



TOTAL QUALITY MAINTENANCE
IN
LOCAL GOVERNMENT
OPERATIONS AND MAINTENANCE

TQMn BOOK 5

Workshop Agenda with Trainer's Notes

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TOTAL QUALITY MAINTENANCE (TQM_n) WORKSHOPS A DIAGNOSTIC APPROACH TO LEARNING

TQM_n

Overview

The **Total Quality Maintenance** (TQM_n) training programme includes two workshop designs. The first is designed to assist participants, working in teams, to learn more about TQM_n and develop analytical and problem solving skills by taking an in-depth look at one Operation and Maintenance (O & M) problem situation from their own organizations. The second workshop takes a very different, but equally effective, hands-on approach to learning. This workshop design is built around a diagnostic intervention into a host local government's O & M programme, where workshop participants perform an in-depth analysis of one specific O & M situation and present their findings to the "client."

The first workshop design provides participants an opportunity to learn from their own experience directly, and the experience of other participants, as they share their back home O & M problems. The second workshop provides an opportunity to learn from someone else's O & M problem situation, working as a team of consultants to a host municipality.

These workshops complement each other by thrusting the participants into two very different role situations. Ideally, the two workshops would be conducted back-to-back in the sequence just described. The second week would reinforce the insights and skills gained in the initial week of self-diagnosis; and, the host municipality intervention would benefit from a more seasoned and aware group of "consultants" when they apply the TQM_n model to a real case study situation. In both cases, the participants are exposed to a wide range of conceptual materials and skill development opportunities based on real O & M situations.

Alternatively, the second client-centered workshop could be held at some later date involving participants who have "graduated" from a workshop based on the first design. They could come from the same workshop or from another workshop held previously. It is our judgment that the participants at the client-centered workshop should have the experience of applying the TQM_n to their own O & M functions. With this experience they will be much better prepared to contribute fully to a client's needs and will gain far more significantly from the consulting experience. Workshop No. 1 provides the conceptual framework and understanding through the application of TQM_n strategies that is critical to effective intervention in another organization. For these reasons, we encourage the users of these training materials to encourage participation in Workshop No.1 as a prerequisite for involvement in Workshop No.2.

WORKSHOP NO. 1 (BASED ON PARTICIPANT EXPERIENCE)

Overview

Workshop Overview

The workshop schedule is designed to assist trainers conduct the TQM_n workshop with as little additional preparation as possible. This does not mean that trainers cannot make changes in the design. Changes are encouraged as long as they enhance the quality of the learning experience.

Nevertheless, the workshop design is based on some fundamental assumptions that need to be honoured if the workshop is to be successful. The most important of these assumptions are:

The major **content** materials (**what** participants will learn about O & M during the workshop) will be:

- The information the participants have collected prior to the workshop on one aspect of their O & M responsibilities; and
- Their collective experience in managing O & M functions, (The workshop is based on the examination of real-life situations experienced by participant teams.)

The major process materials (how the participants will learn) are based on:

- A six step model for decision making and problem solving; and
- Use of this model to guide a series of experiential group learning exercises using the materials brought to the workshop by the participants.

The trainers' responsibilities are to:

- Facilitate the use of case materials and the first hand experience of participating teams in O & M to help them develop a better understanding of O & M functions; and,
- Prepare teams to be more successful in managing these functions when they return home from the workshop.

The training materials are packaged in four separate booklets. These booklets include:

Booklet 1: *Reader on Concepts and Strategies with Case Study.* This booklet is a reader based on a six phase conceptual model of Total Quality Maintenance (TQMn). The model, as described in the reader, is designed to help training participant teams take a holistic and rational approach to their O & M management responsibilities. The pre-workshop assignment and the workshop designs are based on the conceptual model and the ideas set forth in the reader. A case study concludes the booklet and documents the actual experience of a participant team at a TQMn workshop in Romania.

Booklet 2: *Participant's Pre-Workshop Assignment.* The Pre-Workshop Assignment is a questionnaire to be completed by participants prior to the workshop.

Booklet 3: *Blueprint for Action: Participant's Workbook.* This booklet includes exercises to help participants apply the concepts and ideas of TQMn to the O & M function on which they have collected information prior to the workshop. It also includes space to record ideas and insights they have gleaned from other workshop activities.

