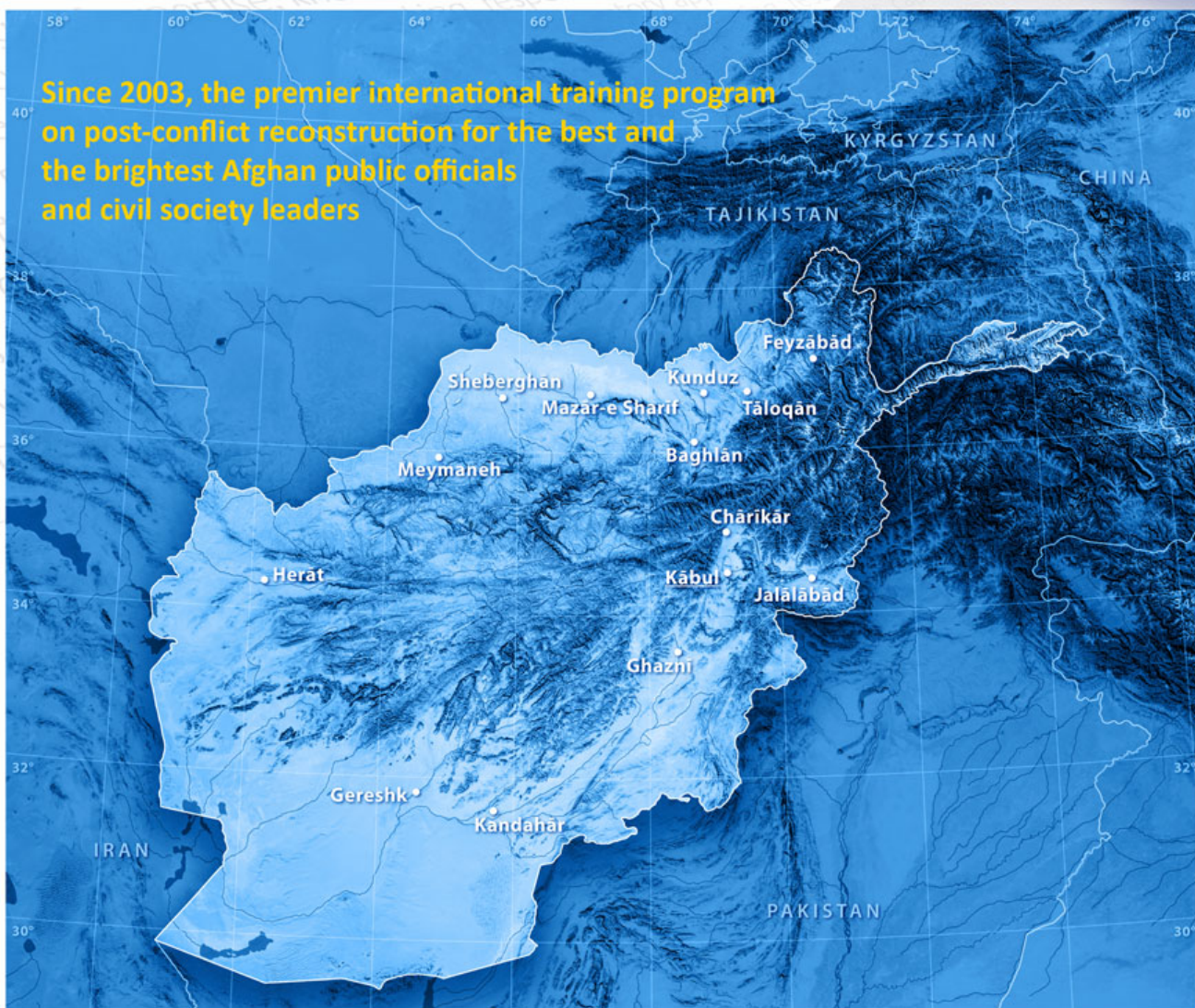




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the brightest Afghan public officials  
and civil society leaders



## UNITAR Hiroshima Fellowship for Afghanistan Executive Report - 2009 Cycle



The Independent Administrative Reform  
and Civil Service Commission  
Islamic Republic of Afghanistan



Singapore  
International  
Foundation



Hiroshima  
Prefectural  
Government



Hiroshima City Government





## TABLE OF CONTENTS

<b>Acknowledgements</b>	Page ii
<b>Introduction</b>	Page 2
<b>I. Background</b>	Page 2
<b>II. Fellowship Outputs and Successes</b>	Page 9
<b>III. Cycle Evaluation, Lessons Learned and Recommendations</b>	Page 16
<b>IV. Conclusions and Future Plans</b>	Page 25
<b>Annexes</b>	
Annex I: Brief biographies of Fellows	Page 30
Annex II: Biographies of Mentors, Resource Persons & Coaches	Page 39
Annex III: Grouping List	Page 54
Annex IV: Press Coverage of the Fellowship	Page 56
Annex V: Executive Summary of Orientation Workshop	Page 59
Annex VI: Executive Summary of the Study-trip to Singapore and Workshops I and II	Page 64
Annex VII: Executive Summary of Study-trip to Hiroshima and Workshop III	Page 76
Annex VIII: Structure of the Fellowship Team Project	Page 83

*The curriculum outlines and evaluation questionnaires used throughout the 2009 Cycle are available upon request*





## ACKNOWLEDGEMENTS

The United Nations Institute for Training and Research (UNITAR) Hiroshima Fellowship for Afghanistan concluded its sixth Cycle, with the seminar - "2009 Fellowship After-Action Review, and Lessons Learned" held in Kabul on 4 February 2010. This seminar was jointly organized by UNITAR and the Afghan Consultancy, Training and Research Association (ACTRA), the Fellowship Alumni Association. It was presided over by the Acting Finance Minister of the Islamic Republic of Afghanistan, the Chairman of the Independent Administrative Reform and Civil Service Commission of Afghanistan (IARCSC), and the Head of the UNITAR Hiroshima Office. The seminar highlighted the achievements of the 2009 Fellows while allowing them to share some of the concepts they had learned through the Cycle, as well as present their projects to their supervisors, peers and sponsors. Above all it demonstrated the enhanced capacities of the Fellowship graduates and alumni as resource persons, coaches and productive team members - helping the Fellowship move closer to realizing this real transfer of capacities, one of its primary goals. This success would not be possible without the institutional and individual support the Fellowship has received, in particular in the 2009 Cycle.

We would first like to express our sincere gratitude to the Honourable Hidehiko Yuzaki, Governor of the Hiroshima Prefecture, the Honourable Tadatosh Akiba, Mayor of the Hiroshima City, and the people of Hiroshima for their support of the UNITAR mission, and its work in Afghanistan in particular. Also we are grateful to the Executive Director of the Singapore International Foundation (SIF), Dr. Jean Tan, for SIF's commitment, and in particular for hosting the Singapore Study-trip and Workshops I and II.

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February 2010



## 2009 UNITAR Hiroshima Fellowship for Afghanistan EXECUTIVE REPORT

### INTRODUCTION

The UNITAR Hiroshima Fellowship for Afghanistan (henceforth the Fellowship or AF) is a long-term initiative which aims to develop the leadership and management skills of an annual selection of key senior Afghan government officials, academics and practitioners and provide them with technical and institutional support. The Fellowship seeks to contribute to sustainable learning in the workplace and to lessen the present dependency of the Afghan civil service on the human resources and expertise provided by the international community.

Since its launch<sup>1</sup> in 2003, the Fellowship has completed six cycles. This report gives an overview of the events and lessons learned during the 2009 Cycle in particular (see **Box 3** for a summary of key statistics and activities for this cycle), and presents the outputs and successes of the programme. In this report, UNITAR sets out to analyze and apply the lessons learned for the development of the Fellowship plan for the next cycle, and to provide an overview of UNITAR's strategy for the future of the Fellowship, in the hope that these will be of value to all those involved in post-conflict reconstruction.

### I. BACKGROUND

Every year some 25 Afghan civil servants, academics, and practitioners participate in

<sup>1</sup> The Fellowship was designed after numerous discussions with, and input from members of the Afghan government, NGOs and international institutions working in the country, during a fact-finding mission to Afghanistan in 2002. This initiative and the research mission were led by Amb. Jonathan Moore, former US Ambassador to the United Nations, and Professor Akio Inoue, of Tenri University. Ambassador Moore and Nassrine Azimi, former Director of the UNITAR Hiroshima Office, led a second fact-finding and programme evaluation mission to Afghanistan in 2006.

the seven-month long Fellowship, which is structured around the pillars of Mentors-Coaches-Fellows and team projects. Mentors are international experts or practitioners who oversee the work of groups of four or five Fellows each and offer guidance throughout the Cycle. Qualified Fellows and Coaches of each cycle are selected as Coaches and Afghan Resource Persons, respectively, for the next cycle, providing a source of continuity and strength for the Fellowship. The Fellowship has also developed a strong network of support and expertise within Afghanistan and with professionals around the world, thus giving it a further element of strength and continuity.

The core principles of the Fellowship are:

- The enrolment of highly qualified and experienced participants from a variety of disciplines;
- On-the-job training-participants undergo training while continuing with their jobs;
- A mentorship-based learning process, which seeks to address the specific individual needs of each Fellow;
- An effective combination of various training methods-on-site workshops and distance learning mechanisms;
- Building professional networks within the country and between Afghanistan and the rest of the world—with capacities to contribute to the reconstruction of the country and its institutions.

*"I feel I am a different person after the Fellowship. I see a change in me. I have a vision for the future. I learned not to wait for the opportunity but try to create it. Don't wait for the chance; create it! My vision is broader now." Fellow, AF Class of 2009.*



## 1.1 Fellowship Objectives

At the initial stage the Fellowship aims to contribute to capacity building in Afghanistan by enhancing Fellows' leadership, executive and professional skills and helping them to achieve their personal learning and professional development goals. The Fellowship's two long-term objectives are:

a) To support Fellows in the application of their new knowledge and greater confidence to the transformation of their respective ministries and organizations through:

- Achievement of mandates and objectives despite limited resources;
- Facilitating effective team work and coordination within the organization through mentoring and teambuilding;
- Networking and collaborating with stakeholders and other organizations;
- Leadership and management of capacity building;

b) To build a committed and highly capable Fellowship community in Afghanistan which can serve as a resource for planning and implementing capacity-building and training activities at the local and national levels.

*"We all have crucial roles in our organizations. We know we have responsibility, but we must feel it. We must bring change within our organization, transform our commitment to the others in the organization. We need that for the reconstruction of Afghanistan." Fellow, AF Class of 2009*

## 1.2 Fellowship Cycle – Structure and Flow

For a graphic representation of the Fellowship's structure and curriculum (timeline slightly changed for illustration purposes) please see Box 1.

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7
<b>Orientation Workshop</b>  Introduction to the Fellowship: Concepts of Coaching, Mentoring, e-learning, and learner-driven learning  <i>Additional tools:</i> <i>How to contract out roles between players in the Fellowship context: between the Coaches, Fellows and Mentors. Communication tools for Professionals: verbal and written</i>	<b>Web-seminar 1</b>  An introduction to human resources management and development.  <b>Web-seminar 2</b>  Organizational Needs Assessment	<b>Workshop 1</b>  Understanding leadership and organizational development as tools for maximizing performance within organizations. Understanding the performance model, social capital, stakeholder analysis, problem mapping; change projects with transformational abilities; intro to result-based management  <i>Additional tools:</i> <i>Skills in coaching/facilitation, Individual workstyles; and team development</i>	<b>Workshop 2</b>  Project planning: Needs identification, identification of solution, scope, stakeholders, sponsors, methodology, resources, evaluation and monitoring, next steps  <i>Additional tools:</i> <i>Skills in proposal writing; fundraising; fundraisig</i>	<b>Web-seminar 3</b>  Tools for Performance Maximization: Training and development, Performance appraisal, Coaching/giving feedback, Balanced scorecard, Benchmarking  <b>Web-seminar 4</b>  Result-based Management: detailed briefing and exercises	<b>Web-seminar 5</b>  Tools for Conflict Resolution: Conflict mapping, ABC triangle, Win-win solutions  <b>Assignment 3</b>  Team Assignment: Development of a detailed project plan with fundraising proposal	<b>Workshop 3</b>  Leadership and Change in Organizations: Leadership theory, Leadership as influence for change, Understanding and managing the change processes, Lewin Model, Reframing organizations  <i>Additional tools:</i> <i>Leading project implementation and evaluating team performance</i>
	<b>Assignment 1</b>  Conduct an Organization Needs Assessment within your organization (individual assignment)		<b>Assignment 2</b>  Team project: Development of a Change project concept paper/high level plan			
COACHING FOR COACHES						
TRAINING OF TRAINERS - TRAINING OF AFGHAN RESOURCE PERSONS						



### **Launch, Orientation and Assignment I:**

The Fellowship cycle is launched with a four-day orientation workshop managed primarily by the Coaches (the Fellowship's mentoring arm in Afghanistan) and other Alumni, and is supported by UNITAR and its representative in Kabul. The lead resource persons in Kabul are the Afghan Resource Persons (ARPs, the Fellowship's faculty-in-training). The incoming Fellows are introduced to the Fellowship, its principles, requirements and culture, and in particular the roles of Coaches and Mentors. In addition to orientation the workshop offers one on-site module entitled - *Communication tools for Professionals*; and two web-seminars on *Introduction to human resource management and development*; and on *How to conduct an Organization Needs Assessment*. These modules are designed to equip Fellows with the skills and tools needed to be able to fulfil their assignments and requirements throughout the Fellowship and beyond. (For an executive summary of the Orientation Workshop submitted by the Coaches and ARPs please see Annex V, and for a complete description of the three main Fellowship assignments which make up the team project please refer to Annex VIII). The Fellows are subsequently assigned to a thematic group and introduced by their Coach to the international Mentors through video-conferencing. The Mentors and Coach guide and support the Fellows as they develop and work on Assignment I—the conduct of an organization needs assessment, which is an individual assignment.

**Workshops I and II --** are held back to back at a venue in Kabul or in the region, and are an important milestone. Following the initial phase during which Fellows are expected to have acquired a basic understanding of their own/their organizations' needs, have begun to understand the mechanics of the Fellowship at the individual level, and have established an initial rapport with the

group, Coach and Mentors, they are now ready to move on to the next phase of working as a team on a project. This is done through a series of teaching modules: Firstly, the "facilitation and team development module" aims to accelerate this process by addressing roles and responsibilities as well as team-building; secondly, the "leadership module" assesses the impact of individuals in leadership or fellowship roles, as well as the impact of the accumulation of social capital on performance—concepts and skills required to translate findings from needs assessments into appropriate solutions; and thirdly, the "project planning and proposal writing module" offers two practical tools needed for the next stage of developing a team project within the Fellowship, and beyond. During these workshops most Fellows have the first opportunity to meet and work with their international Mentors in person, in addition to their Coaches. This is also a turning point in the cycle as the groups evolve into teams and acquire an understanding of their connection with the Fellowship Community at large.

Where possible, workshops I and II are organized within the framework of a Study-trip to put the workshop content within the context of a productive and performing system of governance and economy.

### **Team Project Work (Assignments II & III) and Web Seminars:**

Upon return from the first two workshops, fellows begin work on the next two assignments related to the team project (a detailed plan for an organizational development or change project) with support from Mentors and Coaches. Their work is further supported by the Afghan Resource Persons and the on-going web seminar series which offer training sessions on topics related to the team project assignments, such as practical tools to increase organizational performance, result-based management, and skills for developing training as a capacity-building tool.





The training and project work culminates in the final meeting in Hiroshima. Fellows present their reports on team projects and receive extensive feedback. This is followed by an assessment and evaluation of teamwork within the Fellowship teams using specific tools of team performance assessment, and the usefulness of the facilitation and teambuilding skills acquired. The workshop then focuses on the **process of implementation** of an organizational development or change project using the Fellows' projects as case studies and the skills and tools required to lead change within an organization. The workshop concludes with a working session that seeks to assess the usefulness and possibilities for application in the Fellows' work environments of the concepts and skills learned during the Fellowship.

The Study-trip to Hiroshima addresses the leitmotif of the Fellowship which is lessons from Hiroshima's post-conflict reconstruction -- of its infrastructure, economy and spirit.



### 1.3 Fellowship Programme – Methodology Highlights

**Curriculum emphasis on leadership and mentoring:** Endeavouring to widen the impact of the Fellowship, UNITAR has placed special emphasis on *methodology*

*and skill development related to leadership and mentoring.* The objective in this respect is to develop the capacity of each Fellow to be a leader and facilitator able to contribute to organizational and human resource development within his/her respective ministry or organization. The outcomes of the projects undertaken by most of the teams over the last few cycles indicate that this objective was met with a considerable degree of success. Special efforts have also been made to ensure the Fellows' team projects focus on management of change and organizational

development, and the necessary skills and knowledge to support the process have been included as the recurring themes throughout the Cycle curriculum.

**Combination of different training methods:** The Fellowship undertakes a *combination of different training methods* with a series of skill-building activities, such as on-site workshops and study-trips, Mentor/Coach/Fellow communication, team projects and distance learning activities.

**Mentors and Coaches:** Each Mentor/Coach team commits to oversee at least one group of four to five Fellows for the duration of the Fellowship. Mentors are experts, practitioners, or academics in a variety of disciplines who are based in different countries. They assist Fellows in meeting their professional goals, respond to their questions, offer feedback on work submitted and give specific advice where needed.

Coaches selected from the most committed and capable graduates of previous Fellowship Cycles constitute the Fellowship's mentoring arm in Afghanistan. To guide and support the Coaches in fulfilling their roles an expanded and intensive training module on Coaching for Coaches, is offered in each Cycle. The careful selection of committed and





competent alumni as Coaches and providing them with the appropriate training and preparation to serve in this role play a key part in ensuring the success of the Fellowship programme.

#### **Coaching for Coaches Module (as of 2009):**

The Coaching for Coaches Module starts before the official launch of the Fellowship. Throughout the year eight web-based sessions and two on-site working sessions are conducted (see **Box 2** for the focus of each session). The on-site working sessions also include Fellows and Mentors, ensuring that all players develop a better understanding of their roles and what is expected of them. To provide an element of continuity, the Coaches for the next cycle are selected from the Fellows who have already participated in these working sessions. The aim of the on-site sessions of the Hiroshima study trip is to help Coaches widen their focus from individual development to planning for the Fellowship and Afghanistan's capacity-building.

The Coaching for Coaches Module starts before the official launch of the Fellowship. To facilitate the Coaches' responsibility of guiding the Fellows through their assignments, the first six web-based sessions are conducted prior to the official launch of the Fellowship to ensure they are prepared in time. Two subsequent web sessions conducted during the Fellowship Cycle primarily focus on the challenges faced by Coaches thus far. Prior to each session, Coaches are given

assignments and background reading. They are also asked to manage and facilitate the Fellowship Orientation workshop, the UNITAR-ACTRA Web Seminars (ACTRA is the alumni association of Afghan professionals trained by UNITAR), as well as After-Action Reviews (AARs) at workshops I, II and III throughout the Cycle. As a final requirement Coaches with the ARPs and ACTRA members are asked to organize a Cycle De-briefing Seminar.

*—Fellowship After-Action Review and Lessons Learned—*upon the Fellows' return to Kabul to disseminate some of the lessons and skills learned through the Cycle to colleagues and supervisors and present the projects developed to try to gather support from internal and external sponsors for implementation.





## **Box 2. Coaching for Coaches Module**

**Session 1** -- Coaching/Mentoring -- discussion on the Coach's role from the Coach's perspective, and its evolution as it expands into a key part of the Mentoring and Fellowship Management team. (Coaches will be asked to review their experience as Fellows and each will give a five-minute presentation targeted to their respective groups in future, on how they plan to fulfil their role as Coaches).

**Session 2** -- Management of Productive and Effective Meetings is offered as a practical tool for managing resources more efficiently. It covers the following topics: make meetings more focused with a clear agenda; design "minutes" that capture critical meeting outcomes; identify roles to make meetings more efficient; determine how meetings may be improved.

**Session 3** -- Team Building - the Coach's role in the process -- keeping the Fellows and the Mentors connected, engaged and productive.

**Session 4** -- Conflict Resolution and Motivation - A presentation on tools for management of conflict and maintenance of team motivation used by team facilitators and coaches is supplemented with Coaches asked to draw on their experiences to share best practices in the Afghan context.

**Session 5** -- How to guide Fellows to conduct a Needs Assessment? Review of the standard Needs Assessment model used in the Fellowship.

**Session 6** -- Overview of Project Planning -- Tips to help the Coaches better guide their group through the Fellowship project based on the project planning template used in the Fellowship.

**Session 7** -- Dedicated to de-briefing and lessons learned from coaching two months into the cycle, with each Coach giving a short presentation on his/her experiences and challenges to date, while sharing views on what had worked well and what needed further attention.

**Session 9** -- Discussions on the Coaches' role in the Cycle, their progress updates and concerns, planning for Workshop III, and recommendations for the programme's development in the next Cycle.

**Session 8 and 10** -- Two on-site training sessions. The first on-site session is a joint working session with Fellows, Coaches and Mentors; Focus: Coaching for Coaches, Guidelines, clarifications and discussions with respect to the roles and expectations of Fellows, Coaches and Mentors; team development; DISC test, team challenges. The Coaches are asked to play a facilitation role during the DISC® Inventory explanation and the related team challenge exercises, and to provide feedback to their respective groups regarding their performance. In the second on-site session in Hiroshima the Coaches are required to demonstrate their skills acquired through the Cycle of managing their teams and facilitating the process, while also receiving feedback from all members of the Fellowship community present.

## **Team projects**

Based on their professional backgrounds, Fellowship participants are divided into groups and are required to identify a suitable team project that will constitute the basis of their work during the course of the Fellowship Cycle (see Annex III for the list of grouping). Throughout the Cycle, Fellows are required to complete three main assignments, relating to different

stages of their team projects (see Annex VIII for the structure of the team project exercise). The Fellows' team work is guided by their Mentor(s) and Coach. The projects are related to the Fellows' own work and departments, and focus on organization development/organizational change through various interventions including training/capacity-building.



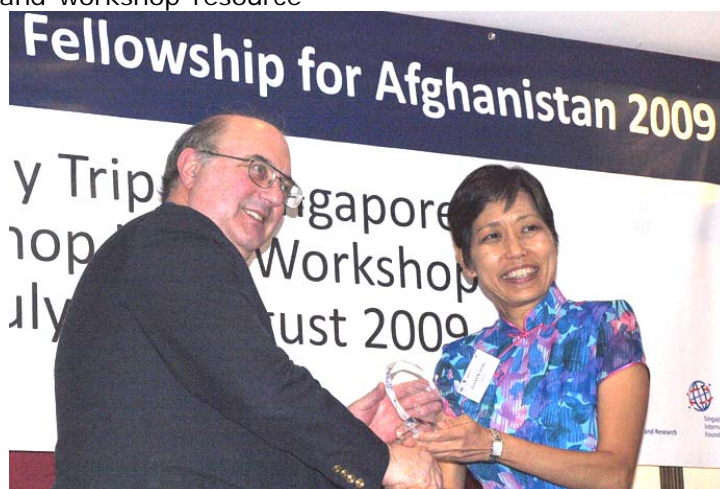
### Afghan Resource Persons (ARPs)

The Fellowship community of Alumni and Resource Persons recognized the need and urgency to further transfer the capacities to manage the Fellowship processes to Afghan colleagues, and to expand the roles of the Alumni network. This would not only allow Afghan professionals to increasingly take over the management and leadership of the Fellowship, but also expand its reach through the Alumni Association (ACTRA). To achieve this, selected Afghan Alumni from previous Cycles are invited to enhance their facilitation and training skills by participating as apprentice faculty members throughout the Cycle and particularly at the Fellowship workshops. The UNITAR team and workshop resource persons work with the selected candidates in preparation and delivery of the workshops.

The ARPs, as part of their training, are required to attend the Coaching for Coaches module sessions, to develop a minimum of two

Afghan case studies pertaining to the topics of the workshops assigned, conduct the Orientation Workshop as well as the Cycle Debriefing Seminar as lead resource persons, assists UNITAR in coaching and supporting the Coaches in their roles, and act as a resource for assigned Fellowship groups.

UNITAR and the Fellowship core faculty will also set other training and facilitation assignments to expand the experience of the ARP during the Cycle. This is meant to ensure that for future Cycles the Fellowship would have already started preparing Afghan resource persons who may be ready to develop and teach similar curriculums. In 2009 two resource persons from Afghanistan were selected for this module.





### **Box 3. General Facts about the 2009 Cycle**

#### **Participants:**

**25 Fellows and six Coaches** (including seven women)

#### **Government: 15**

Ministry of Public Health (5), Ministry of Rural Rehabilitation and Development (3), Ministry of Economy (1), Ministry of Foreign Affairs (1), Ministry of Urban Development (1), Ministry of Agriculture, Irrigation and Livestock (1), Afghanistan Investment Support Agency (2), Independent Administrative Reform and Civil Service Commission (2).

