



STUDENTS FOR **GLOBAL** HEALTH



11

Training Toolkit 11 | Learning From Experience



Training New Trainers

Introduction

What helps people learn

- Discussion
- Sharing real life experiences of success and failure
- Reflection and self observation
- Reading material see [here](#)

Discuss how will this affect their approach when they lead the course

Why must leaders be trainers?

Training and personal development are key to leadership

To pass on values and approaches

And to learn yourself from the feedback

Training is a vital way of developing trust and

Mutual understanding of “how we do things”

This is the heart of organisational culture

For SfGH and its role in society

Why Experiential Learning?

Leadership and management are complex. Skills include:

- Insight to understand different perspectives and approaches
- Creativity and the ability to encourage creativity in others
- The art of learning what will work by reflecting on experience

You can facilitate understanding and learning by

- Providing a framework of ideas for discussion
- Providing exercises that require leadership
- Helping them reflect on their own experience
- Support and mentoring

Discuss: How do the theoretical models shown here relate to the practical experience of SfGH and its members?



What does Leadership mean?

There are as many different ways of describing leadership as there are theories. Think about:

- Self Awareness - knowing yourself and how others see you
- Authenticity - being true to yourself and your values
- Understanding what works in different situations
- Understanding how organisations work
- Understanding power and building trust
- Clear Values and Vision - being ethically driven
- Courage to act on your values and learn from failure

It is not just one person at the top we all have a leadership role

Johari* Window on self awareness

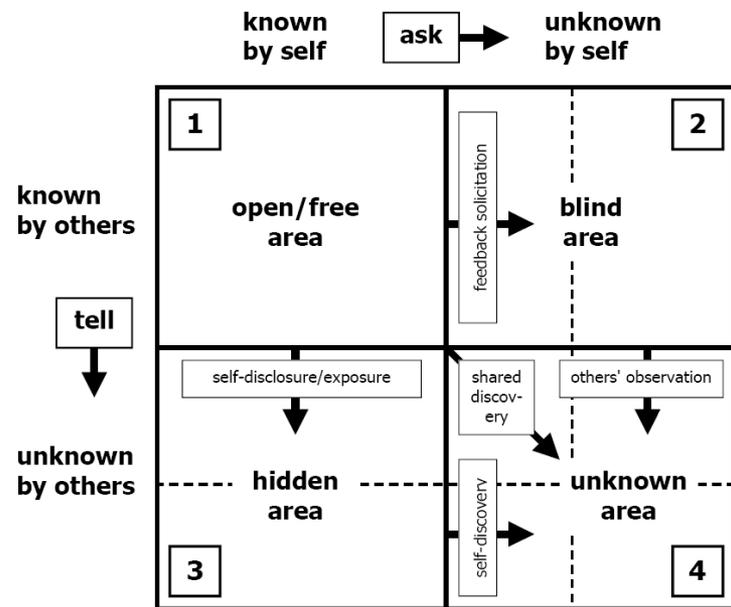
Asking others reduces the blind area, telling reduces the hidden area

This helps you understand strengths and weaknesses that others see.

Compare how you describe yourself with what others see in you

Use Johari tests [here](#) and [here](#) but also ask people who know you to score it