Booklets 4 and 5: *Workshop Agenda.* You are currently reading booklet 5. As you can see, it includes two workshop designs. One design is based on information that participants bring to the workshop, information drawing on O & M situations in their own local governments. The other design is based on a structured learning experience drawn from field work in a host local government. For each of these designs we have included two agendas or schedules of events. Booklet 4 is "bare bones" and contains only the schedule of events for each of the workshops. This booklet is not bound like booklet 5 and is intended to be shared with workshop participants. Booklet 5, on the other hand, is for the trainer's use; it contains extensive trainer notes on how to conduct each of these workshops.

WORKSHOP GOALS AND OBJECTIVES

Goals

The goal of the workshop is to provide participants with an expanded perspective about local government operation and maintenance (O & M) functions and how to manage these responsibilities with greater efficiency and effectiveness.

The four workshop objectives are as follows.

- Increase participant knowledge and understanding about the management of operation and maintenance functions at the local government level.
- Increase participant skills in team decision making and problem solving based on their O & M responsibilities.
- Provide an opportunity for participants, working in teams, to carry out a detailed examination of one specific O & M function from the experience of their respective local authorities.
- Assist participant teams to prepare back-home action plans that will help them improve the management of O & M in their respective organizations.

WORKSHOP ARRIVAL Arrival

Evening

Session 1:

- Workshop registration; opening ceremony; and introduction of staff and participants.

- Discussion of workshop objectives, design, logistics, and expectations.
- Participants are assigned to teams.

Session 2:

- Small group work: Teams draw a picture of their geographic area and show how each team member fits into the picture.
- Plenary session: Teams display and describe their drawings and introduce themselves to members of other teams.

Trainer's Note: This first session is often awkward in an experimental design because it includes several expected tasks that do not lend themselves to a participatory process. Nevertheless, they are important and cannot be ignored. The opening session will be dictated, to a certain extent, by local norms and protocol; but try to keep it short and on time. Remember, this is only a one week workshop with a heavy schedule.

We are suggesting that the first session be held in the evening so that participating teams will be ready to work on their tasks without delay on the morning of the first full day of activities. This is a very task intensive workshop. It is dysfunctional for participants to come late and hold up the proceedings. Use the evening session to "break the ice" and to get any formal opening responsibilities out of the way.

Review the design carefully with the participants since it may not be congruent with their expectations. Also they need to know what they are being held accountable for. This is not your usual lay-back-and-be-lectured-to-workshop. They will be required to participate based on the workshop design. This is also a good time to check out the participant's expectations and to be clear about yours. This can be done by asking two or three to express what they expect to get out of the workshop and then ask if anyone has a different perception they would like to share.

The group exercise is designed to introduce the teams to each other and to begin the process of team building in a non-threatening way. Here are the proposed steps to consider in managing this exercise.

1. Describe the task and give the teams a time frame and materials for completing it. The task is to: draw a picture on newsprint that describes their local government or community from the perspective of the "problem" they will be addressing throughout the workshop and to "picture" the role of each participant on the team in the drawing. Stress that this is not an art class so no one will be graded on their drawing techniques. They should be encouraged to be creative in their approach to the task. (our experience with this exercise as an "ice breaker" has been very positive.)
2. Each team should be given about 30-45 minutes and marking pens of different colours and large sheets of newsprint paper to complete the task.
3. Reconvene the teams for reports and discussions.

Do not assume that team tasks are being carried out the way you have instructed. It is important to sit in from time to time to observe each team's progress and to offer assistance if it seems appropriate or if it is requested. Your interventions should be as unobtrusive as possible to assure that you or other trainers do not take over the group or somehow de-motivate group members in their efforts. Managing small group activities, as a trainer, can be difficult. The best guideline to follow is one that assumes your role is to assist them become more and more competent in carrying out group tasks with minimal intervention.

FOCUS ON RECONNAISSANCE AND FACT FINDING (PHASE ONE) Day 1

Morning

Session 1:

Plenary session: Lecture/discussion of the overall framework being used for problem solving during the workshop.

Session 2:

Small group work: Teams prepare presentations on their selected O & M practices and functions.

Trainer's note: The lecturette on the framework that is being used to structure the workshop can be very brief. Since it mirrors most rational problem solving models, the participants should recognize it. Take no more than fifteen minutes to cover the model and questions about it.