#### **Academia: 1**

**NGOs, private sector & International Organizations: 9**

#### **Mentors and Resource Persons (international): 27**

Hiroshima University, Japan (1), Tokyo University, Japan (1), UNITAR Hiroshima Office, Japan (1), University of Texas at Austin, USA (7), University of Calgary, Canada (10), Singapore International Foundation (4), Lamb and Lamb Associates, USA (2), and Microsoft Corporation, USA (1).

#### **Afghan Resource Persons (Fellowship Alumni): 2**

Kabul University, Afghanistan (1), Ministry of Interior, Afghanistan (1)

#### **Activities:**

#### **Five Workshops and two study trips to Singapore and Japan respectively:**

1. Launch: Orientation Workshop (Kabul, May 2009)
2. Workshop I - "Leadership & Organizational Development for Performance and Results" (Singapore, July 2009)
3. Workshop II - "Project Planning & Proposal Writing" (Singapore, July 2009)
4. Workshop III - "Leading Change in Organizations – Change strategies, project implementation and team management" (Hiroshima, November 2009)
5. Cycle After-Action Review and Lessons Learned (Kabul, February 2010)

#### **Five Seminar Series on Human Resource Development and Management (HRD&HRM):**

- I. "Introduction to human resources management and development"
- II. "Organizational Needs Assessment"
- III. "Tools for Performance Maximization"
- IV. "Result-Based Management"
- V. "Tools for Conflict Resolution "

#### **High-level Roundtable in Hiroshima on Post-conflict Reconstruction**

Topic of 2009 roundtable was *"The importance of history and culture in post-conflict reconstruction – Reflections from Hiroshima to Afghanistan"*.

**Distance learning:** regular e-mail communication with Mentors, video-conferences, and a minimum of twelve scheduled audio-web conferences and project-work sessions for each group

**Coaching for Coaches Module:** 6 Coaches and 2 Afghan Resource Persons were trained through web conferences and on-site sessions.

#### **New elements for 2009:**

- Partnering with Alumni Association (ACTRA) to jointly host the four-day Orientation Workshop, managed, conducted and evaluated by Fellowship Coaches and ARPs.
- Singapore International Foundation (SIF) expanding support for the programme by hosting the Study-trip to Singapore and workshops I and II
- Partnering with ACTRA and local sponsors to jointly host the Cycle After-Action Review Seminar in Kabul conducted by Coaches and ARPs.
- Expanded roles of Coaches and ARPs in content and mentoring of Fellows and Coaches respectively.
- Expansion of module on *Coaching for Coaches* given by Microsoft Corp.
- Group/team project in the area of community development  
U of C and UTA expanding their involvement with the Fellowship by increasing the number of Mentors in their mentoring teams





## II. FELLOWSHIP OUTPUTS AND SUCCESSES

### II.1 Transfer of Capacities:

#### II.1.1. ACTRA, Coaches and Afghan Resource Persons (ARPs) working as Trainers and Consultants in partnership with UNITAR

The Afghan Consultancy, Training and Research Association (ACTRA), an association of Afghan professionals trained by UNITAR, was established in March 2008 following a long and extensive consultation process between UNITAR and its alumni network. It is driven by the commitment and aspirations of its members to serve as a think-tank of professionals from various fields, functioning as a network and support unit for training and research in Afghanistan. In 2008 ACTRA started its activities by jointly organizing and facilitating with UNITAR five web seminars on Human Resource Development and Management. All seminars were facilitated in Kabul by ACTRA members. These activities have been significantly expanded with the Association and UNITAR jointly organizing two new training events –

- The four-day Orientation Workshop and Fellowship Launch – Kabul, May 2009
- The one-day Cycle De-briefing Seminar – 2009 Fellowship After Action Review and Lessons Learned – Kabul, Feb 2010

The special elements of these two events are that the Fellowship ARPs conducted the events as lead resource persons and the management of the events is led by the Coaches.

Despite the fact that the Association is still relatively unknown in Afghanistan, it has received some very encouraging offers to take on projects from USAID/Ministry of Public Works, Ministry of Finance, Civil Service Commission and others. Its main challenges relate to the fact that it does not have sufficient resources to operate on a full scale, as it was envisaged as a

loose network of professionals working in different institutions of Afghanistan. Discussions on ACTRA's goals, objectives and activities are ongoing and will be properly documented. As the majority of UNITAR's Afghan alumni are ACTRA members, they have a lot to offer in terms of their ability to improve capacity at the national level.

#### II.1.2. Expanded role of Coaches and ARPs



The role of the Coach as the Fellowship's mentoring arm in Afghanistan has evolved very much in line with its original conceptualization, and has exceeded UNITAR's initial expectations. The Fellowship graduates and alumni can be credited with this success. The role of Coaches has progressively widened in each successive year that has been documented in the past. Similarly for the ARPs, who are relatively new to the Fellowship, their roles too have been evolving and expanding from year to year. A few particular directions of this expansion in 2009 can be described as follows:

- In the 2009 Cycle UNITAR took steps to further expand the role of Coaches in supervising and steering the work of their assigned groups. This included giving them much greater responsibility in terms of organizing and facilitating audio-web conferences (AWCs) with Mentors, follow-up of Mentors and Fellows in meeting commitments, and



actively seeking help for their groups from UNITAR and resource persons if needed. UNITAR believes that the



Coaches played the most important role in ensuring the effective participation of Fellows, and in terms of achieving the overall goals of the Fellowship. Similarly, in the case of the ARPs, as part of their terms of reference, they were asked to act as an active resource for the Coaches and the assigned groups. The ARPs made very visible efforts to be involved in the supervision of the work of different groups and to respond when asked for advice and assistance by Coaches.

- It should be noted that credit for the expansion and evolution of these roles is due largely to the candidates themselves, as they took initiative and took on responsibilities themselves.
- An expansion of roles also took place in the sense that the Coaches and ARPs have begun acting as support groups for each other. With facilitation from UNITAR, the Coaches and ARPs have started meeting regularly as a support group for each other and for UNITAR's planning arm in Afghanistan. In some

cases the ARPs also acted as Mentors to the Coaches themselves. An example of this was seen in Singapore when the ARP made an effort to work with the individual Coaches to assist them in preparing for the first after-action review sessions during workshops I and II.

- Finally, in the 2009 Cycle the Coaches and ARPs expanded their responsibilities by managing and conducting two new training events in Kabul (the Orientation Workshop and the Cycle Debriefing) in addition to the ACTRA-UNITAR Web Seminars. This allowed them to adopt a "hands-on"

approach and be responsible for the management and content of such events. The resulting sense of ownership was so complete that the Coaches asked to be responsible for conducting the evaluation and writing the workshop report and executive summary themselves (the Orientation Workshop Executive Summary is attached as Annex V).

Meetings between UNITAR staff, the Afghan resource persons and Coaches to discuss their overall experience with the Fellowship, are held periodically throughout the Cycle to reflect on what worked well and what did not, and what could be done to improve the existing structures and procedures of the Fellowship. The discussions also address the Afghan Consultancy, Training and Research Association (ACTRA), what role each of the Coaches foresee for themselves in it, and are meant to result in suggestions for ways to raise the profile and quality of ACTRA's training at the national level.



## 11.2 Performance of the Fellowship Network as a Resource:

This is a key indicator for the UNITAR Fellowship for Afghanistan as it enables the programme to facilitate one of the two main objectives:

*"To build a committed and highly capable Fellowship community in Afghanistan which can serve as a resource for planning and implementing capacity-building and training activities at the local and national levels."*

During the 2009 Cycle the performance of this network as a resource for its members', though not yet optimal, has been at its highest level to date. Some examples of these activities in the Fellowship context are:

- Recommendation and screening of appropriate and high-quality candidates for the Fellowship;
- Donor agency alumni/Fellows performing peer reviews on proposals developed by Fellows/Alumni from NGOs;
- Fellows who are experts on result-based management helping colleagues new to the concept;
- Hosting meetings of Alumni and Fellows for Fellowship and related activities at their offices or institutions;
- Alumni in the media guiding and assisting the managing committee for the local training events on how to organize press coverage.



## 11.3 Expansion of support by UNITAR partners:

### 11.3.1 Singapore International Foundation hosts a study-trip and two workshops:

Since 2004, the Singapore International Foundation (SIF) has partnered the United Nations Institute for Training and Research (UNITAR) on the UNITAR Hiroshima Fellowship for Afghanistan (AF). The AF was launched in 2003. Over the years, as a sign of their confidence in and commitment to the programme, SIF has been expanding its support for the Fellowship in a number of ways. To date eight Singapore professionals have served as mentors in the six cycles from 2004 to 2009. They have intervened in workshops and Web Seminars as resource persons, and participated in workshops as Mentors for their groups.

This year, in addition to the three SIF volunteer mentors/resource persons, the Foundation further stepped up its support by hosting the Singapore Study-trip and Workshops I & II of the Cycle in Singapore. The events were held from 23 July to 2 August and were rated very highly as an excellent development in this partnership and a very successful training exercise.

### 11.3.2 Partners expand their Mentoring Teams:

In the 2009 Cycle University of Calgary (UofC) and University of Texas at Austin (UTA) expanded their involvement with the Fellowship by increasing the number of Mentors in their mentoring teams.

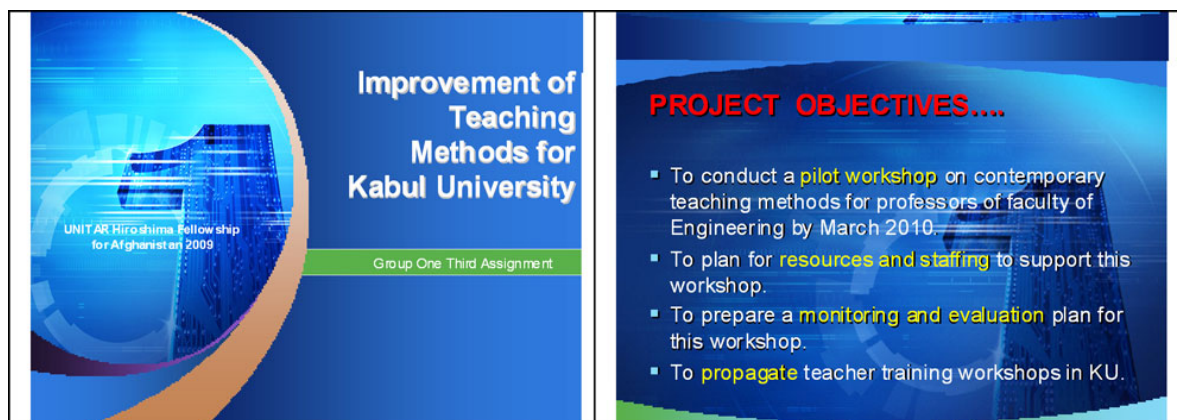
## 11.4 Team Projects 2009

Team projects have been an immediate and practically valuable output of each Cycle, as they are directly related to the Fellows' workplaces and are based on organizational needs assessments conducted by the Fellows themselves.





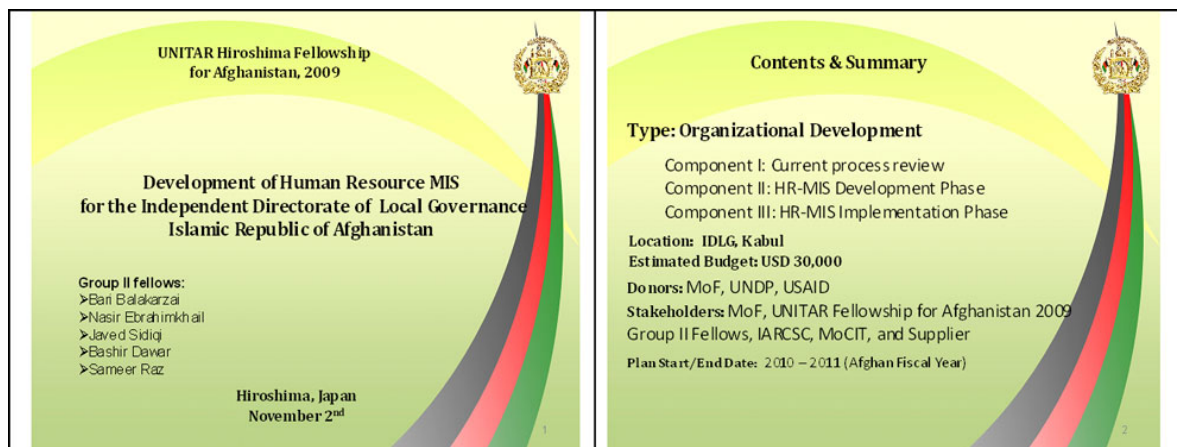
#### **II.4.1 Group I – Education**



Group I selected a project to address the findings of needs assessment in one of the employer organizations. They decided to develop and conduct short-term training programmes on contemporary teaching methods for professors and instructors that will help improve teaching methods in Kabul University. The overall objective of the project is to improve the quality of education in Afghanistan through the

improvement of teaching methods at Kabul University. The expected outcome of the project is the improvement of teaching quality at Kabul University and to produce better educated graduates who will have a positive impact on all sectors of professional society in Afghanistan. Twenty professors and instructors and 700 students of the Faculty of Engineering are the beneficiaries of the project.

#### **II.4.2 Group II – Project Management and Planning**



Group II opted to design a project addressing a Human Resources (HR) need in the Independent Directorate of Local Governance in Afghanistan. The overall objective of the project is to update the HR system by establishing a Management Information System (MIS) which will speed up the HR process and enable HR

Department to provide clients and stakeholders with accurate information. The specific objectives of the project are as follows:

- Update the HR System and make it effective;
- Computerize all Human Resource Management (HRM) functions;





- Deliver meaningful human resource information;

- Better decision making power for better work force planning;
- Reduce processing time.

#### **II.4.3 Group III – Human Resource Management**

<p><b>Training Employees in Occupational Health &amp; Safety</b></p> <p><u>Mentors:</u> Ms. Patsian Low, Ms. Janice Luo, Mr. Ernest Lee</p> <p><u>Coach:</u> Mr. Musa Kamawi</p> <p><u>Fellows:</u> Ms. Nilab Waiz Atah, Mr. Yamma Shams, Mr. Abid Amanyar, and Amal Hakim</p> <p><b>Group III</b>      <b>Hiroshima, Japan</b></p>	<p><b>Introduction/Justification:</b></p> <p>Following the UNITAR Hiroshima fellows hip program for the 2009 cycle, the activities performed by the team individually and as a team has led us to three correlated phases of the project such are :</p> <p>□ <b>Phase one:</b> Individual assignments (Assignment I) on organizational needs assessment and its development based on the specific guidelines of UNITAR .</p> <p>□ <b>Phase two:</b> Selection of the Occupational Health &amp; Safety System and Employees Training as a team project due to common setback of team member's respective organizations need assessments for the require capacity building.</p> <p>□ <b>Phase Three:</b> Formulation and implementation of the Effective Occupational Health &amp; Safety System and Employees Training in MoPW as a Pilot project with technical support of the UNITAR team , mentors and coaches guidance.</p>
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Group III chose to develop a training programme for the capacity building of their target organization, the Ministry of Public Works (MoPW). The team decided to develop awareness training programmes in Introduction to Occupational Health & Safety, First Aid and Stress Management. The specific objectives of the project are as follows:

- To update MoPW Employee health & safety policy;
- To undertake awareness campaign for understanding the employees Health

and Safety importance and their common responsibilities in MoPW;

- To conduct comprehensive Health & Safety training, instruction and supervision to improve and protect the health and safety of employees;
- To provide a sound and safe workplace with efficient resources in compliance to regulations and international standards;
- To implement and maintain a sustainable employee health & Safety system in MoPW.

#### **II.4.4 Group IV – Public Health**

 <p style="text-align: center;"><b>Community Based Monitoring of Health Services</b></p> <p style="text-align: center;">Hiroshima November 2009</p>	
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Group IV selected a project developing a Community Monitoring Checklist and a Community Monitoring Guideline that will be tested in a few target areas where

irregular and inadequate monitoring of health services lead to low quality of health services especially in insecure and



remote areas. The objectives of the project are:

- To develop a community based monitoring of health services;
- To pilot CBMHS in three districts;
- To ensure delivery of quality health care;

- To ensure transparency in health projects in insecure and remote areas;
- To involve community in health sector (Promote a sense of ownership in the community).

#### **II.4.5 Group V – Finance**

**UNITAR Hiroshima Fellowship for Afghanistan 2009 Cycle**

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Assignment III  
Group V (Finance)  
Project Title: Provision of Project and Time Management training

**Project Action Plan**

Task Name	Duration	Start	Finish	Processors	December	January
					S M T W T F S	S M T W T F S
1. Submitting Proposal for Funding	25 days	Sat 11/03/09	Tue 12/01/09			
2. Purchasing Stationeries Regarding readiness for Training	4 days	Sat 12/01/09	Tue 12/01/09			
3. Hiring Place for training and teachers	5 days	Wed 12/01/09	Tue 12/02/09			
4. Duration of Training	12 days	Wed 12/01/09	Sun 12/04/09			
5. Day one Opening Workshop and Introduction to Project Management	1 day	Wed 12/01/09	Wed 12/01/09			
6. Day Two Project Management Basic	1 day	Thu 12/01/09	Thu 12/01/09			
7. Day Three Project Management Basic	1 day	Fri 12/01/09	Fri 12/01/09			
8. Day Four Project management intermediate	1 day	Sat 12/01/09	Sat 12/01/09			
9. Day Five Project Management Advance	1 day	Sun 12/01/09	Sun 12/01/09			
10. Day six Evaluation of Training Advance PM	1 day	Mon 12/01/09	Mon 12/01/09			
11. Day Seven Advance Project Management	1 day	Tue 12/01/09	Tue 12/01/09			
12. Day Eight Test and Evaluation Conclusion of PM	1 day	Wed 12/01/09	Wed 12/01/09			
13. Day Nine Introduction To Time Management	1 day	Thu 12/01/09	Thu 12/01/09			
14. Day Ten Time management in Projects	1 day	Fri 12/01/09	Fri 12/01/09			
15. Day Eleven Time Management in Office	1 day	Sat 12/01/09	Sat 12/01/09			
16. Day Twelve conclusion Test Certificate distribution	1 day	Sun 12/01/09	Sun 12/01/09			
17. Monitoring & Evaluation of Training Closing the workshop	2 days	Mon 12/01/09	Tue 12/01/09			

The project of Group V addresses the delay in services delivery due to poor project and time management in four employer organizations. With the goal of improving efficiency, a training programme on Management in the Ministry of Finance Budget Department, IT Department of Da Afghanistan Bank, Policy Department of AISA, and Finance Section of UNDP will be

designed and implemented. The expected project outcomes are:

- Client Oriented staff members;
- Greater Client Satisfaction;
- Timely delivery on promises and services;
- Responding quickly to clients' requests;
- Increasing Transparency;
- Increasing accountability.

#### **II.4.6 Group VI – Community Development and Public Education**

**UNITAR Hiroshima Fellowship for Afghanistan 2009 Cycle**

Group 6

Training workshop on Effective Communication Skills and Behavior Change Communication (BCC)





**TRAINING CURRICULUM:**

- Module 1- Importance & benefits
- Module 2- Effective business messages
- Module 3- Appearance and Design (Business letters, Memos, etc)
- Module 4- Short Reports
- Module 5- Long reports
- Module 6- Strategies for successful speaking, listening;
- Module 7-Behavior Change Communication



This is the first time the Fellowship has had a group on community development, framed within a community development approach. Group VI designed a training programme for effective communication skills and behaviour change communication for the target participants of 20 employees from the Society for Sustainable Development of Afghanistan SSDA (6 people) and MoPH (14 people). The objectives of the training workshop include:

- Gain knowledge of communication skills and their importance in an organization;
- Improve basic skills through a practical approach (Body language);
- Enhance oral and written communication skills;
- Learn how to define the target audiences of a Behaviour Change Communication (BCC) program, the risk factors, and desired behavior and attitude changes;
- Raise an organization's productivity;
- Increase project efficiency and effectiveness;





### III. 2009 CYCLE EVALUATION, LESSONS LEARNED AND RECOMMENDATIONS

#### III.1. Overall Cycle Evaluation

At the end of the study trip and workshop III, participants were asked to fill out evaluation questionnaires both for the final events of the Hiroshima study-trip and workshop III and for the 2009 Fellowship as a whole (the latter in continuation of the mid-term evaluation undertaken in July). Many participants also sent substantial individual reports, including recommendations for future Fellowship Cycles, after their return to Afghanistan. The following is an attempt to compile and consolidate these various elements of

feedback on the Fellowship as a whole in a coherent way:

#### Fellowship's comparison with other training programmes:

*"UNITAR was special in terms of good resources, fantastic trainers, beautiful linkage between topic and session, reviewing topics and brain storming those to the Afghanistan and Japan contexts, study visits and their importance," (2009 Fellow).*

The first question on the Fellowship questionnaire asked the participants how the Fellowship compared negatively and positively with other programmes the Fellows might have attended in the past. Most of the participants noted the following differences:

Positive Differences	Negative Differences
<ul style="list-style-type: none"> <li>- UNITAR Hiroshima Programme is unique because: 1) the participants come from a variety of backgrounds; 2) they come from a variety of organizations; 3) it uses assignments</li> <li>- It has a lot of positive and unique features, such as expert mentors, expert trainers, sustainability, time management, trips, excellent management.</li> <li>- Methodology: A mixture of presentation, lectures, web-seminars, AWC, etc. so learning is through different methods; Most found the Hiroshima fellowship content very well designed and addressing the needs of the Afghan context</li> <li>- Practical application: In this workshop we were learning and doing...We were involved in all activities which helped the process of learning; and importantly the assignments are real life projects.</li> <li>- Content themes directly related to Afghan requirements: Covered all topic important to be a manager and leader, job-related, focused on team building and team coordination, very interactive and live</li> </ul>	<ul style="list-style-type: none"> <li>- Schedules are a bit tight and hi-pressured during workshops -- more time for each topic would be welcome.</li> <li>- Sometimes technical difficulties on the Afghan side can be challenging and should be further minimized.</li> <li>- No participants from other post-conflict countries</li> </ul>





*"For the last three years I have participated in many workshops which were quite different from the Hiroshima Fellowship in terms of management (and the involvement of Afghans in the management), in terms of topics. It was extremely useful, but it is very intense and the Fellows even could not find the time to catch a breath – which I think is a negative aspect of the Fellowship." (2009 Fellow)*

*"Organizing the Fellowship programme is not easy. Each Cycle brings in different Fellows and different issues. I think the organizers and partners have done the best possible. The fruits of the labour are in how the Fellows have grown, and are able to learn and implement their projects." 2009 Mentor, SIF*

#### **Role of Mentors:**

The 2009 Cycle saw the involvement of an unusually large number of new Mentors—59% of the Mentors were new this year. However, of the thirteen new Mentors only three were able to meet their groups, and attend an on-site training session. This dynamic underlined the importance of detailed orientation for the new Mentors and the need for UNITAR's active support and facilitation of communication between Mentors and Fellows, which was found to be less intensive in this Cycle compared with previous years.

#### **Fellows' Perspective:**

All participants recognized the important role of mentors in their learning process. Mentors share knowledge while introducing methods and systems practiced in other countries. They also provide constructive comments that helped Fellows in accomplishing their tasks throughout the Fellowship, and guide them by serving as a main source of technical knowledge and expertise in improving and enriching the individual need assessment, and selection and development of group projects.

One Fellow wrote, *"The role of Mentors is very useful because it is the channel through which they transfer modern skills of management and leadership with local examples. They are well experienced and thoughtful, they teach all over the places and they give us a sense that post-conflict countries have recovered... and make it possible to (re) build."* Another commented, *"The roles of mentors are vital. They are the bridge between quality work and perfection. They put you on the right track as well as show you how to do things right...Mentors let you experience pros and cons to get through...your undertakings."*



Though most of the participants mentioned that mentors have greatly contributed to their positive performance during the Fellowship, some of them felt that the role of the mentors was limited to web seminars, audio conference and workshops. As one Fellow mentioned, *"Mentors play an academic backstop role in the programme, but mentors of my group could not play their role significantly."* Four Fellows also noted that they expected more from the mentors, especially in providing comments more regularly and on time. It was also suggested that that mentors need to be fully oriented on the Fellowship to better engage and integrate themselves into the team projects in future.



Fazal Malik Qasimi



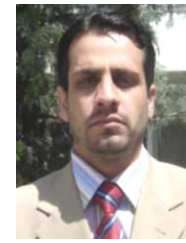
Najib Rahman  
Sabory



Zianulabuddin Hamid



Mohammad Akbar  
Hamidi



Musa Kamawi

### ***Coaches' Perspective:***

- The role of Mentors is doubtlessly very important and the key aspects of their role are their commitment and availability which, if present to a sufficient degree, can elevate the Fellowship experience to a higher level;
- It is a great idea to have as many resources in a training programme as possible. In this programme introducing mentorship has been very good in terms of knowledge sharing and being introduced to practices in other countries. However, a greater effort needs to be made to integrate the international mentors and Afghan mentors (Coaches) as a team, to be effective resources for their assigned groups.

