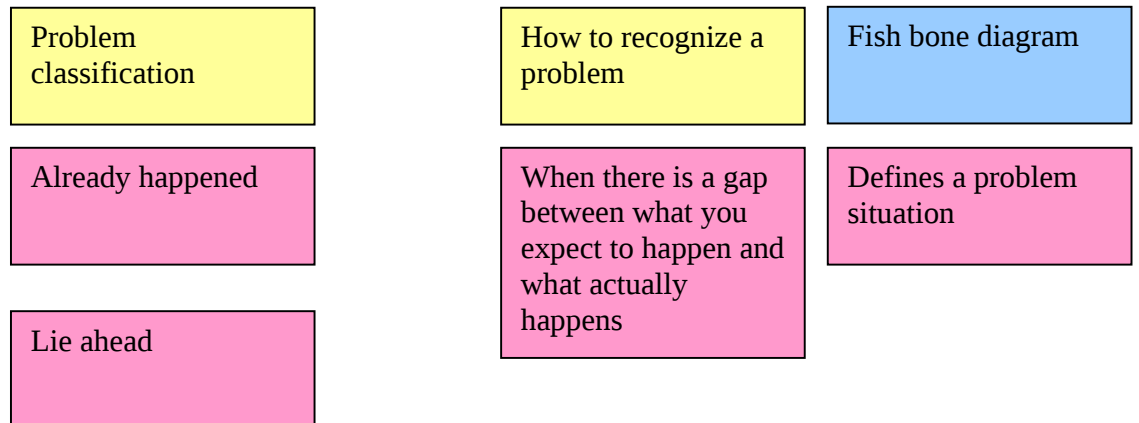
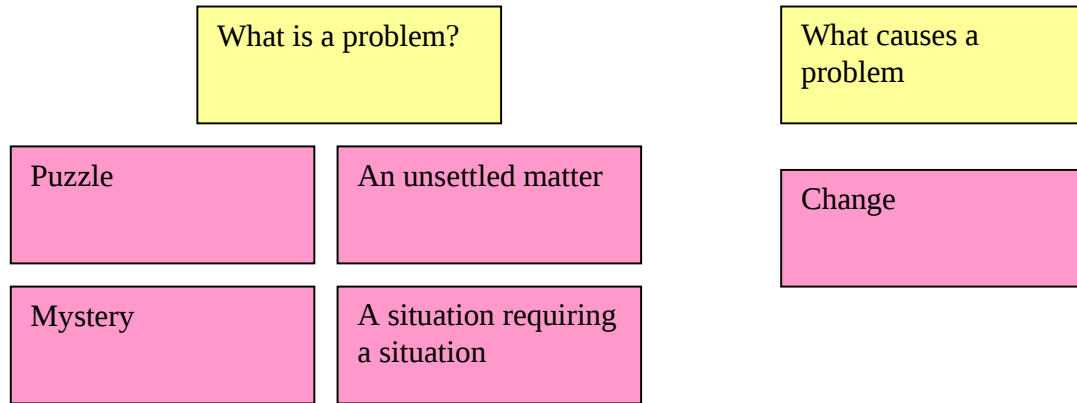
Create confidence