Participants will be asked to make short presentations in smaller groups that have been formed by the trainers based on their review of the functions covered in the pre-workshop assignments. Try to keep the groups to about five or six in number and form a "miscellaneous" group of those who have identified functions that do not seem to fit a common pattern. Each of these groups would be responsible for managing their time to assure that every member of the group has an equal chance to be heard and consulted with.

Each presenter should state the problem area clearly and summarize what he or she thinks are the main points to be addressed in managing the function more effectively. At the end of each presentation there should be time for questions, particularly those that will help clarify any of the points made by the participant in his or her presentation.

The second task that each group is asked to carry out at the end of each presentation is to help the presenter identify what he or she sees as the primary problem that is preventing this function from being managed efficiently and effectively. This dialogue between the presenter and the rest of the group is important; it helps each participant frame the problem statements that he or she will use to carry out the TQMn analysis and problem solving exercises during the rest of the workshop.

Afternoon

Session 1:

- Plenary session: Teams present their selected O & M situations to other teams.

Trainer's note: Before adjourning for the day we suggest you hold a short discussion with the participants about the day's activities and preview the activities for the rest of the week. It is important that they know they will work much of the time in the teams to which they have been assigned. If there is resistance to this approach, for whatever reason, this is the time to let it be known. If resistance surfaces, you will need to make a decision on how to deal with it. The best approach is probably one of explaining, once again, why you believe it is important for them to have an opportunity to share ideas on functions that are similar in nature.

- Brief discussion of workshop progress and review of the next day's activities.

FOCUS ON PROBLEM FINDING AND ANALYSIS (PHASE TWO)

Day 2

Morning

Session 1:

- Plenary session: Lecturette on problems/symptoms/solutions and demonstration based on a typical local government O & M situation.
- Small group work: Teams set priorities on their lists of problems based on criteria.

Trainer's note: During the lecturette you will want to:

1. Provide a clear explanation of the process to be used for analyzing each problem situation based on the information the participants brought with them and from their own knowledge of these situations.
2. Demonstrate the analytical approach by applying it to one of the situations presented by a participant.

The process the participants will use to analyse their problem situations includes:

1. A set of questions, when answered, will help define the O & M function or problem more comprehensively.
2. A tool for identifying the forces that are keeping them from managing the O & M function, in question, more effectively and efficiently.

(See Booklet 3, Blueprint for Action: Participant's Workbook for more information and materials on these task exercises.)

Before breaking the group into smaller work teams, make sure that each individual:

- Knows the team assignment and where to meet;
- Understands the tasks to be performed and the process to be used to carry out the tasks; and
- Has the necessary materials and instructions.

Session 2:

Plenary session: Teams present their problem priorities.

Afternoon

Session 1:

Small group work: Teams redefine and further clarify the problems selected for the workshop.

Session 2:

- Plenary session: Teams report and discuss the results of group work.
- Brief discussion of workshop progress and review of the next day's activities.

Trainer's note: Each team should be prepared to summarize its analysis of the O & M function during the afternoon session. Trying to summarize for the entire group membership might be difficult since each member of the group has been working with a different set of conditions. Nevertheless, there will be similarities and possibly some dramatic differences in experience within the team. These are the comments that will be most helpful to the other participants.

The purpose of the plenary session is to provide time for teams to report on their findings. You should also hold a general discussion at the end of the reports on issues that are common to all O & M functional problems and those that are different. A short discussion of the process that was used to further identify and analyse various team situations will be useful to determine if any modifications need to be made in the way team members are working together, or the way tasks are formulated. Before closing, remind participants of the schedule for the following day and take any questions or comments they have about the workshop to date and future sessions.

FOCUS ON PURPOSE AND COMMITMENTS (PHASE THREE)

Day 3

Morning

Session 1:

- Plenary session: Lecturette on determining purpose (goals) for O & M and the development of stakeholder maps.
- Small group work: Teams identify O & M goals and prepare stakeholder maps.

Trainer's notes: Two issues are to be covered during this session:

1. O & M goals that each team would like to achieve within 3-5 years;
2. An assessment of the stakeholders associated with the O & M function being considered and the development of a strategy for building a sustained commitment to O & M within the local government and community.