### ***Mentors' Perspective:***

*"Mentoring is challenging from a distance, as it is difficult to understand personalities and dynamics. It is also difficult to gauge whether your advice has been understood or not, and very hard to push to action!"*  
2009 Mentors (UNITAR-UTA)

Most Mentors underscored the importance of meeting Fellows face-to-face in order to develop an effective learning relationship. Comments made by two of the Mentors who did not get to meet their Fellows demonstrate their dissatisfaction with the level of engagement with their groups. *"This was our sixth year as Mentors and the second year that we were not able to meet the Fellowship participants face to face. This has made a significant difference in our sense of engagement with, and contribution to, the program. Otherwise our group this year was the easiest to work with, programmatically the smoothest Cycle and it was less work than it has been*

*in the past, but technology wise it was the a challenging year."* 2009 Mentors (Lamb & Lamb)

*"As a first-time Mentor, going to one of the on-site workshop and to actually meet the group was a tremendous experience. It really helped me to understand the programme and the dynamics of the Afghan group as a whole. If only we as a team of Mentors had had this knowledge mid-programme as opposed to the end of the programme it would have made a huge difference."* 2009 Mentor (U of C)

*"I really enjoyed the experience. The concept of connecting to so many people around the world for one objective – the solidarity aspect was fantastic. The down moment for me was when we could not connect the background, name and picture in the beginning. Maybe next time UNITAR could provide the brief bios and pictures on Fellows before the first introductory video as opposed to the one provided later in the programme."* 2009 Mentor (U of C)

Many Mentors agreed with the importance of contracting out their roles to Fellows, managing expectations, and learning about the different mentoring models used in the Fellowship in the past, to give them inspiration for planning their roles. Several new Mentors also showed a keen interest in participating in sessions of the Coaching for Coaches module to gain insights into how to better manage their roles while giving them a chance to get to know the Coaches before the launch of the new Cycle. Another Mentor recommended that UNITAR should match every new Mentor with more experienced Fellowship Mentors for a thirty-minute exchange of experiences and ideas as part of the Mentor orientation.



One further suggestion was to use the initial two-month period for the individual assignment for Mentors to assign one or two specific Fellows to each other, to establish individual connections and get to know the Fellows ahead of the start of group projects.

*"As a novice Mentor I did at times feel overwhelmed and uncertain about the value of my input...(not knowing all the players and trying to keep all the emails and progress of the individual assignments straight). I felt that not being part of the face to face training hindered my effectiveness somewhat as I felt I didn't have the entire context and sometimes wondered if I was sending material or making suggestions that might not fit with other content that had been shared...Having said that my experience as a Mentor was a rich learning experience for me". 2009 Mentor (U of C)*



*"It has been an enriching experience working with all parties involved and I value the friendship and fellowship. The personal time with our team was useful for the fellows to see a different aspect of Singapore – our homes and that I believe was very much appreciated by the Fellows." 2009 Mentor (SIF)*

Mentors agreed that it is the teamwork between the Mentors and Coaches that makes the programme successful, especially when Mentors do not have a good understanding of the culture and

environment of Afghanistan. Of the twenty-two Mentors, seventeen have already confirmed their availability for the 2010 Cycle.

#### **Role of Coaches:**

*"It's a good opportunity for coaches and fellows to learn from each other. It also helps coaches develop practical skills in team development, supervisions, conflict resolution and other leadership skills. I think, without the coaches, this programme cannot succeed as they are the eyes and ears of the programme," (2009 Fellow)*

Coaches are perceived to be an important element of the Fellowship. This was noted by most of the participants. As one Fellow pointed out, "Coaches are the most direct arm of UNITAR or ACTRA closest to the Fellows so they are acting like a bridge between mentors and fellows. They are inspirers and instruments to... make sure the UNITAR objectives are fulfilled,

*assignments are delivered and feedback is given in time so that future generation of group projects are prepared with guidance of coach. Their wealth of information from and local experiences are very helpful."* Many Fellows pointed out that their Coaches were the first to respond to any questions or assignments, and were always available, which was much appreciated. Another Fellow, while recognizing the support and coordination accomplished by Coaches stressed that Coaches need more training to play a more

effective role. Despite the generally positive evaluation of the role of Coaches, three Fellows mentioned that Coaches played only a limited role in their group as they did not receive much guidance. One Fellow felt that their Coach *"did not have a positive role in our group. The capacity of coaches still needs to be improved."*

#### **Coaches' Perspective:**

*"It was a big challenge for me to be a Coach for such a large group, but I persevered and came out with the conclusion that the bigger the challenge the more you learn. My group was about to*





*die, but by using change management ideas I helped them achieve their goals."*

In general Coaches felt that participating in a Cycle as a Coach does involve taking on more responsibility, which is a great learning opportunity, but the pressure of time management becomes intense. However, all Coaches identified the regular monthly meetings of all Coaches with the UNITAR representative as a great source of support, and also noted that this group of peers acted as a support/resource group for each other. This resulted in the Coaches also becoming co-managers of the Fellowship and they therefore felt a greater sense of ownership of the programme. In many cases Coaches felt they had to be proactive in a first response to assignments and questions, and also to push Fellows and Mentors to respond to each other in a timely fashion. There was unanimous agreement that the Coaches have to be ready not only to contract out their own roles to the Fellows, but also to manage the Fellows' expectations of their Mentors and the programme.

#### ***Mentors' Perspective:***

*"Our Coach was excellent. She was very timely in her responses, took over the editing responsibility for the assignments completely, and increasingly was an effective Mentor." 2009 Mentor*

*"Coaches provide the very critical continuity in the programme." 2009 Mentor*

*"It was very nice to see that the Coaches introduced the groups at presentations, then stepped back and did not try to take ownership of the group's presentations as in the past – emergence of true facilitators of the learning process." 2009 Workshop Lead Resource Person*

All Mentors believe that Coaches are invaluable to the process, especially as they become increasingly endowed with authority, which is useful in terms of managing group learning within the country. Most Mentors also endorsed the Coaching for Coaches (C for C) module as key to building the Coaches' skills and supported its expansion and further development.



It would be very helpful to the Mentors if the Coaches encouraged the Fellows to acknowledge the feedback to their Mentors, discuss the feedback given by the Mentors with the Fellows in the group, and subsequently give a brief report on group dynamics, as well as workshop experiences to the Mentors.

It was also pointed out that the Coach's role is very important in that he/she understands the culture and environment better. Mentors may give plenty of advice but it takes someone who has been trained (as a Coach), has completed the Fellowship Cycle, understands the culture and work environment and has interacted with the Fellows on more occasions, to coach the Fellows in applying some of the lessons taught by Mentors.





Jamal Nasir Pashton



Zarmina Popal



Najla Sabri



Philip Cox



Jennifer Hatfield

### **Role of Afghan Resource Persons (ARPs)**

*"The idea of assigning Afghan resource persons is very good in terms of supporting groups and also in terms of capacity building but it needs to be strengthened. They should be involved more largely and should be given greater role in sharing some of the presentations with the foreign resource persons. This year the division of groups between the 2 resource persons was a good idea." (2009 Coach)*

Many Fellows recognized the role of Afghan Resource Persons (ARPs) as effective and important. As one Fellow wrote, *"Afghan RP in the cycle was very important for helping, consulting and getting previous experience."* Others mentioned, *"Their timely advices and supports were really helpful,"* and *"(They) have very important role in the distance learning, VC, etc... without ARPs, maybe*

*UNITAR could not continue the Fellowship."* However, five Fellows noted that ARPs *"need more practice,"* and *"should be involved more largely in the workshops and be given greater role in the Fellowship programme."* One Fellow commented that some parts of the case studies presented by ARPs at the workshops appeared irrelevant to the main topics as a result of the ARP not being much involved in presenting the main points of the topics.

As one participant stated, *"The role of two Afghan resource persons was not clear to fellows and coaches so we need to see clear roles and responsibilities of Afghan resource persons in next cycle of 2010."*

### **Team work and Team Project:**

#### ***Fellows' Perspective:***

*"We had very good teamwork in our group. We created everlasting life friendship and partnership. Each was given equal chance for expressing his opinion in relation to the issues and we were discussing together about main topics to reach consensus in our group meeting...We jointly prepared group project with each contribution which shows ownership of our project," (2009 Fellow)*

Participants were overwhelmingly positive about the overall teamwork among the participants and its role in their team project selection. The majority of them referred to the importance of teamwork in the success and efficiency of their team as it generated *"mutual respect among team members," "commitment," "honesty," "consultation," "division of labor" and "clear communication."*

However, three Fellows felt that the emergence of dominant personalities in their group led to a lack of cooperation among team members. One Fellow noted that distance negatively affected his team's performance, *"(Though) our team work was so good when all of us were in one place in web seminars and workshops... it became weak when we were far from each other in Kabul."*

All participants, while recognizing the difficulty of reaching a team decisions, were satisfied with the process and selection of their team projects. They considered the various differences among the members of the group challenges they had managed to overcome by the end of



the Fellowship. As one Fellow noted, *"It's common that...selecting team project is difficult because of different ideas and perspectives ...but we succeeded and agreed on,"* and another commented, *"We had a friendly conflict on project topic but came up with a good team decision. I am satisfied."* However, two of them mentioned that their team decisions had been impeded due to some difficulties and conflicts.



#### **Coaches' Perspective:**

*"I am proud of the team work in my group. They all contributed equally to the team project and remained committed throughout the project. The sort of mutual respect the team-members had for each other helped them to listen to each other, carefully reject or accept each other's ideas without taking it personally. Although they were from the same field, but still the level of knowledge was different. They always tried to help each other."* 2009 Coach

All Coaches agreed that the team project is crucial to the Fellowship programme and the Afghan environment.

#### **Mentors' Perspective:**

Mentors and Coaches alike support the expansion of project themes into new areas like governance, economic empowerment and health. It was suggested that it is challenging to work on

a team project when Fellows are from different organisations. It was also suggested that projects may be customised to fit the respective organisations so that the Fellows can implement it. It may be difficult for Fellows to appreciate what value a team project can have for them if the project is not really applicable to his or her organisation (especially given that different organisations have varying constraints), or if he or she needs to do make major amendments or do a large amount of extra work once the team project is completed to be able to actually implement it.

Finally, as always Mentors' main concern regarding teamwork is to ensure that all Fellows have a role in the project and feel challenged in certain situations, specially from a distance, to ensure that team-members' participation is equal or fair.

All Mentors believe that in this regard the key role of Coaches is to observe, monitor and engage the disengaged. In addition, the Mentors must turn to the Coaches for advice and insights to ensure they operate effectively in their role.

#### **Web seminars:**

*"The five web seminars in Human Resource Development proved to be very effective and relevant to all fellows, coaches and professional fields."* 2009 Fellow

Web Seminars were positively rated as the participants felt that they contributed to their learning and added value to their knowledge and understanding of human resource development (HRD) and human resource management (HRM) issues.

*"This was the first time that I used the video conference seminar. The video conferences are a good vehicle to get lecture and the good insight of our mentors in building our knowledge and understanding on the HRM issues how to*



Ernest Lee Kian  
Meng



Patsian Low



Janice Lua



Sue Ries Lamb



Howard Lamb

*handle the human resources in a better and efficient way. Most participants also referred to "Web seminars as one of the great tools for learning," and "useful, easy to conduct, and inexpensive." One Fellow noted that "The web seminar modules and the topics covered were very good." Another commented, "The first web seminar on HR issues was very relevant to my job and professionalism, provided me deep insights information about HR topics."*

However, many participants also pointed out that technical problems and difficulties that cause delay sometimes obstruct their learning process. Three Fellows emphasized that choosing the appropriate duration for web seminars is crucial, noting that *"in case time is limited the content should be concise. Good amount of time should be considered for exercises and Q&A."*

All Fellows and Coaches agreed that the ACTRA-UNITAR partnership for the web-seminars is very important and ACTRA needs to be strengthened through this partnership. It was also suggested that definitions of terms could be provided at the beginning of each session, so everyone is familiar with the terminology.

#### ***Mentors' Perspective:***

The general feeling amongst Mentors was that web seminars are a cost effective way for them to interact with Fellows and share knowledge. They also provide a good opportunity for Fellows to learn from the expertise of different faculty members/Mentors not involved in their group.

Nevertheless, most Mentors agreed that the technical difficulties this year made it more challenging for the web seminars to be effective. It was also suggested that to make the offline sessions more effective the web-seminar speaker should work together with ACTRA as early and as much as possible to coordinate the offline exercises.

#### **Distance learning tools:**

*"VC plays a nice role in establishing good contacts and relationship between fellows, coaches and mentors, introducing them to each other in a better way. Audio web conference need to be improved by providing time zones and agenda well in advance as most of the time the group members and mentors missed each other, Timely email correspondences would be very useful." (2009 Fellow)*

*"These conferences are great as one can interact directly with others, but there were problems in bringing all fellows to it. Need prior and proper planning. ...was new to me and I like it very much."*

*"It's more effective way of communication to keep everyone in the loop and understand the message well."*

A majority of the participants rated the three distance learning tools used during the Fellowship positively. One Fellow stated, *"The 3 tools helped us a lot in different issues, the email exchange helped us a lot in our assignments, web conference helped us in our assignments and discussing other general issues. VC is the best tool for distance learning which really helped us in learning process."*





However, two participants mentioned that less time available to cover all the materials make some of the VCs less effective and suggested to increase the time allocation for future VCs. The use of email was highly rated and most favored among the three distance learning tools by the participants, citing its accessibility and time flexibility in communicating with mentors. Several participants indicated the greater usefulness of email compared with AWC, citing the technical difficulties in the use of AWC as the reason for this. It was also suggested that email exchanges ought to be more frequent and better timed.

#### ***Coaches' Perspective:***

It was pointed out that the AWC was a great tool for training and communication during the Coaching for Coaches module, and, to the amazement of some, all Coaches were able to connect and participate in the online training sessions. Fellows, however, did not have a similarly satisfying experience in terms of their AWCs with Mentors. For many the jury is still out on whether the use of Skype (instead of Elluminate) is an appropriate solution given Afghanistan's limited bandwidth issues. Some Coaches and ARPs felt that the advantages of Skype may not outweigh the benefits of Elluminate's training features.

#### ***Mentors' Perspective:***

As always, for Mentors too the effectiveness of different distance learning tools varied depending on their group's experience. One Mentor described his experience as follows: *"having the presence of Mentors, Fellows and Coach augmented the effectiveness of the AWCs. Technical difficulties were experienced but accepted as beyond anyone's control."*

Another Mentor, who also found the experience with the tool to be frustrating, said, *"that technically this was the worst year, particularly their experience with Skype and their group's lack of connectivity."* One Mentor commented that the AWCs were not as

well managed as in previous years as UNITAR was not hosting them directly.

#### **Role of Assignments – (In particular the Needs Assessment):**

Almost all participants (with one "no comment") gave a remarkably high rating of the individual assignment as a valuable learning tool in helping them assess their needs and concerns at the personal and organizational level. According to one Fellow, *"It was a useful tool and could be even more useful if comments and good samples are provided for the fellows."* For most of the fellows who conducted a needs assessment (NA) for the first time, the feedback provided by the resource persons was acknowledged to be helpful in times of difficulties. As one Fellow noted, *"It enabled me to further enhance my capacity in terms of conducting need assessments, and found many many constructive comments from resource persons."* Another Fellow states, *I have never experienced conducting a Needs Assessment in the past so first assignment really worked for me, feedback and comments from coaches and mentors were really helpful, without them, it's not possible to complete it."* 75% of the Fellows considered it to be the most important phase of the programme or the turning point for them.







### III.2. Evaluation of Cycle Study-trips and Workshops

The 2009 Cycle offered four workshops and two study-trips – the Orientation Workshop, Singapore Study-trip and Workshops I and II, and Study-trip to Japan and Workshop III. It also offered a wrap-up seminar for the Cycle—After Action Review and Lessons Learned (conducted in February 2010). All events were evaluated very positively and benefitted from very useful recommendations. For the Executive Summaries and evaluation of the Orientation Workshop, Workshops I and II, and Workshop III please see Annexes V, VI and VII respectively.

### IV. CONCLUSIONS AND FUTURE PLANS

Based on the Fellowship community's feedback the following are some findings that will have an impact on the plan for the 2010 AF:

- UNITAR concludes that the management and leadership toolbox developed over the last six cycles (including tools such as organization needs assessment, team-building, coaching and facilitation, HRM & HRD, leadership and organizational development, project planning and implementation, and proposal writing etc.)



is on the whole addressing the current thematic priorities and requirements of Afghanistan.

- However, the tools taught in a Cycle should be varied based on the priorities of Afghanistan and the Fellows taking part in any particular year. For example, a lot of feedback was received on the need to further expand the topic of change management, offer web-seminars on Training of Trainers (TOT), workflow analysis and detailed environmental analysis.

- The need to expand the number of Fellows in a Cycle and to expand and better define the role of the Afghan Faculty-in-training and ACTRA were much requested improvements for 2010.

- The need to further refine the selection process and expand support and understanding of employers and supervisors for Fellowship activities and approach, has also been highlighted by Alumni, local partners and internal evaluation of events.

- UNITAR and its partners are also aware that after the completion of the sixth cycle, which was co-managed to the greatest extent with the Fellowship Coaches and Afghan Resource Persons (ARPs), the pressure to take the strengthening of the Alumni community as a capacity-building and HRD resource up one level is critical to the future success of the Fellowship.

- Due to a lack of sufficient human resources several Fellowship practices were reduced, such as an orientation process for new Mentors and UNITAR team's involvement in monthly audio-web conferences between groups and Mentors. This has had a negative impact on the programme and needs to be worked back into the process.

- Finally, the need to expand the local "outreach" of the programme and sharing the vision of the Fellowship Alumni has been identified by the Fellows as an important step in achieving their goals for their country.



*"When we talk of Change at a broader level, conflict makes people de-motivated. Afghanistan needs a revolution in a positive sense. Something like a renaissance to engage people again. How can we ensure that the Fellowship mindset is shared and believed in by other Afghans in the country? How can we make this mindset into a revolution?"* Question raised by 2009 Fellow.

UNITAR plans to address the issues raised above in its 2010 Cycle pending availability of funds.

### **Tentative Plan for the 2010 Cycle**

Fellowship Theme – **Leadership and Organizational Development**

Time Frame – May to November 2009

#### **Strategic change in methodology for the Fellowship:**

- *Expand the role of the Afghan Alumni community in-country by systemizing the core relationship with the Alumni Association and inviting them to: co-organize and deliver the 4-day Orientation Workshop for Afghan participants in Kabul; co-organize and facilitate five Web-seminars as part of the HRM and HRD module; raise the awareness and increase the understanding of the Fellowship and the strengths and achievements of its graduates in employer organizations by co-organizing a seminar at the end of the Cycle for the supervisors of all Fellows of the new Cycle and candidates for Mentors from Afghanistan and the expat community; and making presentations within organizations.*

- *Re-design the module for training Afghan Resource Persons (ARP) as follows: clarify the terms of reference (TOR) and requirements; ensure that ARPs attend the six preparatory sessions of the Coaching for Coaches Module; deploy ARPs as key resource persons at the Orientation*

Workshop; require the ARPs to write two Afghan case studies each related to topics in the Cycle's curriculum; assign an additional activity such as mentoring an Afghan related project, or participating in an Afghan focused research project supervised by one of the core faculty members; connect the ARPs in advance with the lead resource persons of the workshops and request they work together to develop material and deliver training; ask the ARP take responsibility for one major topic in the assigned workshop; and require the ARPs to be the lead facilitators for the end of cycle After-Action Review and



Lessons Learned Seminar.

- *Recommend to University of Texas at Austin (UTA) an additional requirement from the Fellows for earning the graduate university credits, i.e., all Fellows upon completion of each workshop will be required to present the training received to their colleagues within their employer organizations followed by confirmation of this by their immediate supervisor.*

- *Offer new Mentors a more extensive orientation programme, which would include an introduction by UNITAR, a one-to-one chat with an experienced Fellowship Mentor, and the option to participate in the on-line Coaching-for-Coaches sessions.*



**Tentative Structure and Timeline:**

**FELLOWSHIP LAUNCH  
MODULE I: Orientation Workshop**

**TIME: MAY (or end of April);**

**VENUE: Kabul, Afghanistan**

**DAY 1**

***Introductory VC with UNITAR***

**Afghan participants (VC connection)**

- i) Introductions by UNITAR and special guests (on-line);
- ii) Orientation by Afghan Coaches (on-site in Kabul);
- iii) Detailed briefing on role of Coaches, Mentors and UNITAR (on-site in Kabul)
- iv) Detailed briefing on Assignment I (Afghan Resource Persons on-site in Kabul);

**In-country programme for Afghanistan**

- iv) Break out in groups for introductions and presentation by Coaches -- Coaches contract out their roles.

**DAY 2**

***UNITAR Web Seminar Series: Human Resource Development and Management  
(VC connection)***

- i) Seminar I: Leading people  
An introduction to human resources management and development (on-line)

**In-country programme for Afghanistan**

- ii) De-briefing and off-line session on the topic by ACTRA facilitators.

**In-country programme for Afghanistan**

- iii) Basic Communication Skills for professionals -- Written and verbal communication.

**DAY 3**

***Assignment I***

**In-country programme for Afghanistan**

- i) Basic Communication Skills for professionals -- Written and verbal communication (contd.)  
**(VC connection)**
- ii) Seminar II: How to Conduct an Organization Needs Assessment (on-line)

**In-country programme for Afghanistan**

- iii) De-briefing and off-line session on the topic by ACTRA facilitators.

**DAY 4**

***Introductory VC with Mentors, and Distance Learning Tools  
(VC connection)***

- i) Introductions and discussions on assignments for the first one and half months under the guidance of Coaches through work sessions, and Mentors using email and audio-web conferences.

**In-country programme for Afghanistan**

- ii) Debriefing on Audio-web conferencing tools such as Elluminate and Skype in local media labs by Afghan Resource Persons in Kabul.



**MODULE II: WEB SEMINAR MODULE ON HRD & HRM – Five 6-hour seminars by VC**  
**TIME: MAY, JUNE, AUGUST, SEPTEMBER, OCTOBER;**  
**VENUE: Video Conferencing**

**Possible topics (these are subject to feedback from the Fellows on their immediate requirements through-out the programme):**

- A) An introduction to human resources management and development
- B) How to conduct an Organization Needs Assessment
- C) Tools for Performance Maximization
- D) Result-based Management
- E) Conflict Resolution
- F) Work Flow Analysis
- G) Training of Trainers/ Curriculum Design and Development

**MODULE III: WORKSHOP I (Leadership and organization development for performance and results)**

**MODULE IV: WORKSHOP I (contd.) Team Development and Coaching and Facilitation**

**MODULE V: WORKSHOP II (Project Planning and Proposal Writing)**

**And Study-trip**

**TIME: JULY;**

**VENUE: Singapore (t.b.c.)**

**(on-site - )**

**Pending funds, lead/representative Mentor from maximum groups will be invited to attend**  
**DAY 1**

**Joint working session with Fellows, Coaches and Mentors: (1/2 day)**

Focus: Coaching for Coaches - Guidelines, clarifications and discussions on the roles and expectations of Fellows, Coaches and Mentors; team development; DISC test.

**DAYS 2 – 3**

**Workshop on leadership and organization development - performance and results**

Focus: The Cycle will begin with the development of individual skills and roles in both this workshop and the next, then team building and team projects, ending with dealing with organizations and change projects in workshop III. The workshop will incorporate selected examples/case studies from the Fellows' experiences into the discussion and curriculum.

**DAY 4**

**Team Challenges and Exercises (1/2 day)**

**ANY EVENING (to be decided by each group) -- Working sessions of groups with their individual Mentors and Coaches (1.5 to 2 hours)**

Focus: Agree on team project focus and outcomes, as well as an action plan and division of responsibilities.

**DAYS 5 – 7**

**Workshop on project planning and proposal writing**

Focus: Further develop teams' projects and identify steps for project planning and proposal writing if applicable.

**MODULE VI: TEAM PROJECT WORK**  
**post workshops I & II**  
**In-country programme**

- i) Teams to develop a detailed change-project plan with a designed curriculum for training (if part of the plan), and a proposal (if fundraising required), with consultation with Mentors and/or Coaches.
- ii) Audio-web Conferences (AWCs) once a month with Mentors and Coaches on project work and development
- iii) Project work sessions (PWS) twice a month for team project work





**MODULE VII: WORKSHOP III on Leading Change in Organizations  
(with special emphasis on change management, project implementation process and team  
management), and Study Trip**

**EARLY NOVEMBER**

**(on-site)**

Workshop Duration: four and half days (inclusive of final project presentations);

Focus: On leading change and the implementation process of change projects and organizational change management, using team projects as case studies.