Appropriate language

Encourage questions

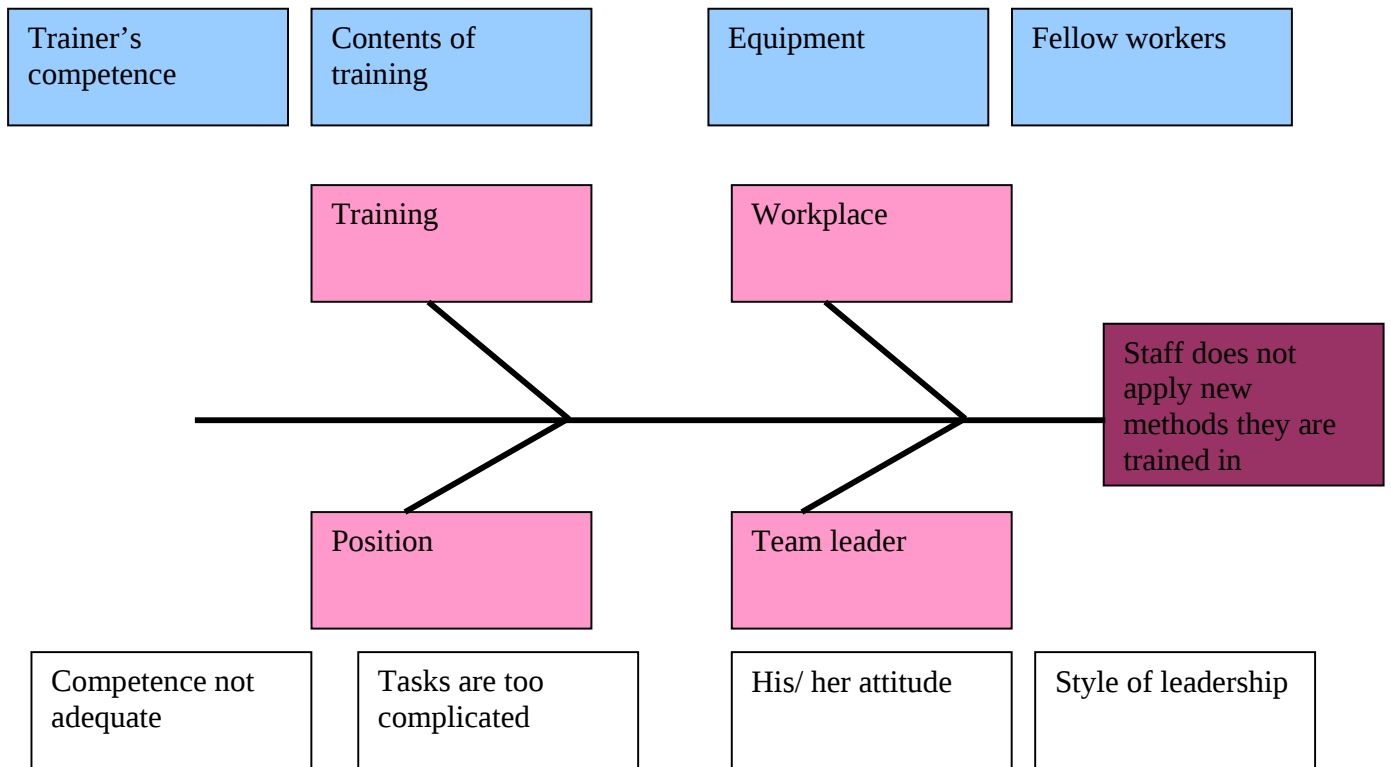
No unrealistic
promises

Problem orientation



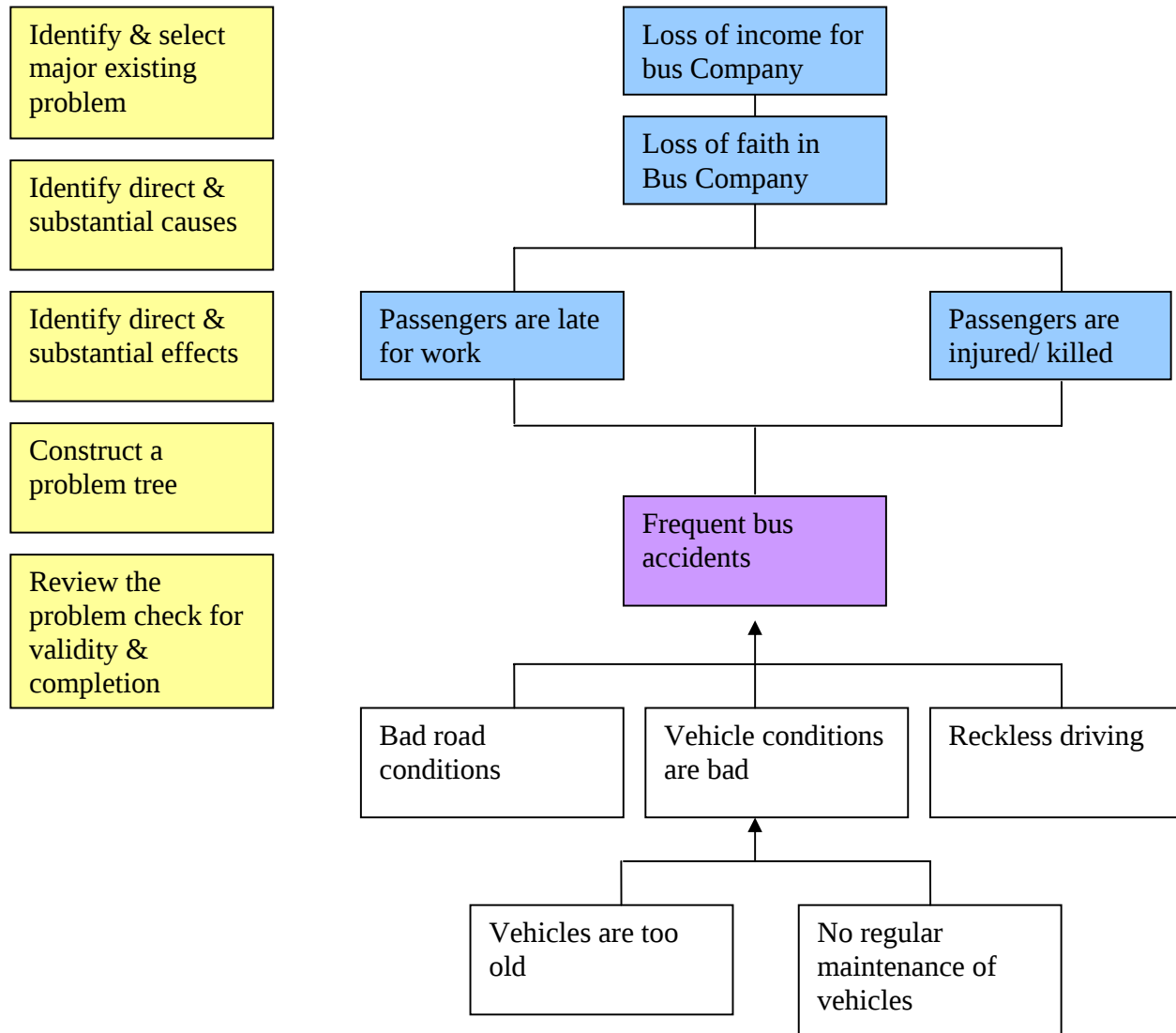
Fish bone diagram