We use the terms "goals and "objectives" in this workshop to refer to the purposes to be achieved by taking actions to resolve O & M problems. In other words, goals and objectives achieved are much the same thing as problems solved. It is important to explain that goals are characteristically long-term while objectives related to these goals are achievable within a shorter period, such as one fiscal year. During this session, you want the teams to focus on the longer-term goals they intend to achieve.

The second issue mentioned above is perhaps the greatest barrier, or challenge that most local governments face in putting together an effective O & M programme. It is developing a sustained commitment to O & M from

stakeholders including the council and the community. Without this commitment to O & M, it is doubtful that any of the teams will be able to put together a programme that will be adequate to the needs that exist in their local authorities. Stakeholder maps help teams to identify key stakeholders (organizations, groups, and individuals on whose support and commitment goal achievement will depend) and to place priorities on those that are important.

Worksheets have been made available in the Participant's Workbook to assist you and participants in carrying out these tasks.

Session 2:

- Plenary session: Teams post their goals and stakeholder maps and get feedback and coaching from other participants and the staff.

Trainers note: We suggest you have teams sketch out their goal statements and stakeholder maps on newsprint and post them on the wall for others to review and make comments if they wish. This can be handled as a somewhat informal process or more formally by having teams make a quick presentation of their goals. Use your judgement based on the time available and the mood of the group.

Afternoon

Session 1:

- Plenary session: Lecturette/discussion on defining short-term O & M objectives based on criteria.
- Small group work: Teams prepare short-term objectives for their O & M situation.

Trainer's note: An entire afternoon is spent on objectives since these important descriptions of short term purpose define what the team will commit itself to accomplish over the next one or two years. Objectives are the critical link between **goals** (long-term O & M purposes) and **strategies** (specific commitments of the organization's resources). You will want to monitor the work of each team closely to be sure the objectives they write are clearly related to their respective O & M goals and are both time specific and measurable.

Session 2:

- Plenary session: Teams present their short-term O & M objectives to other participants.
- Brief discussion of workshop progress and review of the next day's activities.

FOCUS ON STRATEGY PLANNING AND RESOURCE MOBILIZATIONS (PHASE FOUR) Day 4

Morning

Session 1:

- Plenary session: Lecturette/discussion on developing strategy options and using criteria to select strategy priorities for implementation.
- Small group work: Teams identify strategy options for **one** short-term objective and apply criteria to select the most promising strategy.

Trainer's note: The selection of the most promising strategy for achieving a team's O & M objective is a two-step process. The first step is for the team to "brainstorm" as many alternative strategies as possible. Step two begins with the completed list of strategy alternatives as the team uses a ranking process to choose one of the alternatives for implementation. (A suitable ranking process is described in the Participant's Workbook.) Although effective, this two-step process takes time to complete. Participants may become impatient and decide to take shortcuts, choosing the first reasonably good strategy that comes to mind. Not a good decision. Shortcuts are certain to cause the team to overlook many creative possibilities. Early in the session, therefore, teams may need some prompting from you to follow the process.

Session 2:

- Plenary session: Teams report the strategies selected. Discussion.

Afternoon

Session 1:

- Plenary session: Lecturette on action planning, resource mobilization, and the use of benchmarks to guide and measure task performance.
- Small group work: Teams prepare action plans (including how resources will be used to carry out selected strategies) and develop benchmarks to guide and measure the performance of tasks.

Trainer's note: Action planning is an effort to itemize and sequence all of the tasks required to implement an O & M strategy. Action planning is meant to answer questions like: How do we do it? (specific tasks) Who will do it? (responsibilities for follow-through) When is it to be done? (timetables) This planning exercise will require teams to draw on the information they brought with them on their respective O & M functions (Booklet 2, Pre-Workshop Assignment). For example, they will need to review the budget, staffing and other resource information in order to make informed planning decisions.

Quality is an elusive term. Managers want their workers to do quality work. But, what does "quality" mean? Benchmarks are descriptions of the best known example of quality related to the performance of a specific task. Managers can develop and use benchmarks to give workers a standard against which to measure their performance. The intent of this exercise is for participants to get practice developing benchmarks as performance guides for assigned O & M tasks.

Session 2:

- Plenary session: Teams present their action plans and benchmarks. Discussion.
- Brief discussion of workshop progress and review of the next day's activities.