Working Session on coaching and team work:

Focus: Team performance analysis, evaluation and lessons learned

**Post-Cycle Seminar  
2010 Fellowship After-Action Review and Lessons Learned  
In-country programme**

Seminar Duration: two to three days (inclusive of final project presentations);

Focus: Sharing of lessons and skills learned in the Cycle with peers and supervisors, reviewing topics which need further discussion, and presenting the projects and achievements of the Fellows, Coaches and Afghan Resource Persons.





## ANNEX I: BRIEF BIOGRAPHIES OF FELLOWS

### *Group I*

#### **Homa KABIRI**

Director, Training Centre  
Malalei Maternity Hospital



Homa Kabiri has been working as the Director of the Malalei Maternity Hospital Training Center since 2007 where she was previously the Chief of the Imaging Department from 2005 to 2006. Prior to that, she was a Trainer of the Hospital's Obstetrics and Gynecology Residency Program from 2004 to 2005. Dr. Kabiri graduated from Kabul Medical University and specialized in Obstetrics and Gynecology under the Residency Program of Malalei Maternity Hospital.

#### **Sayed MAQBOOL**

Assistant Professor/Department Head  
Kabul University



Sayed Maqbool is an Assistant Professor and Head of the Department of Architecture in the Faculty of Engineering of Kabul University since July 2006. He has also worked as a Senior Architect, an Urban Planner, the Head of International Organization for Migration (IOM) Engineering Design Team and an Architect Designer. Mr. Maqbool holds a Master of Planning (MSc) degree with specialization in Urban Planning from the School of Planning and Architecture in New Delhi, India. In 2002 he finished his B.Sc. from the Faculty of Engineering of the Department of Architecture at Kabul University.

#### **Abdul Azim NOORBAKHSH**

Director of Public Relations / Spokesman  
Ministry of Higher Education



Abdul Azim Noorbakhsh holds a Bachelor of Arts in Journalism from the TV and Radio Department at the Faculty of Journalism of Kabul University. At present, he is the Director of Public Relations and Spokesman of Ministry of Higher Education since March 2008. In addition he is Media Advisor and Head of Operations and Manager for Radio Darya of the Afghan Media and Culture Centre (AINA) and the Chief Editor of the New Afghanistan Magazine. Aside from this, he is a Lecturer in the Faculty of Journalism of Kabul University since 1995. Mr. Noorbakhsh has participated in a number international training programmes, mainly on broadcasting and journalism in different countries like Malaysia, Denmark, France, Germany, Thailand and India among others.



### **Bashir Ahmad QAISARY**

Manager, National Focal Point for Scholarships and Bursaries  
Independent Administrative Reform Civil Service Commission (IARCSC)



Mr. Qaisary has been the Manager for the National Focal Point for Scholarships and Bursaries of the Independent Administrative Reform Civil Service Commission (IARCSC) since 2005. Prior to this he also worked for one year as a Project Analyst for the IARCSC's European Commission and an Admin/HR Assistant at the Afghan Assistance Coordination Authority. Mr. Qaisary holds a Post Graduate Degree Diploma from Singh University and completed an "International Public Sector Training and Development Program" in South Korea in 2006. He also received a training certificate from the Afghan Next Generation e-Learning (ANGe-L) USAID in cooperation with Washington State University.

### **Group II**

### **Abdul Bari BALAKARZAI**

National Project Manager  
United Nations Human Settlement Program (UN-Habitat)



Abdul Bari Balakarzai is the National Project Manager of the Strengthening Municipal and Community Development Project (SMCD-DFID) of the United Nations Human Settlement Program (UN-Habitat) in Afghanistan. Prior to this, he was the National Programme Manager in 2007 and a Provincial Programme Manager in 2006 of the CP and SMAP-EC5 Projects of UN-Habitat in Kabul and Kandahar respectively. He also worked as a Teacher in Ahmad Shah Baba Education Centre (ASBEC) and as an Information, Education and Communication Officer in the United Nations Developmental Programme/Comprehensive Disabled Afghan Programme (UNDP/CDAP) from 1997 to 2001. His initial career was working as a Nurse from 1987 to 1995. Mr. Balakarzai finished an EMBA in General Management from Preston University in Islamabad in 2006 and holds a B.Sc. in Sociology from Sayed Jamaluddin Teaching High School.

### **Mohammad Bashir DAWAR**

Director of ICT/IM  
Independent Directorate of Local Governance



Mohammad Bashir Dawar holds a Master's Degree in Business Administration from Preston University in Pakistan where he also graduated with Bachelor of Science in Information Technology (BS-IT). He also studied in Kabul Medical University for five years. He is now the Director of ICT/IM in the Independent Directorate of Local Governance (IDLG) where he initially worked as a Strategic ICT and Systems Improvement Manager. His prior experiences were as an IT Domain Team Leader in the Asia Foundation, IT Manager in the Embassy of Canada in Kabul, IT Officer in CARE International and IT/Database/Admin Assistant in the International Organization for Migration (IOM) in Pakistan.



**Nasir Ahmad EBRAHIMKHAIL**

Senior Programme Officer

Embassy of Canada



Nasir Ahmad Ebrahimkhail is currently pursuing a Masters degree in Business Administration in Development Studies in Preston University in Pakistan. He received a Bachelor's Degree from the Faculty of Veterinary Science in Kabul University in 2000. At present, he is working as a Senior Programme Officer in the Aid Section of the Embassy of Canada in Afghanistan where he initially started as a Programme Officer in 2005 and a Development Assistant in 2003. He was an Executive Assistant to the Head of Mission of the Embassy of Canada in Afghanistan in 2004. Mr. Ebrahimkhail also has working experiences as translator-editor to organizations like Human Rights Research and Advocacy Consortium (HRRAC) and Amnesty International.

**Sameer RAZ**

Head of Reporting and Management Information System

Ministry of Rural Rehabilitation and Development



Sameer Ahmad Raz is concurrently the Acting Head of Reporting and Management Information System (MIS) and the Senior Reporting Officer of the National Rural Access Program of the Ministry of Rural Rehabilitation and Development in Afghanistan. From 2005 to 2008, he was working with the United Nations Office for Project Services (UNOPS) as a Senior Management Information System Officer where he had also served as an Information and Communication Technology Assistant. He was involved with the Afghan Social Service Association (ASSA) as Network Administrator in 2004. Mr. Raz graduated with a Bachelor's Degree in Computer Science (BCS) from the University of Peshawar in Pakistan.

**Javed SIDIQI**

Monitoring and Evaluation Specialist

Ministry of Rural Rehabilitation and Development



Javed Sidiqi was a Fulbright Scholar from 2006 to 2008 in the Agronomy Department of University of Nebraska in Lincoln, USA where he received a Master of Science Degree majoring in Plant Breeding, Genetics and Statistics. He graduated with a Bachelor's Degree in Horticulture from Kabul University in 1998. Mr. Sidiqi has been working with the Afghanistan Rural Enterprise Development Program as a Monitoring and Evaluation Specialist in the Ministry of Rural Rehabilitation and Development where he initially started as a Programme Development Officer. He has also worked as a Consular Assistant/Visa Officer at the Embassy of Japan in Afghanistan from 2002 to 2005. Mr. Sidiqi also has prior working experience in the Ministry of Repatriation of Refugees/United Nations High Commissioner for Refugees (UNHCR) as Project Manager from 1999 to 2002.





### **Group III**

#### **Abid AMANYAAR**

Human Resources Officer-In-Charge, Afghan Sub-National Governance Programme  
United Nations Developmental Programme



Abid Amanyaar is the Human Resources Officer-In-Charge at the United Nations Developmental Programme/ Afghan Sub-National Governance Programme (UNDP/ASGP). Prior to this, he was the Human Resources Associate at the Office of Administrative Affairs and Council of Ministers Secretariat at of the UNDP/Afghanistan Information Management Services (AIMS) for two years. Mr. Amayaar has also worked for the National Human Development Report as HR Assistant and an English Language Instructor at the Iqra Institute of Modern Studies (IMS). From 2002 to 2004, he was with CARE International in Afghanistan as an Assistant Office Manager/HR Temporary Support. Mr. Amaanyar holds a Diploma in Business Administration from Kardan Institute of Higher Education where he also studied for his Bachelor's Degree in Business Administration.

#### **Mohammad Yama SHAMS**

Coordinator for Reform Implementation, Management Unit  
Ministry of Public Works



Mohammad Yama Shams is the Coordinator for Reform Implementation in the Management Unit of the IARCSC/MPW. Since 2007, he has been the adviser for the Ministry of Public Works (MPW) and a Representative of MPW in the Parliament. Prior to this, he was the Office Manager in the Minister's Office of MPW, and the First Secretary to the Minister of Urban Development and Housing (MUDH) respectively. Mr Yama Shams has a Master's Degree in International Management and a BA in Political Science from Balochistan University in Pakistan.

#### **Aimal HAKIM**

Merit Based Appointment and Performance Appraisal Consultant  
Ministry of Finance



Aimal Hakim has more than five years of working experience in the field of Human Resource Management and more than one year experience with the Reform Implementation and Management Units of the Ministry of Education and Finance as a Performance Evaluation and Technical Assistants Recruitment counterpart. He is presently working as a Merit Based Appointment and Performance Appraisal Consultant at the Ministry of Finance. Mr. Hakim holds a Diploma in Business Administration from Kardan Institute of Business Administration where he also studied for a Bachelor in Business Administration. He also received a Diploma in Information Technology from Brains Post Graduate College of Information Technology in Pakistan. Mr. Hakim has attended two international training courses in Human Resources Management and Management Information System and Design in Netherlands in 2006.

**Nillab WAEZ ATAHI**

Head of the Planning and Reporting Section  
Independent Administrative Reform and Civil Service Commission



Nillab Waez Atahi is the Head of the Planning and Reporting Section of the Planning and Coordination Directorate in the Civil Service Management Department of the Independent Administrative Reform and Civil Service Commission (IARCSC). Prior to that, she was the Manager of Training Follow-Up Services where she was in charge of preparing monthly and quarterly plans and reports of the Training and Development Directorate as well as preparing information for the training needs assessment database. She also worked on the Translation Board of the IARCSC from 2004 to 2007. Ms. Atahi obtained a BA Degree in 2003 from the Faculty of Languages and Literature of Kabul University.

**Group IV****Ahmad Fawad AKBARI**

Health Program Support Officer  
Agha Khan Foundation



Ahmad Fawad Akbari is the Health Program Support Officer of the National Programme Office of the Agha Khan Foundation (AKF). Before this he worked for Marie Stopes International in a number of capacities including Deputy Clinical Services Programme Manager, Human Resources and Admin Manager and STI and HIV Health promoter. His other experiences include working as a Research Officer, a Translator and Interpreter. Dr. Akbari graduated from the Paediatric Faculty of Kabul Medical University in 2006 and holds a Diploma in Business Administration from Kardan Institute of Business Administration.

**Hangama HAMED**

Communication Officer, National Advisor  
Ministry of Public Health



Hangama Hamed graduated from Kabul Medical University in 2000. She is now working as a Communication Officer and National Consultant with HESD, Ministry of Public Health. Prior to this, she was with the Japan International Cooperation Agency (JICA) in Afghanistan as a Programme Officer since the latter part of 2008 and as a Technical Assistant/ Technical Officer since 2005. Dr. Hamed has almost 11 years of experience working as an OB/GYN at the Omid Health Facility, Malalei Maternity Hospital and Afghan Hospital. She also has worked as a Trainer in the Population Services International (PSI-Afghanistan) from 2002-2004. Dr. Hamed has various experiences in moderating and supervising Focus Group Discussion, in-service training programs for midwives, training cycle management, organising and coordinating training programmes and technical support provision.

**Abdul Malok KHALILI**

Executive Director  
MOVE Welfare Organization



Abdul Malok Khalili, since 2006 is the Executive Director of the MOVE Welfare Organization. Prior to that, he was working as the Technical Advisor for STEP Health and Development Organization from 2004 to 2006, the Project Manager for Children in Crises in 2003, and Health Program Director in 2000. Dr. Khalili was also working for United Nation's Children Fund (UNICEF) from 1997 to 1999. He earned his medical diploma of MD from the Medical Faculty of Kabul in 1996 and an EMBA Degree from Islamabad University in 1998. He has also received training in management, community health planning, strategic planning and human resources development.

**Group V****Khwaja Hafizullah HAFIZI**

Finance/Payroll Associate  
United Nations Development Programme



Khwaja Hafizullah Hafizi holds a Bachelor in Business Administration from Kardan University and is a Certified Accounting Technician (CAT) from the Association of Chartered Certified Accountants (ACCA) in United Kingdom. He is presently working as a Finance/Payroll Associate of the United Nations Development Programme (UNDP) since April 2006. He also worked as a Finance Assistant at the Afghanistan's New Beginnings Programme (ANBP) from 2004 to 2006 and a Finance Associate in Savanna International Telecom in 2003.

**Obaidullah OBAIDI**

Director General of Information Technology  
Da Afghanistan Bank



Obaidullah Obaidi is the Deputy Director General of Information Technology in Da Afghanistan Bank (The Central Bank of Afghanistan) since March 2008. Mr. Obaidi started working with Da Afghanistan Bank since 2003 where he was initially a Network Assistant then a Network Administrator in 2003 and Manager in ICT Infrastructure from 2005 to 2008. His earlier experiences include working for CARE International in Afghanistan as an IT Assistant and a Computer Teacher in Nasrat Computer Centre late 1999. Mr. Obaidi has a Bachelor's Degree in Information Technology.

**Waheedullah POPALZAI**

Budgetary Advisor  
Ministry of Finance



Waheedullah Popalzai is presently pursuing a Masters in Business Administration (MBA) in Financial Management at the Indira Gandhi National Open University (IGNOU) in India. He obtained a Medical Doctor (MD) Degree from Kabul Medical University. Dr. Popalzai is currently the Budgetary Advisor in the Ministry of Finance. Prior to this, he served as the Budget and Finance Advisor of the Ministry of Interior-Counter Narcotics. His other experiences were in the Ministry of Finance where he worked as Gender Budgeting Advisor in 2007, the Development Budget Officer in 2006 and Development Budget Assistant in the later part of 2003. Dr. Popalzai has received a number of national and international trainings that include Public Financial Management in USA, Procurement Procedures for the World Bank Aided Projects in India, Macro Economics in the Philippines and Health Financing Indicators in Egypt among many others.

**Abdullah SALEH**

Investment Monitoring and Evaluation Officer, Afghanistan Investment Support Agency  
Research and Policy Department



Abdullah Saleh holds a B.Sc (Hons) in Economics from the International Islamic University in Islamabad Pakistan. At present, he is working with the Research and Policy Department of the Afghanistan Investment Support Agency (AISA) in Kabul as an Investment Monitoring and Evaluation Officer. He is in charge of the preparation of monitoring and evaluation reports and drafting of annual plans of work for the department. Mr. Saleh was involved with the Private Sector Capacity Needs Assessment Survey in Afghanistan and with Investment Bulletin, the first investment publication in the country.

**Group VI****Masomeh ABDOLLAHI**

Equip Project Officer  
Ministry of Education



Masomeh Abdollahi is working as Equip Project Officer for Kabul Education Department in the Ministry of Education since 2007. She was also a Professional Health Project Officer for NEDAIYE SEHAT Association and an Assistant for the WRF, an NGO involved in projects for refugees needing special care, especially the disabled, women, old people and ill refugees in Iran. Ms. Abdollahi was involved with several projects in health education for students and teachers in refugees' schools in Iran. She graduated from the Medical University of Kashan in Iran with B. Sc. in Public Health in 1999 and received a M.Sc. degree in Health and Medical Services Management from Iran Medical University in 2005.



**Monisa HASSAN**

Director

Afghanistan Women Capacity Development Social Association



Monisa Sherzada Hassan is concurrently the Director of Afghanistan Women Capacity Development Social Association (AWCDSA) from 2009 and an Honorary Advisor to the Education Centre for Poor Women and Girls in Kabul (ECW) since 2003. From 2005 to 2007, she served as Medical Staff at the Amendatory Commission and from 2003 to 2004 she worked as a newscaster for the National Radio/TV of Afghanistan. Prior to that, Dr. Hassan worked in the Afghanistan Embassy in Berlin, Germany in 2002 and as a German-Dari/Dari-German translator for the Peace Village International Germany in 1996. Dr. Hassan is a member of the Afghan Women Union (VAF) in Germany. Dr. Hassan graduated from the Medical Faculty in Germany/Kabul in 2007 and studied Germanistic-Politology in Essen-Germany in 1996. She also holds a Diploma from the Law and Political Faculty of Kabul University.

**Mir Ahmad Rasool MOFLEH**

Specialist, World Bank Project

Ministry of Public Health



Mir Ahmad Rasool Mofleh is currently working on a World Bank Project in the Ministry of Public Health. Prior to this he worked as the National Avian Influenza Communication Coordinator of the Avian Influenza Control and Human Pandemic Preparedness (AHICP) of the Ministry of Agriculture, Irrigation and Livestock. He has also worked as the Communication Advisor in the Ministry of Public Health in 2005 and the Financial Service Manger and Deputy Regional Director at FINCA Afghanistan in 2005. From 2002 to 2005, he was employed as a Basic Development Needs Program Officer for the World Health Organization. Dr. Mofleh completed his studies as a Medical Doctor from Herat University in 2000.

**Noor MUHAMMAD**

Deputy Director

Society for Sustainable Development of Afghanistan (SSDA)



Noor Muhammad graduated from the University of Malakand in 2005 with a Bachelor of Arts Degree in Political Science and Law and received a Master of Arts in International Relations from the same university in 2007. He also completed Doctor of Medicine from Kabul Medical University in 2004. At present, Dr. Muhammad is the Deputy Director of the Society for Sustainable Development of Afghanistan (SSDA) where he was initially the Human Resources and Administration Manager in 2006. He also worked with the Himat Rise Construction and Production Company Pvt Ltd as a Cultural Relations Coordinator in 2005.



### **Nangyalai TANAI**

Deputy Director for Presidential Programs  
Office of the President



Nangyalai Tanai is the Deputy Director for Presidential Programs since December 2008. Prior to this, he was working with the United Nations Development Programme (UNDP/ANBP) as Public Information Associate, and with the United Nations Population Fund Central Statistics Office (UNPFA-CSO) as a Translator/Interpreter. Mr. Tanai had been with the International Medical Corps (IMC) Afghanistan since 2004, initially as a Security Assistant, then a Security Officer and finally a Communication Officer. He graduated from Kabul Medical Science in 2006.





## ANNEX II: BRIEF BIOGRAPHIES OF MENTORS, RESOURCE PERSONS AND COACHES

### Lubna BAIG



Dr. Lubna Baig is the Managing Director of the Alberta International Medical Graduate Program, and Assistant Professor (adjunct) in the Medical Education and Research Unit in the Department of Community Health Sciences, Faculty of Medicine at the University of Calgary. She is also the Professor of Community Medicine at Karachi Medical and Dental College, Karachi Pakistan. She is a public health physician with a PhD in Medical Education. She has been a WHO consultant (EMRO) for Medical Education and Preventive Health for many years. She has more than 50 papers from original research in peer reviewed journals in addition to a book and 10 chapters in books. Her publications are from varied disciplines including Public Health and Medical Education. Her research interests are in health professions education (assessment, curriculum development, and program evaluation), and disease prevention and health promotion.

### Denise BUCHNER



Denise Buchner is a PhD candidate in the Interdisciplinary Graduate Program at the University of Calgary. Her thesis work is a study of health and disability in Laos. Her areas of study are Community Rehabilitation and Disability Studies, Community Health Sciences and International Development. Denise completed a MA degree at the University of British Columbia where she studied cultural interpretations of Deafness in Swaziland. Her bachelor degree is in special education. Denise's research interests include international health systems, community development, cultural interpretations of health and disability and international / development project evaluation. Denise is currently an instructor at the University of Calgary - teaching community development in community rehabilitation at in the department of Community Rehabilitation and Disability Studies. Denise has extensive experience working with many community-based organizations in both local and international contexts.

### Philip COX



Philip Cox specializes in performance management as it relates to international and Canadian social development. He applies participatory approaches to monitoring and evaluation, and to training on the methods of results based planning, management and reporting. Over the past ten years, Cox and his colleagues at PLAN:NET Limited ( [www.plannet.ca](http://www.plannet.ca) ) have pioneered a training/coaching approach to help managers deal with the new global focus on results achievement. The approach centers on the image of a person dropping a rock into a pond, creating a splash and ripple. The image is used to demystify the vocabulary of performance management and to help people visualize and document their activities and intended results. Cox and colleagues offer hands on training and post training coaching/advice as needed. To date, he has delivered more than 100 such trainings to participants of more than 800 non-profit organizations, university teams, and government departments/agencies. Clients for these performance management services include: UNICEF, WFP, UNDP, UNCHS, International Trade Centre, the Commonwealth



Secretariat, several Canadian Government ministries (mostly CIDA and the Department of Canadian Heritage), several Canadian universities and community foundations like the United Way. Clients also include numerous non-governmental/not of profit organizations. He has worked in many different cultural settings in Canada, as well as in Russia, Central and South Asia (including Afghanistan), the South Pacific, the Caribbean, Latin America and Africa.

#### David J. EATON



David J. Eaton is the Bess Harris Jones Centennial Professor of Natural Resource Policy Studies at the Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin (UT/A), and UNITAR Senior Special Fellow. During 2003-2004, Eaton served as the Fulbright-University of Calgary Chair at the University of Calgary, Alberta, Canada. Professor Eaton received a Ph.D. in geography and environmental engineering from The Johns Hopkins University (1977), a masters degrees in public health and public works administration from the University of Pittsburg (both in 1972), and an A.B. in biology from Oberlin College (1971). Prior to coming to UT/A as Assistant Professor in 1976, Eaton served as a staff member of the US Agency for International Development (1975-76), the US President's Science Advisor's Office (1974-1975), and the US president's Council on Environment Quality (1970-72). At the UT/A, Eaton was Assistant Professor (1976-80), Associate Professor (1980-85), Professor (1985-91), and is now Bess Harris Jones Centennial Professor of Natural Resource Policy Studies (1991-).

#### Michael A. FORS



Dr. Fors is Director of Strategy in Microsoft's Mobile Division, where he works with Vice Presidents to set business and engineering strategy. He also manages a P&L worth over \$100m. Fors has been leader of a business performance team at Microsoft that, at the request of vice presidents, assessed and improved the performance of their divisions, and created business plans for innovative new technologies deemed to have potential by Bill Gates via his ThinkWeek Program. Fors has been at Microsoft for 5 years. Prior to Microsoft, Fors was at Intel Corporation for 12 years, where he was leader of Intel University. There, his 200 person organization managed a system of 7000 courses, and developed programs that created benchmarked best practice programs in the areas of strategy & performance improvement, leadership/management development, and employee performance. He worked with Intel's executive staff and Andy Grove (CEO) to design and develop Intel's culture and values programs, including programs required by every employee. Fors has had a Fellowship at the United Nations for 10 years. He consulted at the United Nation's New York Headquarters with ambassadors from countries around the world on leadership, strategy, internet governance, cyberterrorism, and security. For five years he has helped to rebuild Afghanistan, by driving a leadership and strategic planning program for new Afghan government, business, and non-profit leaders. Fors is a Certified Management Consultant. He is a lecturer at the University of Washington and serves on the Board of Directors at the iSchool. He is also a Baldrige Examiner, where he judges high performing U.S. organizations. The prestigious Baldrige Award is awarded by the President of the United States to selected organizations. Dr. Fors has extensively worked in Europe, Asia, and the Middle East. He has a Ph.D. from Arizona State University, a Master's from George Washington University, and a Bachelor's from the University of Washington.





#### **Jennifer FOX**



Jennifer Fox is a senior budget and oversight analyst for the Texas Legislative Budget Board. In this role Ms. Fox has worked with legislators, and chief agency and legislative staff to develop budgets for 12 state agencies including the Texas Department of State Health Services and the Texas Department of Agriculture. She has also led numerous trainings for international delegations and agency personnel on performance-based budget development and analysis and managed an agency-wide taskforce to develop recommendations to enhance the Texas performance-based budget system. Prior to this position, Ms. Fox worked as a legislative aide for Texas State Representative Harryette Ehrhardt, as an analyst at Consumers Union Southwest Regional Office and as an information specialist at the Texas Intensive English Program. Ms. Fox has also been involved in international work in the Austin area for the last nine years including serving as Vice President for Austin Young Professionals for International Cooperation and as Chair of Protocol for the International Hospitality Council of Austin. She has lived, worked, and studied abroad in Croatia, Mexico, and Italy. Ms. Fox graduated from the University of Texas at Austin with Master's degrees from the LBJ School of Public Affairs and UT's Center for Russian, East European and Eurasian Studies.