This tool can be used to analyze a problem.



Cause & effect diagram (Problem Tree)

A tool that can be used for problem analysis.



Process of group dynamics

Action Learning Set - ALS

It was explained that the ALS can be used for the following:

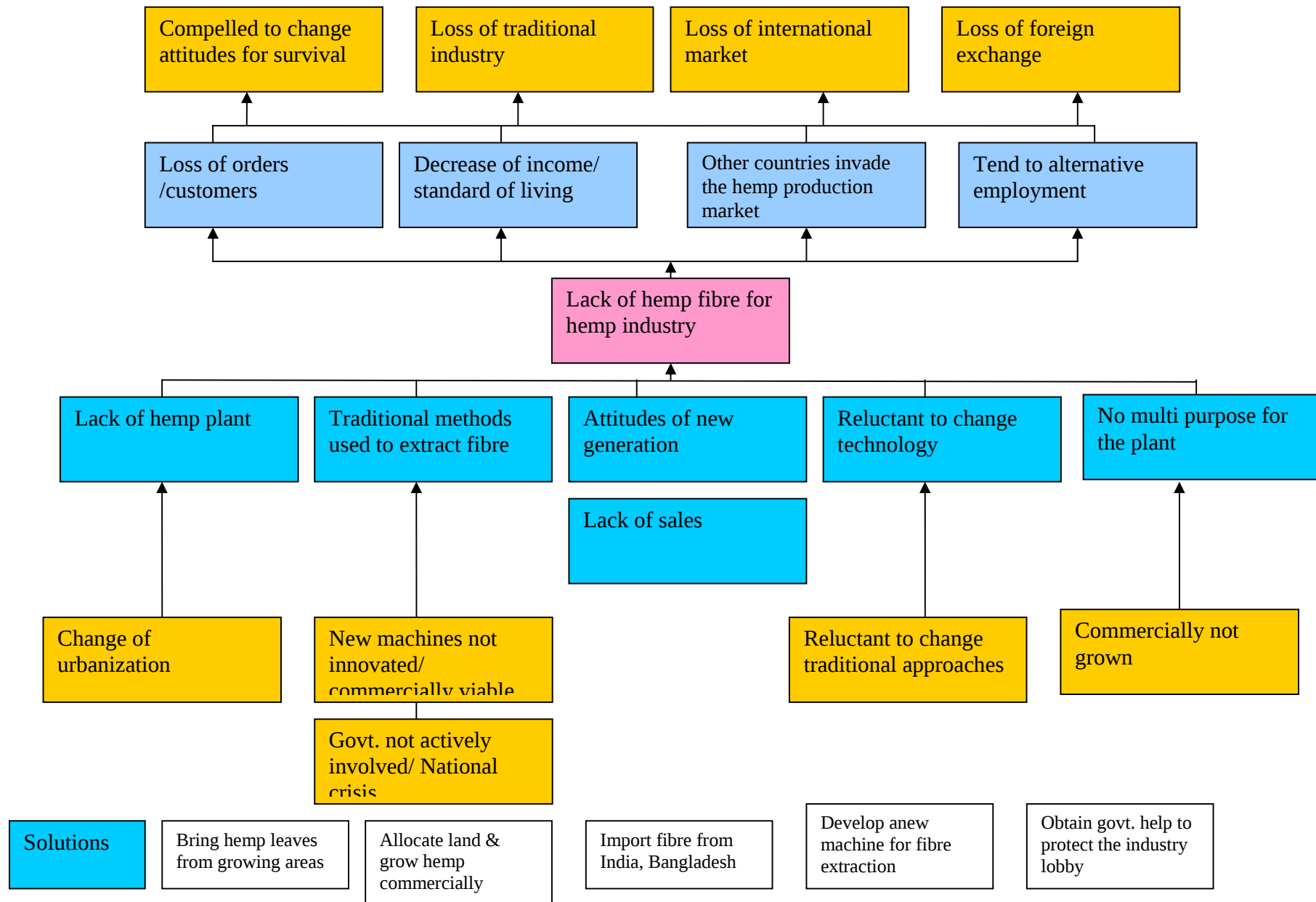
1. systematic analysis of problems
2. broaden perspectives
3. develop new options
4. prepare for effective action
5. support tem/ networks