FOCUS ON ORGANIZATION AND IMPLEMENTATION (PHASE FIVE) (THE EFFICIENCY FACTORS) Day 5

Morning

Session 1:

- Plenary session: Lecturette on organizing for O & M effectiveness and efficiency.
- Small group work: Teams are told to draw two organization charts, one displaying the current organization structure and the second the organization the way team members would like it to be to attain O & M objectives.

Trainer's note: This session is to develop a "visual picture" of how each team's O & M functions are now organized and how they think they would like them to be organized.

Session 2:

- Plenary session: Teams post organization charts and discuss the reason for the changes they propose.

Afternoon

Session 1:

- Plenary session: Lecturette on managing for O & M effectiveness with emphasis on eliminating archaic organizational rules, procedures and habits.
- Small group work:
 - (1) Teams make a list of rules, procedures and habits that will inhibit attainment of short-term O & M objectives and identify ways to reduce their negative impact.
 - (2) Teams develop benchmarks to guide and measure performance of tasks developed earlier in the workshop.

Session 2:

- Plenary session: Teams present their lists of unhelpful rules, procedures, and habits and report on the ways they have identified to reduce their negative impact.
- Workshop evaluation (forms to be completed and turned in before the session ends.)

- Participants prepare brief statements of follow-through commitment.

Trainer's note: The intent of this session is to raise participant awareness about the "paper" barriers, or constraints, that often keep them from managing the O & M processes efficiently and effectively. Often managers feel there is nothing they can do about these that they are somehow "sacred" and promulgated from on high and, therefore, out of their sphere of influence and responsibility. **Nonsense!** These attitudes are what perpetuate these horrible bureaucratic dung-heaps of botheration. Help them appreciate that they can, and should, attack them with a vengeance.

Make it a point to direct participants to the Participant's Workbook for a useful procedure (based on force field analysis) to help them plan ways to remove troublesome obstacles to O & M improvement. Also direct participants to complete Workshop Evaluation Questionnaires (located at the end of the Participant's Workbook). Tell them to remove the completed forms from their workbooks and turn them in before the end of the day.

FOCUS ON EVALUATION AND QUALITY ASSURANCE (PHASE SIX) Day 6

Morning

Session 1:

- Plenary discussion of evaluation and quality assurance.
- Small group work:
 - (1) Teams establish evaluation criteria and apply these criteria to their O & M situations.
 - (2) Teams discuss and prepare commitment strategies for follow-through with the implementation on their O & M plans.

Trainer's note: Using a guided discussion technique, have the teams, in a plenary session, establish some general criteria for evaluating O&M projects and activities and consider ways to develop the commitment, support, and involvement of key stakeholders. Then working in teams, participants: (a) develop specific criteria for evaluating whether or not the goals they had established in an earlier session are being met successfully; and (b) define a managerial strategy for controlling the quality of the work to be accomplished in achieving these goals. Teams are advised to review the section on Commitment in the final pages of the Participant's Workbook to prepare their commitment strategies.

Session 2:

- Plenary session:
 - (1) Teams present their evaluations and criteria and explain how they propose to apply them to their O & M plans.
 - (2) Teams present their back home O & M commitment strategies.
- Brief discussion of workshop evaluation results.
- Closing luncheon and award of certificates.

WORKSHOP NO. 2 (BASED ON CLIENT INTERVENTION EXPERIENCE) Goals

Workshop goal and objectives

The overall goal of the workshop is to provide participants with an expanded perspective about local government operation and maintenance (O & M) functions and how to better manage these responsibilities.

The workshop objectives are to:

- Increase participant knowledge and understanding about the management of operation and maintenance functions at the local government level;
- Increase participant skills in decision making and problem solving, based on O & M responsibilities;
- Provide an opportunity for each participant to work as a member of a consulting team to conduct a detailed examination of one specific O & M function in a host local authority; and
- Assist participants to prepare a back-home action plan that will help them improve the management of O & M in their respective organizations.

WORKSHOP ARRIVAL (FOCUS ON ORIENTING NEW PARTICIPANTS) Arrival

Evening

Session 1:

- Workshop registration; opening ceremony; and introduction of staff and participants.
- Discussion of workshop objectives, design, logistics, and expectations.

Session 2:

- Participants, working individually, prepare visual presentations to introduce themselves and their organizations.
- Plenary session: Participants display and describe their drawings and introduce themselves to other participants.