#### **Roger GALBRAITH**



Roger Galbraith is a Pediatrician practicing in the Emergency Department of the Alberta Children's Hospital in Calgary. He has a keen interest in medical education and has taught in a number of countries in Asia and the Middle East. He is an Associate Clinical Professor of Pediatrics at the University of Calgary. He also has an interest in the administrative side of health care and has worked on this from the local through to the national level. He was instrumental in the development of a nurse telephone advice service that provides a full range of telecare services to the province of Alberta.

#### **Pat GILMORE**



In her current role of Manager of Organization Effectiveness for Calgary Laboratory Services, Pat is responsible for designing, implementing and sustaining organizational development programs in the areas of leadership development, team development and change management. She has worked in large complex health care systems for over 25 years as a speech-language pathologist, operational and clinical manager and organization development consultant. In these roles she has acquired extensive experience in the areas of direct patient care, staff supervision, clinical program development and designing; team development interventions, small and large-scale change initiatives, strategic plans workshops and leadership development programs. In 2007 she volunteered in Yemen where she taught leadership development to physicians and other senior health care leaders. She holds Masters of Arts in Organization Development from the Fielding Institute Santa Barbara.



### **Zianulabuddin HAMID**



Zianulabuddin Hamid has been working with the Vertical Structure Unit of the United Nations Office for Project Services (UNOPS) in Afghanistan since August 2002. His roles included that of Monitor Design Engineer, Senior Engineer and Regional Engineer and currently he is Deputy/National Project Manager. He graduated from the Construction Institute of Herat University as an Assistant Engineer in 1996 and completed a BSc. from the Faculty of Civil Engineering of Herat University in 2000. Since then he has worked with different UN Agencies such as UN WHO, UN WFP and currently, UNOPS. During his career he has completed more than 100 construction projects in different provinces of Afghanistan, acting as National Project Manager/Team Leader and Technical Specialist. He has also participated in a series of Managerial and Technical workshops both in Afghanistan and abroad.

### **Mohammad Akbar HAMIDI**



Mohammad Akbar Hamidi is working as the Director of Canadian Projects Support Unit in the Canadian International Development Agency (CIDA). He graduated from the Faculty of Engineering, Kabul University, in 1995. He has attended various management training courses including: Middle Management, Problem Solving and Decision Making and Accountancy. He has worked in different international NGOs. Prior to his current position he worked as an Administrative Manager in Checchi and Company Consulting, Inc.

### **Jennifer HATFIELD**



Dr. Jennifer Hatfield is a Canadian Psychologist with 25 years experience in counselling, research, consulting and leadership development. She holds a BA in Combined Social Sciences (Psychology) from the University of Reading England, a Masters Degree in Psychology from the University of Glasgow in Scotland, and a PhD in Social Psychology from the University of Calgary, Canada. Returning to academia after a career as a clinician her research interests include: assessing mental health needs of immigrants and seniors, evaluation of depression treatment programs, women's health promotion in developing countries and gender and human rights. She is the Task Group Co-Chair of the Canadian Coalition for Global Health Research Partnerships and has a keen interest in building equitable research partnerships between Canada and low and middle income countries. Dr. Hatfield is an Assistant Professor in the Department of Community Health Sciences, the Director of the Health and Society Major of the BHSc Program in the Faculty of Medicine and the Co-Director of the Institute for Gender Research, University of Calgary.



### **Lorne JAQUES**



Lorne Jaques has led teams of academics and development professionals whose projects reached every part of the world. He has also directly managed small grass roots projects as well as very large multilateral projects in Latin America, South Asia and Eastern Europe. Most of these projects have been in the health, social and education sectors. He has worked in, and with, governments, institutions and non-governmental organizations in twenty countries. He places great value, based on previous success, on partnerships with the private sector, especially those involved in energy and the environment or international development. Dr. Jaques was Chief of UNITAR's New York Office from 2002 to 2004 and is currently Professor and Senior Director of the International Development and Research International Centre at the University of Calgary.

### **Sharapiya KAKIMOVA**



Sharapiya Kakimova graduated from Kazakh State Polytechnic Institute in 1993 as a system engineer. She obtained a Degree of Master of Arts in the field of international relations and later on her Ph.D. on public administration in post conflict countries with specific focus on Afghanistan from Hiroshima University. She has worked in various governmental institutions of the Republic of Kazakhstan for six years and was responsible for external aid coordination. Dr. Kakimova has participated in many courses related to the international cooperation. She joined UNITAR twice as an Associate, in 2002 and 2003, and has been a Training Assistant with UNITAR Hiroshima Office since January 2004 until January 2009.

### **Musa KAMAWI**



Musa Kamawi is Director of Human Resources at the Ministry of Finance. Prior to his current position, he had worked as Human Resource Manager in the Afghanistan Investment Support Agency (AISA) for three years. He received his B.A degree in Economics, Political Science from University of Peshawar, and obtained his Master degree in Public Administration, specialization in Human Resource Management and Development from the Institute of Management Sciences, University of Peshawar, Pakistan in 2004. Additionally he attended Human Resource Training in India and among others, coordinated & implemented AISA-ASMED Mentorship program & AISA Investment Training in 2008 respectively. He has also contributed in the completion of Investment & Finance and Management Glossaries as resource material for the investment training program of the Islamic Republic of Afghanistan.



#### **Ernest Lee KIAN MENG**



Ernest Lee Kian Meng is Director of Organisation Excellence with the Inland Revenue Authority of Singapore. He has more than 10 years' experience in human resources and organisation development. Before joining IRAS, he was in the private sector involved in business development work in the resort industry and had a stint in a manufacturing company. His experience and expertise is in people and organisation development, knowledge management. Ernest was one of the pioneers who introduced the Learning Organisation (LO) concepts and tools in IRAS after completing the year-long LO programme at the Institute of Public Administrations and Management. He is accredited as Senior HR Professional by the Singapore Human Resource Institute and is a member of the American Society for Training and Development (Global Network Singapore).

#### **Anjum KHURSHID**



Dr. Anjum Khurshid is the Director of Clinical Research and Evaluation at the Integrated Care Collaboration, Austin, Texas where he supervises research projects and evaluates health programs. Before joining the ICC, Dr. Khurshid was an Assistant Professor of Health Management and Informatics in the School of Medicine and the Director of Health and Behavioral Risk Research Center (HBRRC) at the University of Missouri, Columbia. He supervised the completion of one of the largest data collection projects in Missouri, in addition to managing several projects as the principal investigator.

Dr. Khurshid earned his PhD in Public Policy from the LBJ School of Public Affairs at the University of Texas at Austin, Masters in Public Affairs from the same university, and his medical Degree from King Edward Medical University, Lahore. He is recipient of the Hubert Humphrey Fellowship, LBJ Foundation Academic Excellence Award, and other honors. His work in the areas of telehealth, information technology, healthcare, and civil service reforms has been presented and published both in the United States and internationally.

#### **Howard LAMB**



Howard Lamb is Co-Founder and Partner in Lamb & Lamb, which specializes in organization development and management consultation with special attention to large-scale organizational change in both the public and private sectors. His areas of consulting specialization include: organization diagnostics, strategic planning, organization and work redesign, leadership during cultural change, team development, and organization communication processes. His training interests include: interpersonal relations, group dynamics, consulting skills and training of trainers. During his 30 year career, he has consulted with hundreds of large and small organizations. Clients have included: Marriott Hotels and Resorts, Philadelphia Electric Company, U.S. Department of Education, The Bear Tribe Medicine Society and the U.S. State Department/ Government of Pakistan. He received the Ed.D. in Human Development and Educational Administration from the University of Maryland and has done post doctoral work with the NTL Institute for Applied Behavioral Science. Professional associations include: American Psychological Association, Association for Psychological Type, Association for Transpersonal Psychology and the Institute for Behavioral Science.





#### **Sue Ries LAMB**



Sue Ries Lamb is Co-Founder and Partner in Lamb & Lamb, which specializes in organization development and management consultation with special attention to large-scale organizational change in both the public and private sectors. Her areas of consulting specialization include: organization diagnostics, strategic planning, organization and work process redesign, leadership for cultural change, managerial coaching, team development, organization communication processes and managing diversity. Training interests include: interpersonal communications, supervisory skills, coaching skills, meeting management, group processes, consulting skills, understanding and working with differences, and training of trainers. During her 25 year career, she has consulted with hundreds of large and small organizations both public and private. Her clients have included: The Division of Microbiology and Infectious Diseases, National Institute of Allergy and Infectious Diseases, National Institutes of Health, The Diversity Channel, The East Bay Municipal Utility District (California), The Hannaford Brothers Company and Coca Cola-USA. She received a Masters in Counseling (with Distinction) at The American University in Washington, D.C. and her B.A. English/Education (Magna cum Laude) from Tufts University at Medford, Massachusetts. Professional associations include: Institute for Applied Behavioral Sciences, Organization Development Network and the Association for Psychological Type.

#### **Candace LIND**



Dr. Candace Lind is an Assistant Professor in the Faculty of Nursing at the University of Calgary, Canada and a Research Associate in the Community Health Research Unit at the University of Ottawa, Canada. Candace is an RN who completed doctoral studies in Nursing at the University of Calgary, a research internship at the School of Nursing and Institute for Population Health at the University of Ottawa, and a CHSRF/CIHR postdoctoral research fellowship at the School of Nursing, University of Ottawa. Informed by the attributes of social justice and the socio-ecological determinants of health, the goal of her program of research is to improve mental health outcomes for adolescents through individual, community and social change. Undergraduate teaching and community development work has included a focus on partnering with communities to explore capacity-building experiences and has used strengths-based methodologies in participatory approaches.

#### **Patsian LOW**



Patsian Low is currently Partner/Founder of Serenity Associates LLP, an organization which has the mission to promote and support the sustainable and responsible development of communities worldwide. Before this Ms. Low was Vice President of Securities Finance Unit in State Street Bank, where she managed the team responsible for Asian activities. Patsian established this team from inception during a period of aggressive growth, significantly placing State Street Bank in the forefront of their field in the region. Patsian obtained her B. Sc. in Finance from Binghamton University and MBA in Marketing from Stern School of Business, New York University. She has 13 years' experience in securities financing for institutional portfolios in the U.S. and Asia, and is familiar with all aspects of management process, including organizational growth,



sales, operations, client management and product development. She has actively pursued her other interests such as microcredit and sustainable poverty relief, authoring country reports for the United Nations Microcredit Unit's Year of Microcredit Program and volunteering as online facilitator for Kelambakkam Tailoring Center project in India.

#### **Cheryl MACLEOD**



Cheryl Macleod is the Coordinator, School Health Nursing practice with the Calgary Health Region. Her community health nursing career covers over 25 years in both urban and rural contexts and supporting maternal and child health, vaccination programs, and school health promotion. Currently supporting the advancement of community health nursing practice through development of practice standards, new programming, and providing professional development opportunities. Cheryl has a Bachelor of Science Degree in Nursing from the University of Saskatchewan and the Canadian Nurses Association Certification in Community Health Nursing practice. Presently completing a Masters of Education program in the specialty area of Workplace and Adult Learning, University of Calgary.

#### **Janice LUA**



Janice Lua has more than 16 years experience with MNEs in computing, project management, quality management, training and 10 years experience in facilitating organization-wide change management, business process re-engineering, team building, creativity & innovation & planning for government agencies in Singapore. She has several years of experience in supporting a national-scale project, involving cross-cultural interactions. She has facilitated numerous workshops regionally using large group facilitation methods such as The World Cafe and Open Space Technology process. She is a Senior National Business Excellence Assessor, ISO9000 Auditor, Certified Management Consultant, Certified Behavioural Consultant for DISC, 7-Habits Facilitator, Qualified Strengths Deployment Inventory® Facilitator, IAF Certified Professional Facilitator and PMI certified Project Management Professional.

#### **Meredith MELECKI**



Meredith Melecki works as an analyst for the Texas Legislative Budget Board where she researches policy issues and conducts performance reviews of state government programs. In her position she primarily focuses on transportation and environmental issues. She obtained a Master of Arts in International Relations from the University of Wollongong, Australia with a focus on peace and conflict resolution. During her Master's her research focused on the role of NGOs on peace efforts in Aceh, Indonesia and Sri Lanka. While at the University of Wollongong she also completed a Graduate Certificate in Multicultural Journalism. She is active in several local organizations with an international focus, including Young Professionals for International Cooperation, the International Hospitality Council of Austin, and Ten Thousand Villages.



### **Jamal Nasir PASHTON**



Jamal Nasir Pashton has a BSc. in Eco-Politics and a Masters Degree in International Relations from University of Baluchistan, Quetta, Pakistan. In Kandahar City he started by joining a Coordination Unit for the Development Projects under the Provincial Reconstruction Team (PRT). Subsequently he worked with a private law firm, drafting policies and joining the Afghanistan National Development Strategy (ANDS) Programme in the Ministry of Urban Development (MoUD) as a Development Projects Coordinator. He has also been a Coordination Officer and ANDS focal point. He is a Protocol Officer in charge of the Foreign Relations and Project Development Units within the MoUD. Currently he is Programme Officer of the Governance and Security Sector in a USAID funded project. He is a Coach for the UNITAR Hiroshima Fellowship for Afghanistan.

### **Zarmina POPAL**



Zarmina Popal is working as Office Design Manager at International Relief and Development (IRD) Kabul. She graduated from Kabul Polytechnic University in 1988 with an MSc, majoring in Structural Engineering and was hired by the Institution of PAMA in 1993. In 2003 she started at the Ministry of Urban Development and Housing as Head of the Standard Codes and Regulations Department. In May 2005 Ms. Popal started working at the construction company Technologists Inc. and has taken part in the rehabilitation of Afghanistan. In this organization she gained experience in different positions and departments, such as: the Industrial Parks Department, as Head of the Civil Engineering Department, and Senior Specification Department Officer. Prior to her current position Zarmina was working as a Structural Engineer in the design division. Ms. Popal has been a member of Society of Afghan Architects & Engineers since 2004.

### **Steven POLUNSKY**



Steven Polunsky is the Director of the Texas Senate Committee on Transportation and Homeland Security, where he and his staff evaluate legislation, conduct policy studies, and perform oversight of state and local agencies. His experience includes service as director of the Legislative Study Committee on Private Participation in Toll Projects, director of the Study Commission on Transportation Financing, co-director of the Study Commission on Availability of Pre-Owned Heavy Duty Commercial Motor Vehicles, 13 years at the Texas Department of Transportation in government relations and policy analysis, and four years as Director of Research and Planning for the Texas High-Speed Rail Authority. A public speaker and amateur radio operator (KE5GDR), he holds a Master's of Public Affairs from the LBJ School of Public Affairs at the University of Texas at Austin.



### **Fazal Malik QASIMI**



Fazal Malik Qasimi is a National consultant for the Administration Finance, Human Resources and Logistics departments at the Ministry of Interior of Afghanistan. He served as an officer with the Aid Coordination Unit under the Budget Department of the Ministry of Finance, which is responsible for monitoring and evaluation of, and reporting on, effectiveness of international aid to Afghanistan. He is currently pursuing a Masters degree in Philosophy and Comparative Religions at International Islamic University in Islamabad. Prior to his present position, Mr. Qasimi served as Administration and Finance Director with the Ministry of Counter Narcotics, and as a reporter with the Institute for War and Peace Reporting and BBC Monitoring services respectively. Mr. Qasimi joined UNITAR Hiroshima Fellowship for Afghanistan as a Fellow in 2007 Cycle and became a Coach for the 2008 Cycle. Currently he is participating in the programme as one of the two Afghan Resource Persons.

### **Elango RAJAGOPAL**



Elango "Raj" Rajagopal is a project management specialist with over 15 years of professional experience. He current works as a Senior Program Specialist in the Program Management Office of the Electricity Reliability Council of Texas (ERCOT). He specializes in aligning project and program planning activities with stakeholder goals and objectives. Prior to ERCOT he worked for the Public Utility Commission of Texas where he led key Federal utility deregulation projects. Mr. Rajagopal is an industry expert in the Reuters industry network. He was also appointed by the Mayor of Austin as Commissioner for the Austin Telecom Commission. Mr. Rajagopal is a published author, a personal coach and mentor. He has a M.P.Aff degree in Public Affairs and an M.S. degree in Computer Engineering from the University of Texas at Austin. Mr. Rajagopal has a keen interest in international issues and lives in Austin, with his wife and two kids.

### **Najib Rahman SABORY**



Najib Rahman Sabory is a Lecturer at the Faculty of Engineering of Kabul University. With his educational background in Engineering and Information Technology, Mr. Sabory currently conducts lectures on electrical engineering in Engineering faculty and leads an IT team that maintains the website, and is developing the database for the Faculty of Engineering. He has attended a number of courses in computer hardware and software, and has experience working as an electrical design engineer. Mr. Sabory joined UNITAR Hiroshima Fellowship for Afghanistan as a Fellow in 2007 Cycle and became a Coach for the 2008 Cycle. Currently he is participating in the programme as one of the two Afghan Resource Persons





#### **Najla SABRI**



Najla Sabri is currently working as Extended Terms Consultant at the World Bank. Prior to this, she was a Personal Assistant to the European Union Special Representative for Afghanistan. She had been serving in this capacity since July 2002. She Graduated from the English department of the Kabul University Faculty of Literature and Languages in 2003. Ms. Sabri is also a member of the Afghan Young Leaders' Forum, a project run by German organization Friedrich Ebert Stiftung.

#### **David SCOTT**



David Scott works at the Texas Department of State Health Services (DSHS) where he is responsible for developing and directing strategic planning and business improvement processes for the Infectious Disease Prevention Section (IDPS). He also serves as the DSHS Deputy Incident Commander or Chief of the Planning and Intelligence Section for state public health and medical services emergency response and recovery efforts during natural disasters and infectious disease outbreaks, such as the H1N1 (swine) flu outbreak in 2009. David graduated from the University of Texas at Austin with Master's Degrees in Public Affairs and Latin American Studies and the University of Notre Dame with a Bachelor's Degree in Mathematics with a Computer Concentration. As a graduate student, he worked for the United States Agency for International Development (USAID) Guatemala Legislative Modernization Program in Guatemala City. Prior to graduate school, David worked for Andersen Consulting (now known as Accenture) in Chicago, Illinois, as an information technology consultant to public sector agencies and Fortune 500 companies.

#### **Setsuko SHIBUYA**



Setsuko Shibuya is a cultural/social anthropologist and has completed her Ph.D. at Harvard University. Prior to her graduate study abroad, she obtained two BAs in English and American Literature, and Cultural Anthropology at the University of Tokyo. From 2003 to 2008 she was a senior research fellow at the Modern Asia Research Center in Geneva, and since 2009 she teaches at the University of Tokyo and private schools. She also specializes in translation and has published books in Japan, and has also worked for Honda Motors Co., where she was in charge of overseas sales.



### **Margaret THEVARAKOM**



Margaret Thevarakom is Deputy Director of International Volunteerism at the SIF. She has more than 11 years of experience in building local and international partnerships that have enabled interested donors, supporters and skilled volunteers from Singapore to contribute and participate in capacity building projects in parts of Asia. She has directly developed, managed and overseen projects in the areas of health, education, community development, information technology, business development and governance in developing countries such as Afghanistan, Botswana, Cambodia, Ghana, India, Indonesia, Laos, Myanmar and Vietnam. She currently supervises and guides a team of eight to build and manage strategic partnerships and projects aimed at capacity development in various countries in South and Southeast Asia. While overseeing several areas of the department's day-to-day operations, she is also building on and consolidating the department's business processes and volunteer management processes.

### **Yuji UESUGI**



Yuji Uesugi is an Associate Professor at the Graduate School for International Development and Cooperation, Hiroshima University. Prior to this position he was a Research Fellow at the Hiroshima University Partnership for Peacebuilding and Social Capacity (HIPEC). He is also a founder and a vice-executive director of the Okinawa Peace Assistance Center (OPAC), a small non-profit research center located in Naha-City, Okinawa. After graduating from the International Christian University in Tokyo in 1994, he studied in the United States and earned his master degree from the Institute for Conflict Analysis and Resolution, George Mason University in 1996. He obtained his PhD in international conflict analysis from the University of Kent in the United Kingdom in 2003. He has worked as a researcher for the Research Institute for Peace and Security (RIPS) in Tokyo (1996-1998), with which he is still associated as a Strategic Studies Research Fellow. Currently, he is taking part in a research project which focuses on the Japanese efforts in the post-conflict peacebuilding in Afghanistan and elsewhere. He has visited Kabul and Mazar-e-Sharif in Afghanistan in November 2005 and worked in conflict-affected areas such as Cambodia, East Timor, Aceh, Sudan, Uganda, Cyprus, Golan Heights, and others

### **Duffie VAN BALKOM**



Duffie Van Balkom is professor of education at the University of Calgary (UoC), where he teaches graduate courses in organizational development, leadership and internationalization. He holds a Ph.D. in Comparative and International Education from McGill University and a Certificate in Educational Management Development from Harvard where he subsequently was an invited Visiting Scholar. Dr. VanBalkom has 22 years experience in Higher Education, including senior administrative posts as Dean of Education and Associate Vice President International at UoC. His international activities include teaching, research, program design and consulting in over three dozen countries, with a particular interest in the role of education in post-conflict reconstruction.



## UNITAR HIROSHIMA OFFICE STAFF<sup>2</sup>

### Johanna DIWA



Johanna Paula Diwa-Acallar is currently pursuing a Ph.D. in Comparative and International Education at Hiroshima University where she previously received a Masters of Education (M.Ed.) in Educational Administration and Human Sciences. Initially, she pursued a Masters of Arts (MA) in Philosophy at the University of the Philippines where she also graduated *Cum Laude* in BA Philosophy, Minor in English Language in 2001. In 2002, Johanna studied International Relations at the International University of Japan and in 2005, she was awarded the Asian Youth Fellowship Grant of the Japan Foundation. Johanna is a Japanese government scholar under the Ministry of Education Scholarship Grant (*Mombukagakusho*). Ms. Diwa-Acallar joined UNITAR as a Fellow in March 2009.

### Humaira Khan-KAMAL



Humaira Kamal has been a UNITAR Special Fellow since 1996, and Training Associate since 2008. In her first assignment she was directly involved in developing the UNITAR New York office Work Programme when it restarted its operations in 1996. She has been responsible for research, development, planning and coordination of a number of training programmes in specific thematic areas. Her projects included annual intensive courses on international trade, public-private partnerships for sustainable development, and policy issues in information and communication technologies, as well as workshops on basics in technology for senior policy makers and negotiators. In addition to this, since 2003 Ms. Kamal has been involved in the overall design, launch and management of the Fellowship program on post-conflict reconstruction and training in Afghanistan, being conducted by the UNITAR Hiroshima Office. Ms. Kamal was a Government of Japan scholar to the Lahore University of Management Sciences where she earned her master's in business administration. Her post-graduate work was focused on non-profit management and community empowerment projects.

### Alexander MEJIA



Alexander A. Mejía was appointed by Dr. Carlos Lopes, U. N. Assistant Secretary-General and Executive Director of the United Nations Institute of Training and Research (UNITAR), as Head of the Hiroshima Office on October 2009. Mr. Mejia has an extensive professional background in banking, diplomacy, public office, and academia. After working in corporate banking for seven years in Latin America, he began his career as a diplomat in 1998 when he became Counsellor at the Ecuadorian Embassy in Bogotá, Colombia. Subsequently in 2001, he was appointed Vice Minister of the Economy of the Republic of Ecuador. As such he also served as governor to the World Bank, the Inter-American Development Bank, the Multilateral Investment Guarantee Agency and the International Finance Corporation. In 2003 and 2004 he served as Director of the Andean Program at the Inter-American Council in Washington, D.C., an international entity chartered by the Organization of American States. In 2005 Mr. Mejia was appointed Executive Director of the UNITAR Training Center in the United States of America, CIFAL Atlanta. This not-for-profit organization was founded by UNITAR as part of a global network of United Nations training centres specializing in capacity building programs for government officials around the world. He managed CIFAL Atlanta until September 2009 when he was relocated to Japan. Mr. Mejia has held various professorships in universities in Ecuador and the United States. He earned a Masters degree in Finance from INCAE University in Costa Rica and a Bachelors degree from Zamorano University in Honduras. He is also a Master in Foreign Affairs candidate at Georgetown University in Washington, DC. Mr. Mejia holds a Diploma in Political Leadership from Harvard University's John F. Kennedy School of Government and graduated from The Political and Electoral Marketing Graduate Program of Universidad de La Sabana in Colombia.

<sup>2</sup> Listed alphabetically.



#### **Sabahuddin SOKOUT**



Sabahuddin Sokout is UNITAR Training Assistant and Focal Point in Afghanistan. Prior to this he was Administration and Finance Officer at the Baz Construction Unit for Rehabilitation of Afghanistan (BCURA) and Liaison Officer of Foreign Affairs in the Academy of Science of Afghanistan. He graduated from the Faculty of Economics of Kabul University in 1997. He has taken part in many training courses on computers, accounting, planning and environmental issues. As a 2005 Cycle Fellow, he worked on the project to develop a Questionnaire for conducting a Benchmark Survey for Irrigation Projects in four provinces for the BCURA. Mr. Sokout joined the UNITAR Hiroshima Fellowship for Afghanistan as a Fellow in 2005, as a Coach in 2006 and 2007, He has been a Training Assistant of UNITAR since February 2007.