Please see annex 4 for handout.

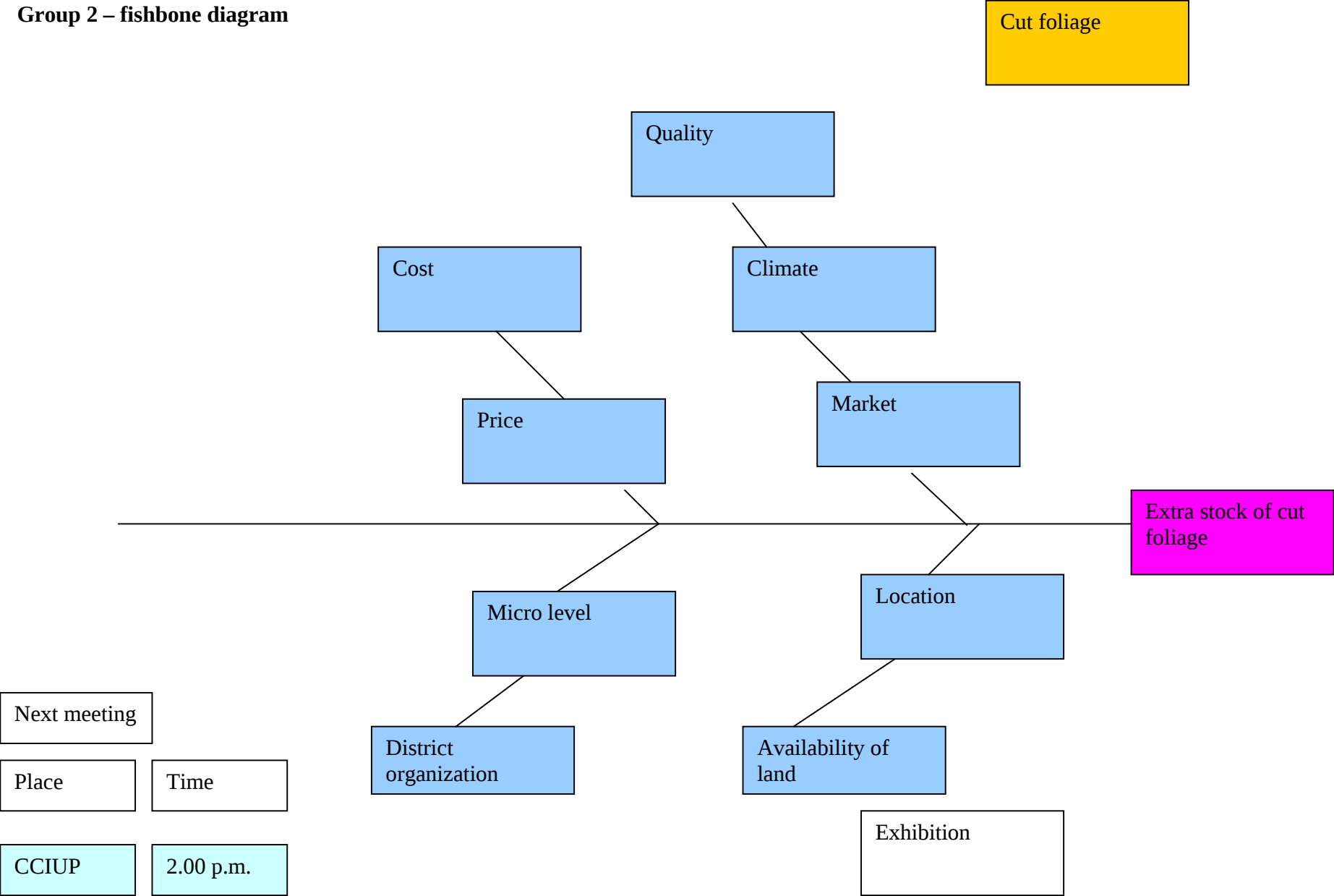
Group work

The participants were split into groups and they were requested to take an actual problem faced by one of the Nuclei they are working with and use one of the tools described above to analyze the selected problem. Please see next page for results of group work.

Group 1 – problem tree



Group 2 – fishbone diagram



Cut foliage – Action Plan

1. organize exhibition
2. find out suitable place
 - a. responsible – cut foliage Nucleus members
3. exhibition cost
 - fixed cost
 - ground booking
 - electricity
 - water
 - fixing stalls
 - other costs
 - illumination
 - transport
 - publicity
 1. find out sponsors to cover the exhibition cost
 2. appoint a steering committee
 3. arranging of stalls
 - allocate separate stalls for separate varieties
4. exhibition profit should be divided into number of participants according to their supply

Feedback to presentations

1. presentation of group 1 was good – the problem was real, the consultants gave their solutions, the moderator facilitated the process
2. do not have a pre conceived solution when analyzing a problem
3. the ALS (Action Learning Set) can be used in the moderation cycle (i.e collecting problems) the moderation cycle is better structured through ALS
4. ALS can be used at Nucleus meetings

EVALUATION

An evaluation was done at the conclusion of the workshop.

Criteria			
Quality of presentation	√√√√√√√√ √√		
Relevance to goals	√√√√√√√√	√√	
Learning from co participants	√√√√√	√√√√√√	
Knowledge building	√√√√√√√√ √	√	
Confidence in moderating Nucleus meetings	√√√√√√√	√√√	
Support services	√√√√√√√√ √	√	
Comments: 1. in future try to get participants on time 2. this is a very good exercise for uplifting and upgrading knowledge about counseling and moderating 3. we will hope for a second step in this program 4. please provide accommodation from the day before the start of the program 5. overall this was a good opportunity to learn about Nuclei 6. I could get a lot from this program 7. I could get a good knowledge 8. I want to get more knowledge about the role of the counselor and how to moderate effectively			

ANNEXES

Annex 1 – Course Schedule

Day 1

- Unfreezing activities
- Leveling of expectations
- Course briefing
- Introduction to moderation cycle
- The functions and conduct of a moderator
- The role of the moderator in the communication process
- End of the day activities

Day 2

- Priming activities
- Visualization
- Problem orientation
- Problem analysis tools
- Problem solving
- End of the day activities

Day 3

- Priming activities
- Action planning
- Action learning set
- Concluding moderation activities
- End of workshop activities including participants' evaluation test

Annex 2 – List of Participants

Name	Designation	Organization
Asoka Abeywickrama	Nucleus Counselor	CCICP
Sudesh Kumara	Nucleus Counselor	CCICP
Srilal Perera	Nucleus Counselor	CCIUP
Sunil Shantha	Nucleus Counselor	CCIUP
Sunil Sayakkara	Nucleus Counselor	CPWCIC
Sanjeewa Hingulwela	Nucleus Counselor	PAEA
Niluka Kumarasinghe	Nucleus Counselor	MDCCI
A C Nawagamuwa	CEO	NCHSL
Renuka Thilakarathna	Development Officer	ESSP
Mali Wijerathna	Graduate Trainee	ESSP
Ajith Kularathna	Graduate Trainee	ESSP
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