Trainer's note. We are suggesting that the first session be held in the evening so that participants will be ready to work on their tasks without delay on the morning of the first full day of activities. This is a very task intensive workshop. It is dysfunctional for participants to come late and hold up the proceedings. Use the evening session to "break the ice" and to get any formal opening responsibilities out of the way. Further instructions about the introductory session can be found in a trainer's note at the start of Workshop No. 1.

FOCUS ON BUILDING A CLIENT-CONSULTANT RELATIONSHIP Day 1

Morning

Session 1:

- Lecture/discussion of the overall framework being used for client intervention and O & M problem solving during the workshop.
- Prepare for meeting with client.

Trainer's note: As mentioned in the introduction, this kind of training experience can be both rewarding and problematic. Rewarding because it hones the leading edge of experiential learning. Problematic because there is an image that lots can go wrong when training is mixed with a problem-focused intervention into a complex organization. Potentially there are many pitfalls but most of these can be overcome by careful planning and asking over and over the simple but profound query "what if?" In other words, the pitfalls can very often be avoided by being anticipatory in planning the intervention and creating options to deal with what would normally produce surprises if you hadn't anticipated that they might, in fact, happen.

The lecture and discussion should draw heavily on the model that has been created for the first TQMn workshop. Substantively, the participants will be provided several extra sets of eyes and ears to do the data and information collection. Because of this, the lecture needs to stress the various kinds of data sources to be tapped and how to tap them effectively in a short period of time. The UNCHS (Habitat) publication, **Manual for Training Needs Assessment in Human Settlements Organizations**, can be very helpful in preparing for this input.

There is no time to spend on skill development in action research methods and processes, nevertheless, it will be useful to cover some of the basics about how to develop a problem solving relationship with a client. Again, a UNCHS (Habitat) publication can be helpful on these issues. It is **the Guide for Managing Change for Urban Manager and Trainers**. The training staff must meet with the potential client prior to this stage in the process.

In fact, reconnaissance and basic fact finding prior to picking the venue for the workshop is **imperative** to the success of any venture of this kind. Expectations on both sides of the relationship must be aired and explored. Who will be responsible for what in terms of tasks and logistics? How does the leadership of the client organization feel about opening the organization to outside scrutiny? Are they willing to share data and information widely in the organization? If not, you may want to find another venue and consulting client.

Because the time is so short, it will be necessary for the staff, working in concert with the client leaders, to select the functional area of the organization's O & M activities that will be explored in depth during the workshop. As mentioned in the opening statement, the temptation to be global in looking at the organization's O & M activities must be subdued. The focus, if the event is to be successful, must be on one specific O & M function. This also means that the training group must be organized around that function in such a way that they can gather data and information on a wide range of indicators of performance. But, more about this aspect later on.

This all sounds very heavy and one sided in favour of the participants but it must be recognized that the client has much to gain by having a seasoned group of practitioners take a sensitive look at a function within the organization. What we hope to be conveying is the importance of building a clear understanding and trusting relationship between the two parties long before the training participants come to town.

Preparing to meet the client is also a task not to be taken lightly. The participants need to take responsibility for this task even though they haven't been together long and may not yet know their strengths as a temporary task group. This meeting should be characterized by: (1) the exchange of essential information; (2) the clarification of roles and responsibilities, (3) the airing of expectations; and (4) the planning of specific events that will assure a quick entry into the organization.

If possible, the client should be prepared to loan two or three key employees to the consultant group to assist in planning the interventions. These client representatives would not offer any substantive or subjective information at this time on the function to be explored. Their main function would be to suggest who should be contacted, where certain documents can be found and generally assist with the logistics of making a short intervention into an organization that may be new to most, if not all, of the participants.

WORKSHOP AGENDA WITH TRAINER'S NOTES

Day 1

Afternoon

Session 1:

- Meeting with client representatives

Session 2:

- Plenary session to organize for client intervention and to form consulting work groups.
- Small group task to prepare for client representative/customer meetings.

Trainer's note: It was suggested earlier that the participants should conduct their consultation on one specific O & M function and not try to "bite off more than they can possibly chew" in a short time. This suggests that the participants will need to split into a number of small action research teams that specialize on a specific aspect of the function under review. These teams, ideally, should have from three to five members.