#### **Berin McKENZIE**



Berin McKenzie graduated with a B.A. Degree in Japanese from New Zealand's Canterbury University as well as B.A. (Hons.) and M.A. Degree in International Relations from Auckland University. His M.A. thesis focused on multilateral initiatives as pursued by Japan in regards to its China Policy. Prior to working at UNITAR Berin was employed in a Japanese local government role in Hatsukaichi City, Hiroshima. He has been a Training Assistant of UNITAR since August 2008.

#### **Gaston Ariel NISHIWAKI**



Gaston Ariel Nishiwaki completed his diploma in Physical Therapy and Bachelors Degree from El Salvador University in Argentina in 2000. He was a research student and teaching assistant at the Department of Rehabilitation and Physical Medicine at Hokkaido University until 2003. He then entered the Graduate School of Health Sciences, Department of Sport Rehabilitation, Faculty of Medicine, Hiroshima University and graduated with a Doctoral Degree in Health Science in 2007. Dr. Nishiwaki joined UNITAR as a Fellow in April 2008.

#### **Kaori OKABE**



Kaori Okabe has a B.A. Degree in Education from Kagawa University and an M.A. Degree in Educational Development from the Graduate School for International Development and Cooperation at Hiroshima University where she also completed academic course work for a PhD in International Development in Education. Prior to joining UNITAR she was involved in an Asia/Pacific Cultural Centre for UNESCO (ACCU) project for the development of environmental educational materials for secondary schools in Nepal. From 1998-2002 she was a Research Assistant at Hiroshima University for the Asia-Pacific Programme of Educational Innovation for Development (APEID) seminar devoted to Education for All and teachers' education and also spent a year as a researcher at the University of Amsterdam in the Netherlands. Kaori Okabe has written several papers in the field of international development in education and its evaluation. She has been the Office Manager of UNITAR since July 2003.





### Stefan Alois Maria WESIAK



Stefan Wesiak graduated with an M.Phil in International Relations from the University of Cambridge and an M.A. in European Political Cooperation and Economic Integration from the University of Durham. He has previously worked as an Editor and Senior Editor at the Economist Intelligence Unit in London. Mr. Wesiak joined UNITAR as a Fellow in 2009.

### Volunteer

### Andrey KALUGIN



Andrey Kalugin has an Engineering Degree from Tomsk Polytechnic University (Russia) in the field of Environmental Protection. After completing a Masters of Science in Environmental Protection in the Graduate School for International Development and Cooperation of Hiroshima University in Japan in 2006 he is now pursuing a Doctoral Course in Development Science in the same university. His research interests cover various aspects of modern environmental challenges including urban environmental problems, policy development and its implications as well as transferability of successful practices. Kalugin was a coordinator of the "Kitakyushu-Novokuzneck" project that aims to utilize and adapt Japan's efforts in preventing environmental pollution for large industrial centers in today's Russia. He has participated in several international academic events and published some academic articles including a book. Mr. Kalugin was a volunteer at the UNITAR Hiroshima Office in 2009.





### ANNEX III: GROUPING LIST

Group I – Education		
<b>Mentors</b>	Ms. Sue Ries LAMB Dr. Howard LAMB	<i>Lamb &amp; Lamb Associates</i>
<b>Coach.</b>	Mr. Zainulabuddin HAMID	<i>UNOPS, Operation Center</i>
<b>Fellows</b>	Mr. Syed MAQBOOL	Kabul University, Ministry of Higher Education
	Mr. Abdul Azim NOORRBUKHSH	Kabul University, Ministry of Higher Education
	Dr. Homa KABIRI	Malalie Training Centre. Ministry of Public Health
	Mr. Bashir Ahmad QAISARY	Civil Service Commission (CSC)

GROUP II – Project Management and Planning		
<b>Mentors</b>	Prof. David EATON Mr. Anjum KHURSHID Ms. Meredith MELECKI Mr. Steven POLUNSKY Mr. Elango RAJAGOPAL	<i>University of Texas at Austin</i>
<b>Coach</b>	Mr. Jamal Nasir PASHTON	<i>USAID</i>
<b>Fellows</b>	Mr. Raz SAMEER	Ministry of Rural Rehabilitation & Development (MRRD)
	Mr. Abdul Bari BALAKARZAI	UN-HABITAT
	Mr. Javed SIDDIQI	MRRD
	Mr. Nasir Ahmad EBRAHIMKHEL	CIDA
	Mr. Mohammad Bashir DAWAR	Independent Directorate of Local Governance (IDLG)

GROUP III – Human Resource Management		
<b>Mentors</b>	Mr. Ernest Lee KIAN MENG Ms. Patsian LOW Ms. Janice LUA	<i>Singapore International Foundation</i>
<b>Coach</b>	Mr. Musa KAMAWI	<i>Ministry of Finance</i>
<b>Fellows</b>	Mr. Aimal HAKIM	Ministry of Finance
	Mr. Abid AMANYAR	UNDP
	Mr. Mohammad Yama SHAMS	Ministry of Public Works
	Ms. Nillab Waez ATTAHI	Civil Service Commission (CSC)



GROUP IV – Public Health		
<b>Mentors</b>	Prof. Roger GALBRAITH Ms. Cheryl MACLEOD Dr. Lubna BAIG	<i>University of Calgary</i>
<b>Coach</b>	Ms. Najla SABRI	<i>The World Bank</i>
<b>Fellows</b>	Dr. Abdul Malok KHALILI	MOVE Welfare Organization
	Dr. Hangama HAMID	JICA
	Dr. Ahmad Fawad AKBARI	Aga Khan Foundation

Group V – Finance		
<b>Mentors</b>	Ms. Jennifer FOX	<i>Texas Legislative Budget Board</i>
	Dr. Sharapiya KAKIMOVA Dr. Setsuko SHIBUYA	<i>UNITAR</i>
<b>Coach</b>	Mr. Mohammad Akbar HAMIDI	<i>Canadian International Development Agency (CIDA)</i>
<b>Fellows</b>	Mr. Waheedullah POPALZAI	Ministry of Interior - Counter Narcotics
	Mr. Abdullah SALEH	Afghanistan Investment Support Agency (AISA)
	Mr. Obaidullah OBAIDI	Da Afghanistan Bank
	Mr. Khawaja Hafizullah HAFIZI	UNDP

Group VI – Community Development and Public Education		
<b>Mentors</b>	Prof. Jennifer M. HATFIELD Dr. Candace LIND Ms. Denise BUCHNER Mr. Philip COX	<i>University of Calgary</i>
<b>Coaches</b>	Ms. Zarmina POPAL	<i>International Relief Development (IRD)</i>
<b>Fellows</b>	Mr. Noor MUHAMMAD	Society for Sustainable Development Afghanistan
	Dr. Monisa HASSAN	Afghanistan Women Capacity Development Social Association
	Mrs. Masoomah ABDULLAH	Ministry of Education – EQUIP
	Dr. Ahmad Rasool MOFLEH	Ministry of Agriculture
	Mr. Nangyalayi TANAI	Office of the President



## ANNEX IV: PRESS COVERAGE OF THE FELLOWSHIP

### UNITAR trains govt officials for capacity building

Kabul: The United Nations Institute for Training and Research (UNITAR) has trained more than 175 government and non-governmental officials in capacity building sector since 2003. Sabahuddin Sokoot, deputy training officer of the UNITAR in an interview with *Afghanistan Times* said during launching a seven-month training program in the ministry of telecommunication and information technology the trainees were selected to this project through his office website and introduced by the administrative reforms independent commission based on scientific degree with master and PhD degree and at least BA with the age of 25 to 50.

Having high post in the office is also in the criteria and Mr. Sokoot mentioned that manager of any office who has been trained must train his colleagues. The trainees have learnt management, leadership, strategic plan, communication, organizational development and change, proposal writing in high level, planning and accounting in the seven to eight-month course with six cycles for capacity building purpose of the officials.

Around 50 percent of those officials who have been trained have been hired in the high posts of the government that could bring fruitful changes in their administrations.

The 175 trainees have been selected from 13 ministries in-

cluding public health foreign affairs, interior, higher education, education, public works, rural rehabilitation and development, counter narcotics, sciences academy along with around 25 trainees from eight international NGOs.

In response to a question Sokoot said that his office tries to select more government staff than the NGOs. Referring to the new on job training

development management attending in a '12-day', three separate workshops will be held in Japan and Singapore by the UNITAR in July and November. The trainees received lectures by some lecturers who have been selected as a team leader from the trainees' 'fellowships' besides the on-site training as well as distance learning tools inside Afghanistan. The trainees will receive credible certificates and university credit in order



program, he said this is hold for those 25 staff selected out of 150 applicants through an exam who are on job and are trained once a month through e-mail and audio conferences in connecting with their monitors. According to him, the program has been arranged in five seminars and four workshops inside and out side the country. Also the participants will learn human resource and

to attend to use any scholarships in the entire parts of the world. Sokoot explained that the UNITAR training programs in a wide level for Afghanistan in different sectors in addition to other programs mentioned, saying that the mentioned organization has practically and theoretically trained 10 persons in the cultural heritages protection sector within last years in Hiroshima of Japan.

26 May 2009, *Afghanistan Times* Issue Number 247

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THE STRAITS TIMES SATURDAY, AUGUST 8 2009 PAGE B10

## Building a nation: S'pore tips for Afghans

Kabul seeks to create nation from scratch on limited resources

By TAN WEEZHEN

WAR-TAVENED Afghanistan wants to learn from the experience of another country in creating a nation from scratch on limited resources. And it has chosen Singapore.

For 10 days, 34 senior government officials from the central Asian country visited government agencies such as the Inland Revenue Authority of Singapore (IRAS), the Urban Redevel-

opment Authority, National Parks and Singapore General Hospital.

The officials, from Afghanistan's ministries of finance, interior, counter narcotics, education and others, also wanted to see how a small city-state, with a variety of races and religions, managed to keep socially cohesive.

Visiting under the aegis of Unkar, the training arm of the United Nations, the Afghan officials were hosted by volunteers and staff from the Singapore International Foundation, some of them civil servants.

They even wanted to learn how to keep a country clean.

"We are impressed by how Singapore has managed to keep everything

so clean, with so many trees, given your limited resources and land," said Mr. Mohammad Yama Shams, advisor to the Ministry of Public Works.

Six country, while big, battles air pollution as most people rely on dirty diesel generators for power, he said.

Trainers and volunteers held training sessions for the Afghans on organisational development and management, some, outside the classroom.

Volunteer Ernest Lee invited them to his HDB flat, and showed them common spaces like the void decks. He also sat them on a tier of trees, where he works, and showed them the finer points of Singapore's taxation system and its history.

In particular, the Afghans were so intrigued by Singapore's Central Provident Fund, the national retirement savings system, that they might consider a similar system for their own citizens.

The group also hopes to build on the bond attachments already forged over meals, shopping and tours, and strengthen ties with the Singapore Government.

Mr Lee, too, has gained much.

"If not for the programme, I doubt I would have got to know anyone from Afghanistan in my lifetime," he said.

The Afghans, on their part, have much to chew on.

"Singapore has a very unique development experience, having built so much up in just 40 or so years," observed the Wahneema Lubiano, the National Budget and Finance Adviser.

"Not every Singaporean practice may work in one country, but the process of reaching that goal is what we can learn from."

"I think Singapore is the city of dreams. You had plans, and they were implemented. That's what we want to do," he added.

tanwz@spk.com.sg

8 August 2009, *The Straits Times*





3 November 2009, Asahi Shimbun.

"Afghan Fellows Introduced to Japanese Calligraphy at the UNITAR Hiroshima Office"

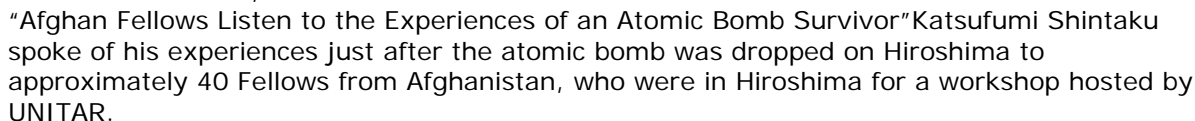
Calligrapher Suiho Kitaya taught Japanese calligraphy to 30 Fellows from Afghanistan who are in Hiroshima for a workshop on peacebuilding and post-conflict reconstruction.



4 November 2009, Yomiuri Shimbun.

"Sharing the Desire for Peace: 27 Fellows from Afghanistan Listen to the Experiences of an Atomic Bomb Survivor"

Government functionaries and technicians from Afghanistan visited the Hiroshima Peace Memorial Museum and listened to the accounts of an atomic bomb survivor, Katsufumi Shintaku.





## ANNEX V: EXECUTIVE SUMMARY OF THE ORIENTATION WORKSHOP

The 2009 Cycle of the UNITAR Hiroshima Fellowship for Afghanistan was launched with an Orientation Session on 11th May 2009 in Kabul delivered through on-site and video-conferencing. The session began with greetings by the UNITAR Fellowship Teams in Kabul, Phoenix and Hiroshima, followed by welcome remarks by Ms. Nassrine Azimi, Director of the Hiroshima Office, who emphasized the spirit of team work by stating that a war-torn country like Afghanistan can only be developed through the joint efforts of its people. The Fellows were also welcomed on-site in Kabul by ACTRA representatives who wished them success and good luck to learn more and urged them to do their best for their country through their respective organizations.

One of the UNITAR representatives then gave a short briefing on the roles of UNITAR, Resource Persons and Coaches and added a few remarks on the structure of the cycle.

This was followed by presentations by the Fellowship Coaches who shared with the new Fellows their best practices and lessons learned from the previous year. These presentations consisted of a comprehensive explanation of Fellowship activities, packages, assignments, different sessions and general methodology. At the end, a briefing on Fellowship logistics was presented by UNITAR, explaining; how attendance/work submissions will be recorded, the location of video- and, audio-

web conferences/computer labs and workshops, the process of stipend disbursement, and the schedule of VCs with Mentors for first introductory meeting. The Fellows were encouraged to meet the requirements of the Fellowship in order to graduate.

During the formal launch ceremony, Certificates of Completion for the 2008 Web Seminar Module on Human Resource Development and Management were distributed to the successful Alumni by Professor M.Shah Safi Chief of Staff to H.E Minister of Finance. The Fellows were addressed by Dr. Wali Hamidzada, of the Independent Administrative Reform and Civil Service Commission who thanked UNITAR, its partners as well as Hiroshima Prefecture and Hiroshima Municipality for the funding and organization of such a unique Fellowship Programme for Afghanistan. He also requested more help and support on the improvement of knowledge and building of capacity for Afghanistan. The second part of the Orientation Session continued offline with an introduction to distance learning tools such as Elluminate and Skype by Mr. Sabahuddin Sokout. The session concluded with short meetings of the Fellowship groups with their Coaches. These meetings aimed to provide Fellows with the necessary information on both their roles and the roles and responsibilities of their Mentors and Coaches during the Cycle. The Coaches used this meeting as an opportunity to contract out their roles with their Fellows within the groups.





Wali Hamidzada



Shah Safi



Sue Ries Lamb



Howard Lamb

The second day of the Orientation Workshop continued with a presentation on Effective Communication at the Workplace by Afghan Resource Persons (ARPs), Mr. Fazal Malik Qasemi and Mr. Najibullah Sabory. Both ARPs split the presentation into two parts, written and oral communication and conducted the sessions in an interactive and participatory manner. The sessions were appreciated by the Fellows. The ARPs continued their presentation through a two-hour exercise for the next day. The exercises consisted of a) preparing two presentation slides b) writing an official letter and email. Both the exercises were done at a group level and the majority of Fellows were able to participate in the presentations. The exercises were followed by a feedback session with the Panel of Commentators comprised of Coaches, ARPs and Mr. Sokout.

Dr. Howard and Sue Lamb from Lamb and Lamb Associates, - Mentors and Resource Persons of UNITAR - had a detailed web-seminar session on Organizational Needs Assessment involving exercises and activities facilitated in Kabul by ACTRA members, during the third day of the Orientation Workshop. The Fellows were introduced to new concepts on the three kinds of needs assessment -- Operational, Tactical and Strategic. They were also exposed to the mechanics and processes involved in conducting such an assessment, and the benefits of undertaking them. The Fellows also familiarized themselves with the different terms and requirements of Assignment I of the UNITAR Fellowship during this session.

Day 4 of the Orientation Workshop was allocated for introductory group meetings between Mentors and Fellows, followed by short meetings with Coaches on the planning and preparation of Assignment One as one of the requirements of the Fellowship. The Coaches offered useful information and tips and encouraged group members to tackle their responsibilities in due time.

On 23rd of May, the second Web Seminar, entitled Leading People: an Organization's Greatest Asset was delivered by Professor W. Duffie VanBalkom, from the University of Calgary. Professor VanBalkom focused primarily on Human Resource Development (HRD) and Human Resource Management (HRM.) He also gave an overview on Motivation, Delegation and How to Give Feedback during his presentation. Both Web Seminars were extremely interactive, requiring exercises and role playing. This session was also facilitated in Kabul by Alumni facilitators. The Fellows enjoyed both Web Seminars and counted them as important and useful parts of the Fellowship.

In addition they were pleased with the overall format of the UNITAR programme, stating that because the Fellowship is a combination of both online and offline sessions, it can be a good model for creatively improving knowledge and experience with limited resources. The majority of the Fellows were of the opinion that this a very unique programme, which combines current and relevant topics of the work environment in Afghanistan with a combination of both theoretical teachings and practical exercises.





Some of the Fellows also referred to one of the basic aims of the UNITAR programme, which is the establishment of a professional network on both national and international levels. The network can help the Fellows in many aspects, including improvement in areas where they have less experience, and in helping them solve problems easily through team work.

Summary of the evaluation of the Workshop by the 2009 Fellows:

The UNITAR Fellowship Orientation Workshop report addressed the following areas:

1. Workshop Structure and Content
2. Teaching Methodologies, Lectures, and Training Materials
3. Workshop Usefulness
4. Use of Video-Conferencing
5. Role of UNITAR Coaches, Afghan Resource Persons
6. Role of ACTRA and Recommendations for Improvement
7. Logistical Arrangements/Management of the Workshop

Objectives:

The objectives of this section are to make both a quantitative and qualitative analysis of the four day orientation event.

Data Gathered:

The data was gathered through the distribution of questionnaires to Fellows. Our intention was to enable key aspects of each day to be scrutinized.

Analysis:

The Workshop analysis is done based on the data received through questionnaires and observations by the participants.

Q1: How would you evaluate the orientation workshop overall in terms of its structure and content?

Result: The responses received, were mostly very encouraging and are tabulated below:

1. Outstanding: 1%
2. Excellent: 10%
3. Remarkable: (2%)
4. Very Good: (52%)
5. Good: (30%)
6. Satisfactory: (5%)

Q2: How would you evaluate the teaching methodologies, lectures and the training materials provided?

Result: 99% of responses rated the teaching methodologies between perfect, and satisfactory; the lectures and training materials were found to be relevant and valid, especially the case studies; with role plays, and the practical exercise declared both unique and dynamic.

Q3: Were the workshop topics relevant to your work responsibilities? If so, in what way?

Result: 99% of respondents declared the workshop topics very relevant to their professional work responsibilities, with the Effective Communication, Needs Assessment, HRM/HRD, Motivation, Delegation and Giving/Receiving Feedback topics termed most useful; however, 1% called the workshop irrelevant to their job responsibilities.

Q 4: What were the most useful and interesting sessions for you and why? Please also list the least useful, and why.





Result: The most useful and interesting sessions of the workshop were as follows:

- Organizational Needs Assessment: 25%.
- Human Resources Management/HRD: 50%
- Effective Communication: 15%
- Coaches lectures/experiences: 10%
- All Sessions: 3%
- No answer: 2%

Q 5. Do you feel that the workshop enhanced your understanding of the general skills required to meet the challenges of the Fellowship? And in particular the skills required for conducting professional business communication or a needs assessment?

Result: 40% believe the workshop enhanced their understanding of Needs Assessments. 40% thought they enhanced their general skills in conducting needs assessments and professional business communication. 5% did not respond to this particular question and the remaining 15% called the workshop very useful in general.

Q 6. Please comment on the logistical arrangements and management of the workshop.

Result: 13% called the workshop logistical arrangements "excellent" with the rest rating it as "very good".

Q 7. Please evaluate video-conferencing as a distance learning tool for conducting the web-seminars.

Result: 40 % stated it as "very useful". 25% called it "very good". 20% "good" 5 % called it a "cost-effective learning tool". 5% called it an "excellent learning tool" and 5% called it "practical".

Q 8. Kindly comment on the support offered, and role of the UNITAR Coaches, and Afghan Resources Persons.

Result: 73% called the support provided by Coaches and ARPs "important and very useful", 27% called it "excellent".

Q 9. Please comment on your understanding of ACTRA and its role, and any recommendations that you might have for the Association on how it can assist you through the Fellowship Cycle.

Result: The following recommendations were received:

1. ACTRA should take greater responsibilities in UNITAR, and the administrative system of the Government of Afghanistan.
2. ACTRA should share knowledge and skills within Afghanistan.
3. ACTRA should be developed as an complement to the UNITAR Fellowship in Afghanistan.
4. Develop the community of professional, Fellows through ACTRA.
5. ACTRA is a good partner with the UNITAR Fellowship.

Q 10. Please share any other comments you may have about what went well in the workshop and areas that could be improved. Also list any other topics, that you would like to see added in the Fellowship workshops curricula.

Result: Some comments shared by the Fellows included:

1. Some presentations were too long. It should be divided into two Sessions.
2. Women Leadership and Strategic Planning, Monitoring and Evaluation and Project Management topics should be included in future workshop.
3. Fellows should be encouraged to give constructive comments
4. Please provide us a soft copy of the presentations
5. Technical problems should be addressed in advance

Most of the Fellows called the workshop very useful, objective, enhanced their general skills of business.



#### Overall Observations of the Coaches:

- The orientation package (material, web-seminars, offline sessions, etc) was presented to the new Fellows of the 2009 Cycle in a sequence of four days in a row which proved to be effective in terms of following the session and the relevance of materials though for some Fellows it was not very easy to be away from their jobs. The package was well received and is a good reference for most of their questions especially the material on Needs Assessment.
- The online sessions interested the Fellows the most, but some technical problems, causing much delays or frequent disconnections frustrated the Fellows and made them suspicious about the next sessions.
- The Logistic part of the workshop was well received. Some lack of cooperation was noticed from the Kabul Distance Learning Centre (KDLC) side in terms of allowing guests especially journalists to get easy entrance to the facility. This needs to be improved in the future.
- The flexibility and readiness of the resource persons in terms of adapting to rescheduling on the spot was very efficient and supported the time management of the workshop. Likewise, the hard work of the facilitators during the workshop kept the participants motivated and involved throughout the web-seminars.
- The atmosphere throughout the sessions was very friendly and respectful resulting in useful group work and rich discussions.
- Last but not the least, Mr. Sokout, as always, was the engine for running the whole process very successfully.
- The ACTRA members were supposed to show more support and activities.
- The expected Chief Guest could not attend the ceremony.



#### Analysis of the Four Day Workshop:

The UNITAR four day orientation workshops were conducted in a systematic way; however, there is always room for the improvement and recommendation.

##### Strengths of the Workshop:

- The strong commitment and dedication of Coaches and Afghan Resources persons, Fellows, and Mentors.
- Good team work was demonstrated during workshop.
- The topics of the workshop Effective Communication, Need Assessment and HRM were found to be most interesting.
- Group exercises, case studies, and team work introduced new methodologies among the Fellows.
- Logistical arrangements were perfect.

##### Areas for Improvement:

- Time Management during web seminars.

- Check and ensure in advance that technology is working properly before the start of the on-line sessions.

- Coaches-Afghan resources persons - ACTRA members need to coordinate effectively their activities regarding the web seminar and identify the assignments of each person.

- KDLC needs to ensure the coordination with ACTRA- UNITAR on administrative and logistic activities.

In conclusion, the four day workshop in term of topics, lectures, and logistics was found to be very successful and useful.



## ANNEX VI: EXECUTIVE SUMMARY OF THE STUDY-TRIP TO SINGAPORE AND WORKSHOPS I AND II



*"Workshop I was actually the need of every fellow. Leadership and its role in the organization was a good lesson for me as the structure and contents were relevant to the topic... useful for us in the practical situation in our workplace and in our responsibilities." Fellow, 2009 AF Cycle*

### Background and Summary

Prior to workshops I and II, the Fellows have already gone through a rigorous set of learning activities including participation in the Fellowship Orientation Workshop led by UNITAR Afghan Resource Persons and Coaches, two web seminars, an intensive first assignment, a number of audio-web conferences and project work sessions, in addition to regular e-mail exchanges with their Mentors and UNITAR staff. The study-trip and workshops in Singapore were the first opportunity for the Afghan Fellows and Coaches to meet some of their Mentors and UNITAR resource persons and staff in person.

The Singapore study-trip, Workshop I **"Leadership and Organizational Development for Performance and Results"** and workshop II **"Project Planning and Proposal Writing"** were held in partnership with the Singapore International Foundation (SIF) and also

included a 2-day intensive working session on team building, facilitation and coaching.

Thirty-three Fellows, Coaches and resource persons from Afghanistan and six international Mentors and resource persons attended the events. In addition, representatives of UNITAR's partner institution, the Singapore International Foundation (SIF), joined the group, enriching the group's learning experience. We are pleased to report that the lead resource persons of workshops I and II were ably supported by the Afghan resource person, Mr. Najib Rehman Sabory (selected from the pool of UNITAR alumni). UNITAR hopes to sustain and expand the roles of selected Alumni as Afghan resource persons each year to facilitate the development of a core group of trainers and facilitators in Afghanistan. The other special

features of these events were the intensive study-trips to multiple public and non-profit institutions in Singapore which informed the Fellows about the vision, policy and approach to development, of the people and government of Singapore.

### Workshop I: Leadership and Organizational Development for Performance and Results

Workshop I of the 2009 Cycle focused on Leadership and Organizational Development for Performance and Results as one of the key components of capacity building in the public service in Afghanistan. The workshop was an intensive and interactive event, structured around elements of leadership and its impact on performance and results, coaching and facilitation of teams, and required Fellows to work in groups on exercises assigned by resource persons.

The topics of the workshop included, *inter alia*:

- Leadership and its impact on performance and results;
- Stakeholder analysis
- The role of social capital
- Result-based Management (RBM)
- Team development and facilitation





## Leadership Module: Content and Methodology

### After-Action Review of Workshop Day 1 - What stood out for the Participants:

Leadership, Social Capital and its applicability in Afghanistan (can social capital in institutions like community development councils (CDCs) and mosques be used), monitoring and evaluation and planning.

*"He who wants to be king in the future must first learn to serve." Source: by G.F. Kojo Arthur (from Prof. Lorne Jaques' presentation on leadership and organizational development for performance and results)*

Leadership: The workshop on leadership opened with a reflective session on famous quotes on leadership, where the Fellows were asked to review and reflect on the context and text of these comments within groups and identify which quote best described the kind of leadership that they would look for in their leaders.

Performance Maximizer and Why it all matters: This was followed by an overview of performance, results and the responsibility of leaders, organizations and communities with a focus on the Performance Maximizer model of Tony Roithmayr (1999). In a more in-depth examination of leadership for performance, the questions of 'what', organizations and their leaders have to achieve, and 'why' it is important, rather than 'who' leads an organization, were discussed. The topic provoked intense reflections on performance management in Afghanistan. The central case study used in the discussion on performance to demonstrate **"Why it all matters?"** was the Story of Ria—a young woman whose death in childbirth was due to a number of factors within the community where she lived. Each group was asked to analyze the reasons of Ria's death from an organizational perspective and try to come up with an organizational solution to the problem. Following brief group presentations on their analysis of the case, concepts relating to project objectives,

sustainability and transformation were presented.

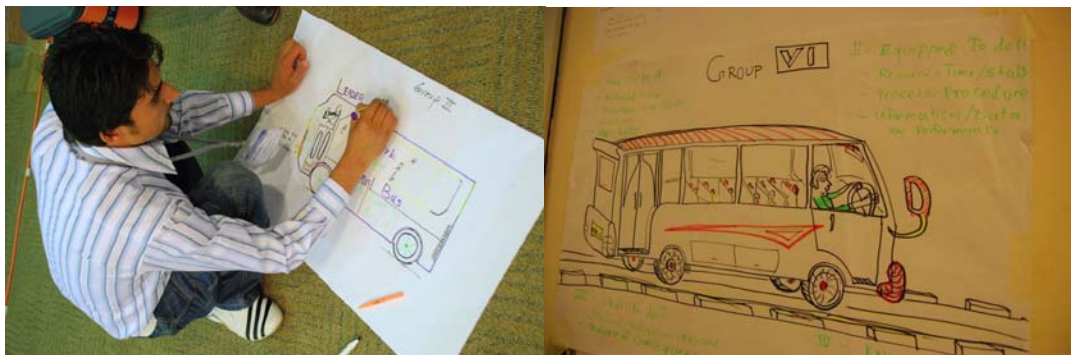
Each group was then asked to classify their organizational solutions based on those concepts. The discussion was then led back to assessing the qualities of a good leader, emphasizing his/her ability to serve the constituency, which in turn could lead to gaining greater support and achieving results that could transform <sup>3</sup> the community or organization. One example of an Afghan transformational project discussed was the Solidarity Programme which employed and trained unemployed people in local communities and ex-tribal militia to build roads into hard-to-reach areas, thereby also connecting communities to each other for business and trade. The conclusion was reached that for a project to bring about transformational change, the process has to be truly participatory.

Exercise - The Bus: An exercise was conducted where each Fellowship group was asked to draw a bus as a symbol of a "performance maximizer" and then comment on their drawing, explaining what the different elements in the figure symbolize. This turned out to be one of the most interesting and thought provoking exercises.

This was followed by a session on Project Cycle and Concept Planning where the organization's capacity and fit for a project was discussed.

<sup>3</sup> **Transformational change**, is change that is not merely an extension or improvement over the past, but a state change.

*This state change can be **personal and organizational**. The change is bold and compelling - not simply a more or better version of business-as-usual. It calls for a new level of innovation and collaboration and inspires the people of the organization/community. **Achieving this state change** requires altering and expanding the limiting mindset in which the individual/the organization operates. (Source: Executive Coaching.LPRgroup.com)*



**Social Capital:** "You can only do transformational development in an organization and ...., the organization can only transform itself; if, it has the most important qualities of a community...the most important of those qualities .... is: Social Capital.

*And the weaker its social capital ...the more vulnerable are its members, and the weaker its performance potential."*  
Lorne Jaques, Presentation

The concept of social capital and its importance within organizations was new for nearly all participants, and one that they immediately connected with. The discussion started with a simple exercise trying to answer the question of "who has social capital by living in the same place for a long time?" From the de-briefing session after the exercise followed a definition of social capital within groups/organizations/society/the country and its importance in terms of achieving better performance and results. Some qualities of a performing organization, such as facilitation of communication within the organization, clear identification of roles and responsibilities, provision of mechanisms for participation of an organization's members in the decision-

making process and others, were analyzed.

The theoretical background on social capital also included definitions of 'structural' and 'cognitive' social capital and their interrelationship. Some examples of how social capital can be used negatively were also introduced, namely instances of where it was used as a resource and a source of power. The session also briefly introduced the three inter-related concepts of importance to 'community': local associations and networks; social satisfaction; and direct indicators.

**Development:** The session on development began with an exercise on change (Box 1)

*"Development is not only about markets, production and improved performance. At the organizational level it should be a self selected process by which people in groups determine that changes in their relationships and environment can be made in order that they can take advantage of their assets, address problems and deficits, and generally improve the quality of their lives."*  
Jaques, L *Social Capital and the Community* (2001)

#### **Box 1. Exercise on Change**

Participants were asked to divide into pairs and face each other. The pairs were asked to turn their backs on their partners, and one person (A) in each pair was requested to make three changes in his/her appearance. The partner (B) was then asked to identify the changes made. The same people (As) were asked to make a further five changes. The corresponding partner (B) was subsequently asked to make ten changes in their own appearance all at once. In the de-brief participants were requested to analyze their experience during the exercise. The exercise clearly showed some characteristics of change and their implications – *such as that change can be sudden and enforced from the outside, that there might be limited resources to bring necessary change, and that some changes are not necessary and are just artificial, etc.*



## After-Action Review of Workshop Day 2 - What stood out for the Participants:

'Followship', Project Conceptualizing, Stakeholder analysis, Leadership Exercise, Characteristics of a good leader, Change exercise, Difference between management & leadership, Result-based Management (RBM).

'Followship': Day 2 of the workshop began with a detailed session on the importance of the dynamic between leadership and 'followship'. *'If you want to climb a tree you usually need a "leg-up" - Lorne Jaques - presentation.* A follower accepts, takes, understands, and delivers orders/tasks from a leader. A key element for building strong 'followship' is **trust**. The topic provoked discussions on whether the 'followship' concept is present in, and is a realistic concept for, Afghanistan. This generated another fruitful discussion on the difference between management and leadership and the session was concluded with an exercise on leadership vs. management.

*Project and Concept planning:* This session was based on a class exercise in which the whole class was given two hours to develop a Fellowship-related project concept for a donor and then present it in class. The group were given no instructions apart from a high-level overview of donor requirements, and were expected to establish their own working process, analyze the fit and capacity for such a project with the Alumni Association, then produce the project concept and present it. The resource persons, Mentors, Coaches and Afghan Resource Persons acted as observers. In the subsequent de-briefing session they helped the group to understand how they progressed from initial chaos to organised productivity. Not only did the session oblige Fellows to apply all they had learned thus far in the workshop, but it also served as useful preparation for the team development and team work module on Day 3 of the workshop.

*Project Logical Sequencing - Result-based Management and Stakeholder Analysis:* The workshop offered a substantial session on

result based management (RBM), which is highly relevant in the context of project management for donors such as the World Bank, and the role of stakeholders in the process.

*"Stakeholder Participation - enriching project design and implementation through the inclusion of more perspectives" (Presentation by Lorne Jaques)*

The stakeholder analysis generated a lot of interest and discussion amongst participants, as it elaborated on the reasons for consulting stakeholders and the process of identification and assessment of their impact on the project and/or organization. Participants learned to develop stakeholder maps as a tool to visually identify stakeholders and their impact and interests. Some methods of involving or knowing stakeholders were also identified.

## Coaching and Team Development Module: Content and Methodology

**After-Action Review of Workshop Day 3 and 4** - What stood out for the Participants: Definition of the role of a Coach; Coach/facilitator as catalysts not scapegoats; DISC analysis for individual working styles. Team development exercises and de-briefs, case studies developed and presented by Afghan resource person, the connection with the previous sessions with the objective - performance and serving constituents, themagery from a video of an orchestra performing the Bolero, working as a team to perform a perfect symphony.

*"Facilitation – the art and science of shaping a high-performing team"; "Teams are engines that drive performance" (Presentation by Dr. Michael Fors).*

The coaching and team development module addressed an important component of leadership, and based on feedback from previous years, has been found to be most pertinent to

Afghanistan. This module plays a key role in the methodology applied in the Fellowship and offers an intensive working



### Box 2. DISC Test

As a part of the Team Development module, the Fellows took a DiSC ® Personal Profile Test—a reliable way to assess behavioral styles and preferences of individuals—with a view to improving their work productivity and teamwork. Given after the Fellows had already completed their individual assignments, this test aimed to improve productivity or teamwork in the narrow sense and to help Fellows learn about themselves their preferred behavioral styles, personal strengths and weaknesses, and how their own personality traits affect their judgments of and their relations with other team members. The fact that others' personal profiles mostly agreed with their own observations did much to convince the Fellows that their own test results could be trusted.

The test also helped the Fellows to see if their teams were well-balanced (in terms of personality profiles and work styles, with some people's strengths complementing others' weaknesses), and what could be done to improve the effectiveness and teamwork of less-balanced teams. They also learned how to better anticipate disagreements and conflicts arising from their (and others') personal traits, and how to avoid these by changing their behavior in future team work scenarios.

The test, along with the analysis and discussion of its results and the related exercises, gave the participants an opportunity to learn about themselves, to become more conscious of their biases and reflect on their behavior towards others. In accordance with the overall aims of the Fellowship, it was designed to make them better team members, managers and leaders, increase their confidence and make them more effective in working together with other people, thereby contributing to the transformation and development of their organizations.

session involving Mentors and Coaches present on coaching and facilitation within the context of the Fellowship and beyond. It encourages Coaches to take their skills to the next level through co-facilitation with the lead resource person and analysis of the challenges facing teams. Finally, it helps the Fellows understand the Fellowship's group dynamics, and leads to greater understanding and cooperation within the groups, resulting in more productive outcomes of team projects.

The module started with a presentation on the concepts of coaching and facilitation and the role of a Coach in the Fellowship. Coaching was defined as a catalyst which *"empowers the team to become self-managed, supports improvement to their performance, so the team may own its performance & resulting success, and sometimes create magic"*. In the context of the Fellowship

the objectives of a Coach are defined as follows:

- Assist each team member in creating a program that can improve Afghanistan
- Help the team produce quality output for the Fellowship
- Teach how teams work, and guide them through the stages of team development
- Help each participant grow his/her leadership abilities
- Create a positive learning environment

As always this presentation generated a lot of discussion, with Fellows, Coaches and Mentors grappling to understand each other's expectations and constraints. It was concluded that facilitation is indeed a delicately balanced process.

This session was followed by one dealing with the DiSC ® Personal Profile Test assessing, individual working styles and personal characteristics (see box 2). As the Coaches had already taken the test





### Box 3. Team Challenges

As a conclusion to the team development module, each Fellowship group participated in three team challenges. Six Fellowship groups were divided into three teams – two groups in each team. There were three challenges to be overcome by each team: the **Treacherous Mountain Pass** where the members of two different groups were placed at opposite ends of the room to each other and had to swap positions by moving through an electronic maze; a **Poisonous Waste** challenge where members of two groups had to move and stack objects in a defined format by pulling the strings of a pyramid in a cooperative manner; and, a **Lava Pit** where two groups had to move to the opposite side of the room by using rubber caterpillar tracks as special shoes. The exercises all had a humanitarian theme as groups had to either deliver emergency medicine for a rare disease, save a population from hazardous waste or rescue villagers from a volcano eruption. Thirty minutes were allocated for each exercise. The teams were allowed to have verbal communication for only the first ten minutes during which they were supposed to develop a strategy or plan for further action and for non-verbal communication. After each exercise, the Coaches, who did not participate but rather observed their groups, were asked to conduct de-briefing sessions. During these sessions, groups discussed their performance and tried to analyze why the tasks set them were or were not achieved. The exercises and the de-briefing sessions were also observed by Mentors and resource persons.

Observations of different groups' performances during the different activities clearly revealed which groups had established procedures before moving to action and which ones had not. Some groups took more time than other to understand the challenge, discussed the best means to solve it and appointed a team leader prior to undertaking the activity. Other groups started to use the tools provided without a clear understanding of their mechanism and without a well defined plan to achieve their goal. In the terminology learned, these groups tended to skipping the "forming" stage of team development and immediately moved to a "storming" stage. Nevertheless, after detailed analysis of their own performance during the de-briefing sessions, the performance of all the groups had gradually improved. It was interesting to note that the outcome of the exercises was better for those teams where members of two different Fellowship groups helped each other, and viewed the different group members as partners rather than opponents. They also had the added benefit of being able to change leaders in the course of the exercise so they were better able to match the leader's skills with the problem at hand.

last year, they helped the Fellows take theirs<sup>4</sup>. The analysis of the test results provided insights into the different working styles of each Fellow. All participants were subsequently asked to form groups based on their working styles identified in the test and try to determine the strengths and weaknesses of respective styles. The subsequent de-briefing exercise identified the working styles and characteristics of personalities present in each Fellowship group and helped Fellows not only understand their personal preferences and styles, but also helped them understand why certain dynamics occurred within their respective groups.

The role of Mentors was also touched upon during the session and continued to be discussed in greater detail within the respective Fellowship groups. The session on team development began with a discussion and exercise on the use of DISC analysis at the team level. This was followed by the presentation of two case studies by the Afghan Resource Person based on two teams from the 2008 Cycle. One highlighted extreme personality conflict in a team, and the other highlighted how a team overcame challenges and odds to end up as a high-performing team. The team development module also covered themes such as why teams are created, and the elements a team must have in order to be effective.

<sup>4</sup> The glossary of the test was developed by the 2007 Coaches



The role of a leader in team performance was also emphasized. The Tuckman Model was introduced, describing the *forming*, *storming*, *norming* and *performing* stages of team development, and emphasis was placed on the importance of a careful forming process to help a team move smoothly through the other stages.

The process and specific elements of team work were also described in more detail. This session was followed by a short video where the different stage of team development within the Los Angeles Philharmonic Orchestra for performing Ravel's "Bolero" was examined. Fellows were asked to comment on the clip and identify the stages of team development; and they were asked to identify the stage at which they think their Fellowship group is and why.

The team development module was completed with half a day of team challenges, used to demonstrate in practice the stages the Fellowship teams went through during their development (see box 3). The challenges clearly demonstrated the dynamics of each group and the level of understanding and cooperation that existed between its members. Fellows found these to be eye-opening and extremely fascinating as everything that had been discussed in the workshop up to that point could be seen in action. Many groups realized that they were not at the stage they had assigned for themselves before the exercises. The module wrapped up with a team development checklist.

## Workshop II on Project Planning and Proposal Writing: Content and Methodology



**After-Action Review of Workshop Day 1 and 2** - What stood out for the Participants: the project planning template, the process of brain storming ideas, and challenge of clearly and briefly articulating the idea, the process of thinking through the high-level details of the selected project, then rethinking the project from the donor/sponsor's perspective and presenting to them why it would be important for their organization; proposal components, developing a budget; giving and receiving feedback.

Workshop II aimed to equip participants with a basic knowledge of project

planning and proposal writing to prepare them for their team projects. The overall objectives of the workshop were: *to enhance participants' understanding of project planning; to introduce skills in proposal writing; and to further develop team projects.*

Workshop II started with a presentation on the importance of planning for carrying out a project successfully. Participants were confronted with situations in which the importance of planning and the ability to articulate a project's goals and objectives play a crucial role in securing sponsorship for a project and its



successful outcome. The session taught participants about project planning as a basic tool for successfully translating ideas into reality in an organizational context. The groups were then assigned an exercise, namely to discuss the various project ideas within their groups, select one and summarise it in one sentence to be shared with the class.

Participants were subsequently familiarised with project worksheets as a tool for better articulation of the project idea at a high level. This was followed by a case presentation by the ARP about an actual situation which showed the consequences of some of the key steps of project planning being skipped. The Fellows then continued work using the project worksheet, which also gave them extra time to think about their team project more carefully. Most of the groups finalized their team project during this exercise and presented their results to the class.

The workshop subsequently addressed the elements of a project proposal. To create a better understanding of what a proposal should reflect, the concept of fundraising and the different types of fundraising were introduced and the key question of 'why do people/organizations give?' was addressed. Another important principle highlighted was "Know your donor or target sponsor". It was emphasized that an institution seeking funds first has to clearly understand its own objectives and needs and, based on that, find suitable people internally/organizations externally willing and ready to assist. *"Friends-raising before fundraising is important as it develops trust between the potential recipient and donor"*, (Presentation by Prof David Eaton). Participants were reminded that to achieve their objectives, organizations should not limit fundraising to financial aid, but include all possible types of support, such as in-kind contributions and partnership.

The key concepts and components that make up an effective proposal were explained. Fellows were advised that

when developing a proposal they should try to look at it from the perspective of the target sponsor/donor to identify and highlight elements which would be of interest to them, to try to match the sponsor/donor's needs and objectives.

An explanation of effective project design addressed the topics of project input, output and its impact on direct and indirect beneficiaries. It underlined the importance of demonstrating the sustainability of a project when putting together a proposal. The different components of a project were identified, and it was explained how these could be modified in the course of the project cycle and how to handle such modifications. The issue of monitoring and evaluation (M&E) was addressed as a critical component of a proposal.

Throughout the presentation the Fellows were asked to individually develop and put on paper the various elements of a proposal for their planned group project. At the end the Fellows were asked to work in groups to prepare a presentation on their project proposals to a "national panel of sponsors/donors" comprised of coaches and facilitated by the Afghan Resource Person.

Nearly all participants indicated that the topics dealt with were highly relevant to their job responsibilities and Afghanistan's current situation. The discussion was enriched by Fellows from donor organizations and recipient organizations sharing their experiences. The workshop offered numerous valuable insights even to those with extensive experience in this area, as it entailed a very thorough overview of all aspects of project planning and proposal writing.



## ORGANIZATION OF WORKSHOPS

The 2009 Singapore Study-trip and workshops I and II were organized in partnership with the Singapore International Foundation (SIF) and with the help of other UNITAR partners in Afghanistan and Japan<sup>5</sup>. The SIF organized study visits which covered a wide spectrum of areas such as multi-ethnic and multi-religious co-existence in Singapore Society (Islamic Harmony Centre and a Roundtable on inter-ethnic harmony with representatives of each ethnic group); the Internal Revenue Authority of Singapore, its systems and strategies, and management of human resources; the health sector through a visit to the largest medical facility in Singapore; a most fascinating visit to the offices of the Urban Redevelopment Authority which impressed the visitors with their results achieved to-date and their long term vision and planning. The Fellows also had the opportunity to visit and be briefed on the work of the Institute of Policy Studies (IPS), the National Parks Board and the National Orchid Gardens. These study visits highlighted the unique path of development and progress Singapore has followed, which the Afghans found to be most inspiring as many of these sectors are still in the early stages of development in Afghanistan. The Fellows also went on cultural visits—to Chinatown, Little India and the Peranakan Museum.

All workshop sessions were conducted in a “facilitation” format. Many sessions were accompanied by physical activities such as moving from one section of the room to another, changing seats and partners in each group, thus keeping participants alert and engaged. This encouraged active interaction outside the groups formed at the start of the Fellowship, giving

<sup>5</sup> The Afghan Civil Service Commission and the Embassy of Afghanistan in Tokyo facilitated all preparations, including the issue and extension of service passports. The Embassy of Singapore in Japan expedited visa arrangements. The workshop was hosted, and the study-trip was planned and conducted by SIF, its generosity and professionalism duly impressing participants.

participants different perspectives and encouraging them to learn from each other.

Each day an After Action Review (AAR) was conducted by Coaches when participants were asked to give brief presentations on the most important subject, a ‘jewel’, learned during the previous day. Ahead of the study trips, all participants were given questions to which they were asked to respond in subsequent de-briefing sessions also conducted by ARPs or Coaches.

The Fellows gave an overwhelmingly positive evaluation of the organization of the workshop. Apart from a warm welcome dinner at the beginning of the trip, SIF also hosted a farewell dinner attended by representatives of SIF, past Mentors and SIF friends of the Fellowship which provided an opportunity for the Afghan participants to establish contacts with their Singapore colleagues. The evening offered a true exchange of culture and goodwill, with the Fellows making a multi-media cultural presentation with live music and national dance of Afghanistan. The SIF team, in turn, gave its own musical presentation and all guests attended the event in their traditional dress.

The Singapore event was a first, and in many ways unique. It also gave the Fellowship community an opportunity to reconnect with many of the past Mentors from Singapore.

### **Evaluation of Study-trip to Singapore and Workshop I and II**

The following is a brief summary of participant responses to the evaluation questionnaires. An attempt has been made to synthesize these into key points to gain a clear understanding of the analysis, impressions and suggestions with a view to future improvements.

#### **a) Workshop I - structure and content:**

There was an overwhelmingly (100%) positive response to the design of the





structure and content of Workshop I. All participants highly rated the workshop topics, having found them to be excellently organized and structured in a very professional and comprehensive manner. Most of the respondents commended on the workshop as they found it very relevant to their job responsibilities and demands. There were contrasting opinions, however, on time management, with some feeling that the duration of the workshop was too long while others stated that the workshop was well organized, especially its time management aspect. Below are some of their responses;

- *Workshop I was the back bone of our forth coming assignments. I appreciate the structure as it took us in an impressive manner into details about leadership and team building. All aspects were covered. The real concept of leader and team was defined.*
- *...the most constructive workshops I have ever attended.*
- *Workshop I was very well structured and the topics covered in the workshop were really relevant to my career and job. I liked the leadership and team building contents a lot.*
- *Study visits are quite relevant to current situation in Afghanistan.*

#### **Teaching methodology, lectures and training materials used/provided.**

Nearly all participants noted that the workshop methodology, lectures and training materials were useful and effective in helping them to gain an in depth understanding of the topics. The combination of relevant and high quality materials with practical exercises and games helped to facilitate their learning.

Most of them also noted the high caliber of the lecturers and their professional teaching styles. Specific response included:

- *The teaching methodology was...excellent... practical exercises were very useful, the presentations by fellows and the opportunities to... make comment and ask questions were very useful methods. The materials were the best resources to use.*
- *All three lecturers were very experienced with mind blowing methods of teaching. The methods were quite new as it helped us a lot to learn and participate.*
- *We request UNITAR if possible can add (more) Afghan content problems and solution to better outcome in the future.*
- *The methods used were very advanced and updated. Video, pictures and texts were all used which made the method more efficient and useful.*
- *The training materials were provided prior to the workshop which was a wonderful task.*

#### **The most useful and interesting sessions:**

The session on team development and leadership were most frequently quoted as the most useful and interesting, while some participants also commented on the importance of games and exercises used during the sessions.