These teams would each concentrate their efforts on the following functional categories of information, insights and data: (1) finance; (2) equipment and materials (3) supervisors and employees (the human resources); (4) customer and service satisfaction (both internal and external); (5) organizational structure, the chain of command, and procedures and regulations that might adversely impact on overall performance; (6) political and managerial commitment and some sense of the direction the local authority wants to take over the next several years in addressing the O & M challenge; and (7) records, inventories and other reliable sources of information that can be used to understand and

diagnose the service function as quickly and as fully as possible in a short period of time.

In preparation for the intervention, each team will want to decide, on who they need to consult, what documents, if any, they need to review, and what observations they need to make, to gather the kinds of data that will be useful in assisting the client improve the quality of the function's effectiveness and efficiency. They must also decide on who will do what as a member of the consulting team.

Evening

- Planning sessions continue.

FOCUS ON RECONNAISSANCE AND FACT FINDING Day 2

Morning

Session 1:

- Field work to gather data, information and ideas on O & M problem areas (working in small task groups).

Session 2:

- Field work continues through afternoon.

Evening

- Reports and discussion of day's activities (focusing on process of conducting consultations).
- Short discussion of workshop progress and review of next day's activities.

Trainer's note: There is not much for the trainers to do on this day but chew their fingernails and hope for the best. Once the participants intervene into the client organization they must be on their own to make the most of their responsibilities and opportunities to learn.

FOCUS ON SITUATIONAL ANALYSIS Day 3

Morning

Session 1:

- Small task groups analyze the data and information and prepare to present reports to other workshop participants.

Session 2:

- Task groups continue working.

Afternoon

Session 1:

- Plenary session: Task group reports and discussion.

Session 2:

- In plenary and small task groups, participants determine what additional information is needed to complete diagnostic intervention.

Trainer's note. There is not much to say about the trainer's role in this day's activities either. You should check in with each of the groups from time to time to see if they are on track and producing the kinds of insights and information that will be beneficial to the client. You will also need to monitor the analysis of information and data and the development of materials for the report to the client to assure that it is congruent in style and substance with the efforts of other teams. While the report will obviously be produced, not only by a committee but several committees it shouldn't end up looking like a committee produced it. Before the total group adjourns for the day they should have made decisions on whether they need more information and, if so, how they plan to get it. This planning session also needs to consider what those who don't need more data will do during the second field visit by others. One option is to begin to put together the final report.

FOCUS ON CLIENT REPORT PREPARATION Day 4

Morning

Session 1:

- Small groups return to field, if necessary, to gather further data and to verify existing data.

Session 2:

- Plenary meeting to organize for report writing and meeting with client.

Afternoon

Session 1:

- Report and meeting preparation.

Trainer's note. Every effort should be made by the staff and participants to turn out professional "products", both written and oral. The successful consultation is one that moves the client closer to taking actions that are congruent with the consensus that emerges from the collective enquiry. Given these parameters, the participants should strive to seek consensus, to the extent they can in a short intervention and provide a reporting environment that encourages interaction and problem solving. These outcomes will not happen without careful planning and preparation by the participants. These preparatory ventures often take more time than most groups plan for, so take this into consideration in the scheduling of this day's activities.

FOCUS ON CLIENT CONSULTATION Day 5

Morning

Session 1:

- Meetings with client (could include the entire day with large group presentations and discussions and small group problem solving sessions).

Trainer's note. This day's events will be dictated by the efforts of the participants and the client earlier in the week. Ideally the meetings that take place this day will involve more than a formal presentation of the group's findings. Options can include small group work sessions with local government employees, team building activities with senior management personnel, and other similar ventures. It is difficult to predict at this time what might evolve from the consultations. We would only hope that the efforts that are put into the experience by the participants and the client will bring about some positive changes in the way the local government conducts its O & M activities.

FOCUS ON EVALUATION Day 6

Morning

Session 1:

- Plenary meeting to discuss consultation and what was learned from the experience.

Session 2:

- Individuals develop back-home plans.
- Workshop evaluation.
- Closing luncheon and awarding of certificates.

Final trainer's note: This learning design is very different from the first one in this package. You have no doubt noted that it includes far fewer trainer's notes and the design and activities are much more "organic" in the way they evolve. We believe the lack of detail and direction will not be a problem for either the staff or the participants since both will have been involved in the implementation of Workshop 1. Field research and consultancy interventions are very different from classroom learning. The design of Workshop 2 reflects these differences.