Specific responses included:

- *...the games which were conducted by Michael Fors were quite effective we were able to practically observe his lectures which we were taught...*
- *All was interesting at their own stages but the most useful session for me was building team and leadership because I am working as Head for MIS Section as well and I learned more on how to handle team.*
- *...the social capital. We had it but we were not aware in that it is a capital and I did not understand the value of it till now.*



### **Sessions on coaching and team-development:**

Nearly all participants indicated that the sessions on coaching and team development were very helpful to them in terms of enhancing their understanding of team dynamics. These sessions heightened their awareness and helped them to clarify the relationship between mentors, coaches and among other fellows. Some of their responses included:

- *Differentiating team building and team development as well as practically developing team with knowing responsibilities of team players were topics that I liked the most and learned them with very enthusiasm.*
- *The coaching and team development session actually did not clear the understanding of how to build successful team, but the session clarified the relationship between the fellows, coaches and mentors.*

### **General Comments:**

- *Well, I like the synergy and harmony of Afghan fellows while attending workshop, if in future we are having a workshop please add social capital activities.*
- *Well done UNITAR, SIF and other sponsors. Your contribution does matter. The workshop in Singapore could not be arranged better than this.*
- *The project planning session should improve and be practical.*
- *Dr. Fors as usual was fantastic.*
- *All the sessions were well planned. Important of all which needs to improve is cheaper internet access to enable our work during sessions.*

- *SIF's motivation of nurturing global citizenship and action is appreciated.*

### **b) Workshop II -- structure and content:**

In general, Workshop II was highly rated by the participants. The contents were found to be very helpful in terms of teaching them how to plan projects and write proposals and were well structured. However, five participants felt that although the contents and materials were very rich, the time allocated for Workshop II was insufficient making it difficult to follow the discussion at times.

- *Project planning and proposal writing was very interesting topics to me, the lessons I learned in the session will be applied and I will try to transform my colleagues in my organization as much as possible.*
- *The 2<sup>nd</sup> workshop was quite educative we have understood how donor could be pleased and how to make a realistic budget and convince the donor. We learn to put ourselves in donor's minds.*

### **Teaching methodology, lectures and training materials used/provided**

In terms of the workshop methodology, lectures and training materials, all participants found them to be very effective and useful. The use of alternative methodologies alongside the lectures, such as practical exercises, case studies, etc. was considered to be very helpful. The materials were considered to be adequate and very up-to-date and the expertise of the lecturers was highly rated. Regarding time, opinions of fellows diverged, with some feeling the schedule was too tight



while others thought it was well planned.

Specific response included:

- *The teaching methodology and training materials used during the session was excellent and the practical exercises were very useful for understanding. Without practical exercises and presentation it was difficult to understand so the method was useful at all.*
- *I found David teaching method very interesting to me. Teaching methodology was quite new for me. The schedule prepared very well, I did not feel tired during the workshop. There were several alternative methods like lecture, case study, learning in real site (study tour) and so on. Training materials were prepared and managed very well.*
- *The methodology used by Dr. Lorne and Dr. Fors were brilliant, but Dr. Eaton's teaching methodology was tough and more asking rather than showing how to address the gap.*

#### **Relevance of workshop topics in terms of job responsibilities:**

All the participants identified that workshop topics were relevant to their present work responsibilities in Afghanistan and many felt that their improved skills when applied in their own work places will help improve their organizations. As some of the participants are involved with reconstruction projects which get funding from various donors, they considered the topics of project planning and proposal writing highly relevant to their current jobs. Specific responses included:

- *The topic of the workshop was relevant to my job as sometimes we write proposals and we plan projects.*
- *They were quite relevant to my job i.e. writing proposals and leadership, budgets, motivations of donors.*
- *I work in a team as a Program Coordinator and mostly dealing with grants management, proposal writing, etc. which are relevant to workshops contents in great extent.*

#### **Other comments:**

- *Fund raising session could be more practical rather than theoretical.*
- *The team work and exercises were the practical lessons that I never forget it and it is applicable in real life.*
- *Everything was good except for the heavy packed schedule that didn't let us actively participate with some energy.*
- *Everything was perfect; logistic, lecturers, administration.*

#### **PREPARATIONS FOR WORKSHOP III IN HIROSHIMA**

Throughout the workshops and especially at their conclusion, Fellows were given briefings on the requirements for Assignments II and III, to be completed in preparation for workshop III. As throughout the two workshops, Fellows had many opportunities to discuss their possible team projects and work on team project worksheets. From Assignment II it is just a small step to Assignment III, which requires submission of a written report and a formal presentation on the **detailed** plan for the team project, a key requirement for completing the Fellowship. Detailed guidelines and supplemental reading materials were provided to help Fellows with their work on the assignments.







## ANNEX VII EXECUTIVE SUMMARY OF THE STUDY-TRIP TO JAPAN AND WORKSHOP III



*"I have attended so many trainings but comparing those with what UNITAR delivered was completely different. Remarkable training material, good exercises, expert lecturers and use of fantastic teaching methodology made it interesting and enjoyable. Overall, to my understanding everything went well and according to plan." Fellow, AF 2009 Cycle.*

*"Hope is all-powerful; people should keep hope. I felt hopeless before, not now. If Afghanistan uses its resources it can rebuild" Fellow, AF 2009 Cycle*

### Background and Summary

The Hiroshima study trip and workshop III, held from 31 October to 9 November 2009, was a unique opportunity to expose the Afghan Fellows and Coaches to Japan—its society, culture, science and technology, and its history of post-war reconstruction.

The workshop, entitled *"Leading Change in Organisations,"* was attended by twenty

six Fellows and Coaches from Afghanistan and six faculty members. The lead resource persons were Drs. Duffie van Balkom and Michael Fors, supported by Mentors from the University of Calgary, Hiroshima University and Tokyo University. Some of the workshop sessions were also attended by Hiroshima University representatives. The workshops' closing session was attended by the Vice-Governor of Hiroshima Prefecture, The Honourable Mr. Kazuaki Jono.

### CONTEXT FOR THE CONTENT – HISTORY, POST-CONFLICT RECONSTRUCTION, PEOPLE, LESSONS FROM HIROSHIMA

The study-trip and workshop III began and ended with activities which provide context to the Fellowship initiative and philosophy: to share the message and lessons of Hiroshima with other societies, to learn the lessons of spiritual and physical reconstruction, and to foster cultural understanding and exchange between nations.

The orientation session focused on the professional and cultural etiquette of the Japanese and Afghan societies, and on norms of acceptable behaviour. This led to a lively discussion about how visitors to either culture can unknowingly offend their hosts with practices common to their own societies. The group was also able to find many similarities in values, such as a shared respect for older people and teachers. The session was followed by an in-depth briefing on cultural and religious history, and the evolution of Japanese Society, which was much valued by the Fellows.

Additional activities included a roundtable entitled *"The importance of History and Culture in Post-Conflict Reconstruction: Reflections from Hiroshima to Afghanistan"*.





This and a presentation on Afghan culture were the two main public sessions. The Roundtable was addressed by Mr. Akira Tashiro, Director of the Hiroshima Peace Media Centre and H.E. Mr. Ekilil A. Hakimi, Afghanistan's Ambassador to Japan, who presented their respective countries' experiences and future plans on the use of history and culture in the healing of a post-conflict country. This was followed by a section entitled *Voices from Afghanistan* in which Afghan Fellows and Coaches sought to identify various cultural practices or symbols which they felt could be resurrected or utilized in rallying the spirit and self-esteem of their people.

The different voices in the Roundtable were then aptly brought together by Ms. Nassrine Azimi, Advisor to UNITAR, who emphasized the possibilities of this approach, and provided some examples of the words of Afghan philosophers and poets who spoke about similar strengths and values as the Japanese. Ms. Azimi concluded: *"The three values that informed the rebuilding of Hiroshima: to forgive and not forget; never again; and to transform Hiroshima from a military city to a city of peace. The city's sustainability depends on these cultural values"*.

*"I was touched; I learned we should not think about revenge. We should reconstruct spiritually, not only materially. It is our responsibility to leave more than just bricks and mortar for the next generation."* Fellow, 2009 Cycle

A visit to the Hiroshima Peace Park and Museum and a meeting with Mr. Katsufumi Shintaku, an 83 year old *hibakusha*, or atomic bomb survivor, were among the most memorable moments of the Study-trip.

*"..... the visit to Peace Park, and Atomic Dome was very interesting and useful for me. Through the visit I learned how much the Japanese people have suffered and how they built their country and Hiroshima City again by clear vision, adequate plan and committed people. It was a lesson for us Afghan people to rebuild our homeland by using our own resources."* Coach, AF 2009 Cycle

The subsequent 'journaling' session revealed that Hiroshima's story and Mr Shintaku's harrowing account of his experiences in the immediate aftermath of the atomic bomb's explosion gave participants a lot of courage, strength and renewed determination to continue their efforts to build and promote peace in their country, while also inducing sympathy and admiration for the people of Hiroshima, for the manner in which they dealt with the consequences of the atomic bombing.

The Study-trip included an official visit to the Hiroshima Mayor's Office, where Mayor Tadatoshi Akiba shared his vision for the Mayors for Peace Initiative. Fellows were inspired by his statement *"Darkness cannot be defeated by darkness, you need light ..."*. City officials also presented a debriefing on Hiroshima's history of post-conflict urban planning. The study-trips to cultural, religious and historical sites on Miyajima Island, in Kyoto and Osaka were reviewed in de-briefing sessions by means of assignment questions for each study-trip. To deepen cultural understanding between Japan and Afghanistan, Fellows were given the opportunity to practice Japanese calligraphy and paper folding. In a public session, the Afghan Fellows presented their culture by parading the traditional dress of all ethnic groups in Afghanistan, singing traditional and



contemporary Afghan songs and performing the national dance of Afghanistan.

### TEAM PROJECT PRESENTATIONS

Workshop III began with presentations on Fellowship team projects. As part of the curriculum, and as a requirement for graduation from the Fellowship, the Fellows were asked to submit final reports and prepare formal presentations on the detailed plan for their team projects.

The report and presentation were to include the following components:

- expected project outcomes;
- specific objectives;
- project justification;
- environmental analysis;
- key stakeholders and their expectations;
- a comprehensive action plan for developing the project; and
- a description of how the project would be monitored and evaluated.

All six Fellowship groups had worked diligently, not only on their final presentations but also on the potential implementation of their team projects (even though the latter was not a requirement for graduation).

Presentations were followed by feedback and recommendations from the UNITAR panel and peers. The session amply demonstrated participants' sound knowledge of their subject matter; their

commitment and determination to fully implement projects; and their public speaking and presentation skills. As each group was given specific feedback on the presentations of their team projects, most participants felt the need to revise and further improve their presentations following the workshop.

### WORKSHOP III: LEADING CHANGE IN ORGANIZATIONS – CHANGE STRATEGIES, IMPLEMENTATION AND TEAM MANAGEMENT

*"Most of the fellows who attended this workshop are, or will be, leaders in their organizations. So the workshop was very relevant to what we need to learn and to improving our current skills." Mr. Dawar, Fellow, 2009 Cycle*

The workshop, conducted in groups, was intensive and interactive and structured around the elements of leadership, organizations, leading change and developing change strategies, project implementation, and team performance.

The topics of the workshop included, *inter alia*:

- Leadership Theory Overview;
- Leadership Spheres of Influence;
- Leading Organizational Change;
- Re-framing Organizations;
- a quick review and check of team performance and team performance evaluation tools;
- project implementation for organisational performance;
- 'selling' the importance of project implementation;
- securing implementation sponsorship;
- leading a project implementation team;
- project 'fit' in the organization;
- communication;
- measurement.

#### Leading Change in Organizations

*"The most useful session was change, organizational development. This was my area of interest as we are currently working on public administration reform, a change on greater scale which has certain obstacles and resistance. The sessions were very much relevant and totally in line with the Afghan context." Aimal Hakim, Fellow 2009*

Professor Van Balkom opened the module with a brief overview of leadership. At the outset he made the point that Western



academic expertise cannot be usefully transplanted to developing countries and that local expertise is invaluable, urging Fellows to do their own “meaning making”. He set out different clusters about research on leadership (trait approach, skills approach, style approach, situational leadership) and asked Fellows what leadership style best describes people working for them, and to identify people in their organizations who illustrate the various theories.

Discussing influence, the session covered the following five spheres: leading self; leading people (“*Leadership is about getting the intelligence out*” – Matsushita from Prof. van Balkom’s presentation); leading work; leading organizations; and leading stakeholders.

To explain change management a bus ride was used as a metaphor and the Fellows were invited to draw the analogies. Fellows were asked to focus on the process of change rather than on the content, which has been known for some time. (“this is where we are, that is where we want to be; how do we get from one place to the other?”). The various change frameworks and models for understanding the change process were explained to them by Prof. van Balkom.

*“All real change involves loss, anxiety and struggle”, Michael Fullan: (2001) The New Meaning of Educational Change (Third Edition); Teachers College Press, Teachers College, Columbia University. New York and London (page 30) - Presentation by Dr. van Balkom.*

To explore this premise, participants were asked to examine their feelings in

anticipation of two changes they experienced—in the Fellowship context and in their careers—as an exercise. This exercise was based on a case study developed by one of the 2009 Afghan Resource Persons, Mr. Fazal Malik.

The session also addressed resisters to change, types of resistance, an analysis of the reasons for resistance, and methods to overcome resistance. Furthermore, the qualities of a successful change leader were analyzed.

*“A manager is responsible for creating order, to keep things steady and sustainable. A leader is responsible for chaos”*

Professor van Balkom suggested that if you want to change the behaviour of people, you have to change your own behaviour. Or, in the words of Mahatma Gandhi: *“Be the change you wish to see ...”*

### **Project Implementation and Team Development Modules: Content and Methodology**

In the workshop on project implementation participants were taught the significance of the role of the leader in project implementation in general, and his/her role in assessing the performance of a team implementing a project, in particular. At the start of the team development module, each Fellowship group was asked to reflect on how they evolved from a mere group into a functioning team. In another team development exercise, each Fellowship group was asked to develop a product with limited budget and materials,



### **Box 1. Team Development Exercise – Design and Production of Safety Helmets**

Each team was asked to develop and produce a safety helmet for use in Afghanistan and to be exported to the rest of the world. Teams were given 45 minutes to design and construct a prototype of a safety helmet to protect the heads of cyclists, motorcyclists, and even parachutists, with only very limited resources and without access to computers. Each team was provided with a raw egg to simulate a human head and brains, and around which the “helmet” was to be fitted. The “helmet” had to be produced with the available materials and the teams were asked to provide a detailed cost estimate. Before unveiling their product each team was asked to give a two-minute presentation touting the benefits of their product.

**Goal of the exercise:** To develop the best product at the lowest cost that would prevent the “brains” from scrambling when the egg is dropped on the floor from a height of approximately 3 metres.

to assess whether the Fellowship groups had improved their team performance since the start of the team development module in July 2009 (see box 1). Despite substantial progress in the teamwork of most groups, and with one group even managing to create a successful product prototype, some groups devoted an insufficient part of their time to planning and assigning team leadership.

In an exercise based on the Tuckman Model of the “*forming, storming, norming* and *performing*” stages of team development, each participant was asked to evaluate his/her team performance. The same evaluation was subsequently carried out for the overall group performance throughout the Fellowship Cycle. There was a consensus amongst groups that during the Fellowship Cycle they had been at the “performing” stage, despite the fact that for the purposes of the exercise in class the goal of the exercise had not been achieved by five of the six groups. All participants were also asked to evaluate their contribution during the exercise and to the development of the team throughout the Cycle, using the “Hill of Influence” and a graph showing team performance versus individual performance as a yardstick. The main question addressed was whether the degree of influence was in proportion to the time spent talking by each member. In the earlier workshops and seminars of the 2009 Cycle, teams were identified as the engines of organizational performance and project implementation as one of the

main activities in the organizational performance matrix, which after it is assessed, designed and developed, has to set up the framework for the organization’s success. Continuing the work done by participants at workshop I in July, when they had learned to identify stakeholders, their importance and their interests, the key issue of gaining stakeholder support with a view to the successful implementation of a project was addressed. Participants were taught how to develop a project implementation pitch (an “elevator pitch”) to potential sponsors/stakeholders, and by carrying out this exercise to sell their respective projects.

Participants were also taught the importance of project ‘fit’ in the organization and again each group was asked to make a brief presentation on their respective project’s ‘fit’ with the target organization/sponsor. Further topics covered were the optimum communication of the project implementation process and its results, and scaling project success. The importance of measuring a project’s success once implemented was also addressed, including methodologies for measurement, and teams were asked to identify the success indicators for their respective projects.

At the end of the module each team presented its project’s implementation plan to a panel of “stakeholders” who evaluated whether the team project could actually be implemented.





The workshop concluded with a reflection exercise and an “open house” session to give participants an opportunity to review their initial expectations from the Fellowship, their achievements and next steps; to comment on the strengths and weaknesses of the programme, and to suggest areas of further development and how to expand the impact for Afghanistan.

All workshop sessions were conducted in a “facilitation” format entailing short presentations interspersed with Q&A and follow-up. Many sessions included follow-up exercises culminating in short group presentations to consolidate the subject matter learned, whilst keeping participants alert and engaged.

Every day an After Action Review (AAR) was conducted by teams of Coaches. In addition, participants were given questions ahead of study trips that they would be expected to answer during follow up debriefing sessions.

### GRADUATION CEREMONY

The graduation ceremony took place on Friday 6 November. Mr. Kazuaki Jono, Vice-Governor of Hiroshima Prefecture, Mentors, Coaches, Fellows and many other friends of UNITAR in Hiroshima participated in the ceremony during which participants were awarded Certificates of Completion for the 2009 Fellowship Cycle by UNITAR. In addition, Fellows received three graduate academic credits from the University of Texas at Austin as a reward for their successful completion of the 2009 Cycle.

#### **Evaluation of the Study-trip to Japan and Workshop III**

##### **Workshop and Methodology**

***“The workshop was well organized. Enough training materials were included. Very good and vital topics were selected. Schedule was a bit pressing but if we compare it with the efforts made and the money spent, I***

***believe it could not have been made better than this. Relevant study visits and after action review was the greatest components of the workshop. Thanks for making it so practical,”***  
(2009 Fellow)

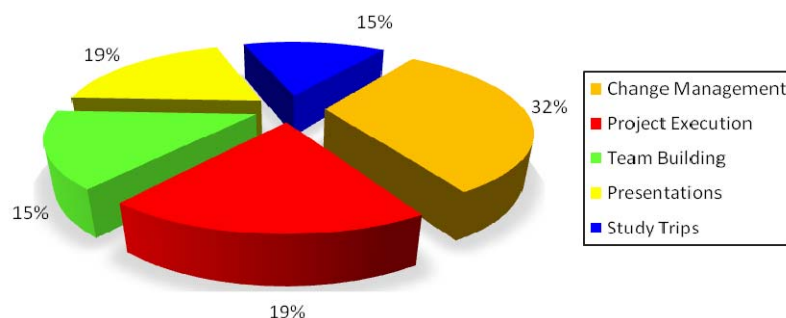


Evaluation of the workshop was overwhelmingly positive. Most of the responses from the Fellows on the overall structure and content of the workshop were very encouraging. There was complete agreement on the effectiveness and relevance of the topics covered in the workshop. Most of the fellows noted the contents to be well chosen and that their learning objectives and requirements were efficiently met and satisfied. Nearly all of them also mentioned that the contents were appropriate, informative and logically linked to each other, helping them significantly in their learning process. Time constraints, however, were a concern for many Fellows, especially as they had wanted to cover some more questions and topics of interest such as strategic planning. Some suggested to extend the duration of the workshop and to finish the daily sessions earlier to allow opportunities for reflection and better absorption and learning.

The methodologies, lectures and materials used in the workshop were rated highly by the Fellows who used phrases such as “excellent”, “very effective” and “comprehensive”. Many of them underscored that the methodologies were not only new and participatory, but were in-line with the adult learning context as it was not merely a one-way process but a



combination of lectures, plenary, practices, exercises, case-studies and games. After action review (AAR) was also valued highly as it provided the Fellows with opportunities to review and process lessons before the start of a new one. Many participants mentioned that they were impressed with the lecturers as their high level of expertise enabled them to transfer their knowledge effectively. They felt that the lectures were well-delivered and made interesting by the use of jokes, excellent examples, practical stimulations and involvement through group work and exercises focusing more on discussion than presentation. The Fellows also positively evaluated the training materials, calling them "adequate", "excellent", "remarkable" and "up-to-date".



All of the participants positively rated the topics covered in the workshop as they found them to be relevant to their present job responsibilities, with many indicating that the topics have helped them *"perform my job better"* and *"more skills and new knowledge... relate(d) to my work responsibilities...empowered me."* As many participants hold managerial positions, they tend to deal with project design, project evaluation and project implementation in their work places. Another Fellow mentioned the importance of the topics on team building and leadership, *"I work in a team so the topics on Team Development, Team and organization, sphere of influence of individual in team performance and many other topics in this regards were relevant. Furthermore, topic on change management was also very interesting and relevant to my responsibilities in my org. The topic of project implementation also*

*helps us in our daily professional life as well as implementation of our team projects (Assignment 3)."* One more comment from a participants stated, *"...sessions on leading organizational change, was of great importance to me, because bringing a positive change in my organization is my goal."*

Organizational development and change management were considered to be the most interesting topics by 32% of the participants. It was followed by project implementation and the group presentations, each with 19% of votes. The team building exercises were rated as "interesting" by 15% of the Fellows and the remaining 15% referred to the study trips as the most interesting and dynamic parts of the Fellowship.

#### Logistics and Organization

Despite the positive overall evaluation of the workshop's content and methodology, many participants felt that the schedule of the workshop was tight which meant they were not fully able appreciate the foreign culture they were in, or reflect it on the workshop.

In summary, the workshops overall received positive reviews and these reviews provided UNITAR with many valuable lessons for organising future cycles of the Fellowship.

#### **CONCLUSION**

The study trip was the culminating training event of the Fellowship for Afghanistan and completed the 2009 Cycle. It was rated highly by participants and resource persons alike, while also resulting in important lessons that will help UNITAR in its endeavours to continuously improve future cycles of the Fellowship. The Fellows, Coaches and Afghan Resources Persons on return to Afghanistan will fulfil the final requirement of the Cycle by conducting and participating in a Cycle After-Action Review and Lessons Learned Seminar for supervisors and colleagues from employer organizations.



## ANNEX VIII: STRUCTURE OF THE FELLOWSHIP TEAM PROJECT

Throughout the Fellowship, each group of Fellows develops and works on a substantive organization development or change project, which may include training to transfer specific skills and knowledge to members of their ministry/organizations. This involves each Fellow conducting an organizational or training needs-assessment within his or her organization before the first workshop. The team decides together the list of issues to be addressed in their project and the methodology or tools to address them. Each Fellow is then assigned one section of the project to pursue (and to develop a curriculum if the project deals with training). Members of each team coordinate their work in order to avoid overlaps in content, and help each other in collecting relevant materials. The Mentors' and Coaches' role is primarily to give advice on defining the scope and objectives of the project, as well as suggesting appropriate resources and reviewing team materials.

The Team projects assignments are:

1) In **Assignment I** each Fellow undertakes a Needs Assessment in her/his workplace to determine capacities required (inclusive of, but not restricted to, training needs) to do the job in his/her organization /department. This is an individual assignment, which addresses both the needs and capacities of the organization/department and the Fellow's own role and skills. The assignment is submitted as a written report.

2) **Assignment II** is a team assignment to develop a concept paper for the team project. Each team of Fellows is required to select a project, based on the findings of the Needs Assessments conducted by the Fellows in Assignment I. The project should address common organizational needs or the needs of the common sector or management area (for example the health sector, or

administration and finance management), identified through Assignment I. Team projects should aim at contributing to organizational development or change through training, organizational restructuring, etc.

3) **Assignment III** reports, through a formal presentation involving all group members, on the development of a detailed plan for the team's organizational development or change project<sup>6</sup>. This report is also submitted in written form prior to Workshop III. The report/presentation includes:

1) expected project outcomes; 2) specific objectives; 3) project justification; 4) environmental analysis; 5) key stakeholders and their expectations; 6) a comprehensive action plan for developing and implementing the project; 7) a description of how the project will be monitored and evaluated.

Each team member is to have a distinct role in the presentation and should also discuss lessons learned from the different stages of developing the project, including the needs assessment. If a project requires external funding, the submission should include a proposal for funding from donors. In case of a training project, a curriculum draft is also submitted.



<sup>6</sup> Although actual implementation of the team projects is beyond the scope/time frame of the Fellowship and is not a requirement for completing the Fellowship, the Fellows are encouraged to make the best use of their work in the Fellowship assignments for capacity building in their organizations.



## **SUPPORT FOR THE PROGRAMME**

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