*Developed by Joseph Luft and Harry Ingham in 1954



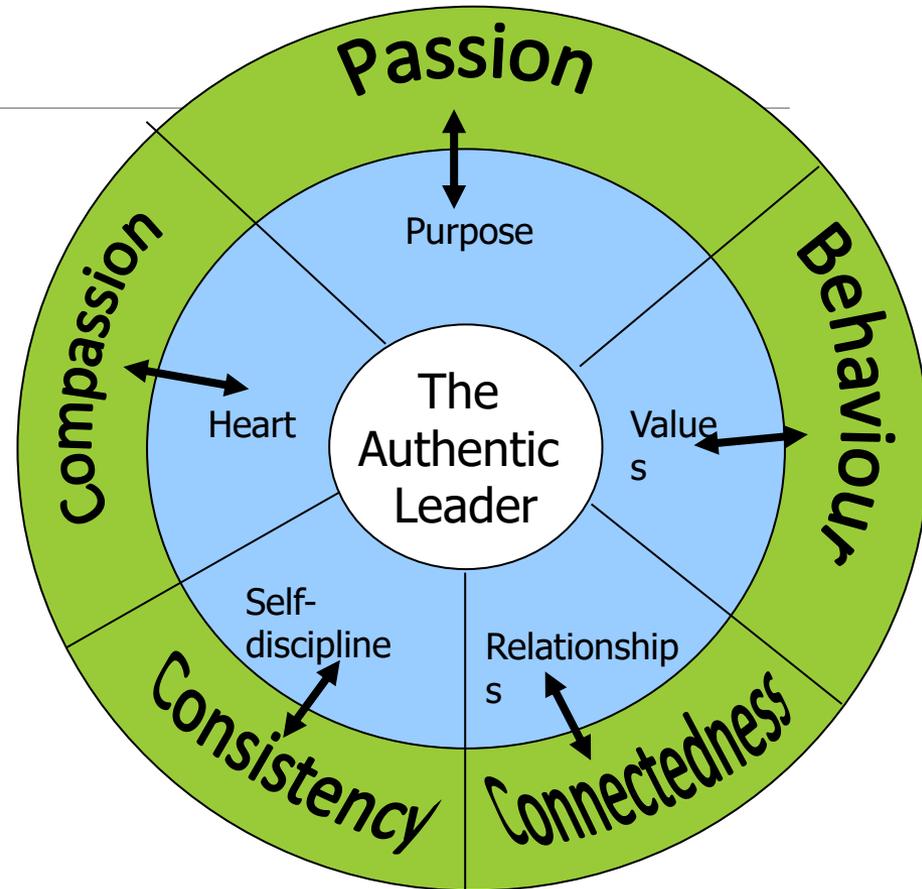
Authenticity

Bill George identifies 5 dimensions of the authentic leader in this model developed in 2003

Use this model to identify your strengths as an authentic leader

This is also related to Emotional Intelligence and Social Intelligence – understanding how you and other people react at an emotional level and their social response

You can Google these terms to find articles and tests but beware of pseudo science

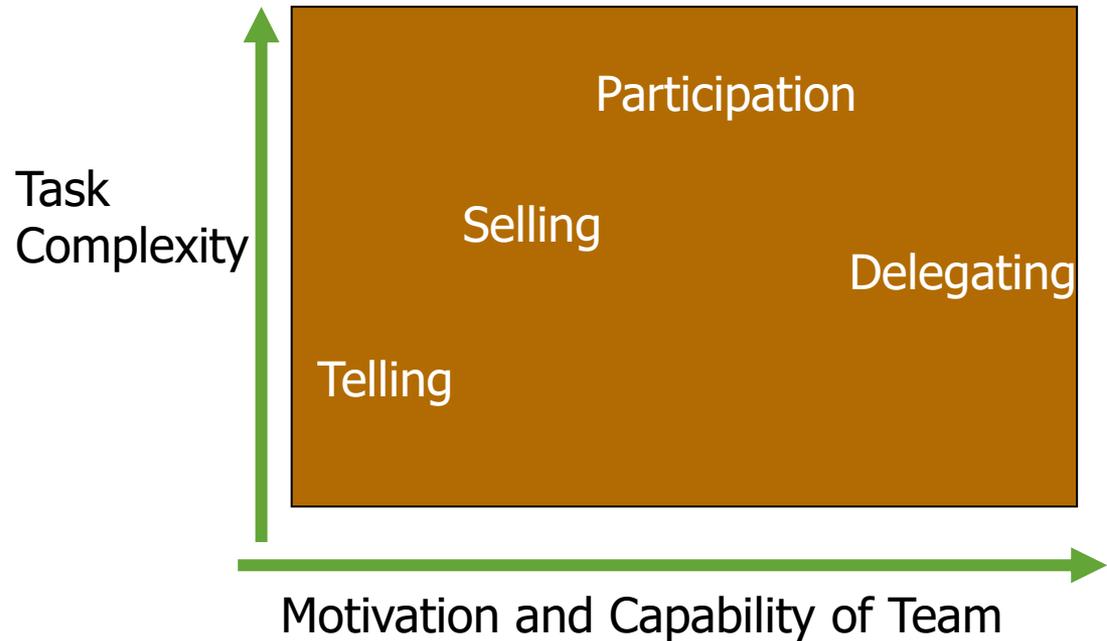


What works when? – Situational Leadership*

Leadership varies with task complexity and team capability

To review this try the Hersey and Blanchard Questionnaire [here](#)

* Developed by Paul Hersey and Ken Blanchard, in 1969



Understanding how organisations work

The Burke –Litwin model of how organisations work was developed in 1989

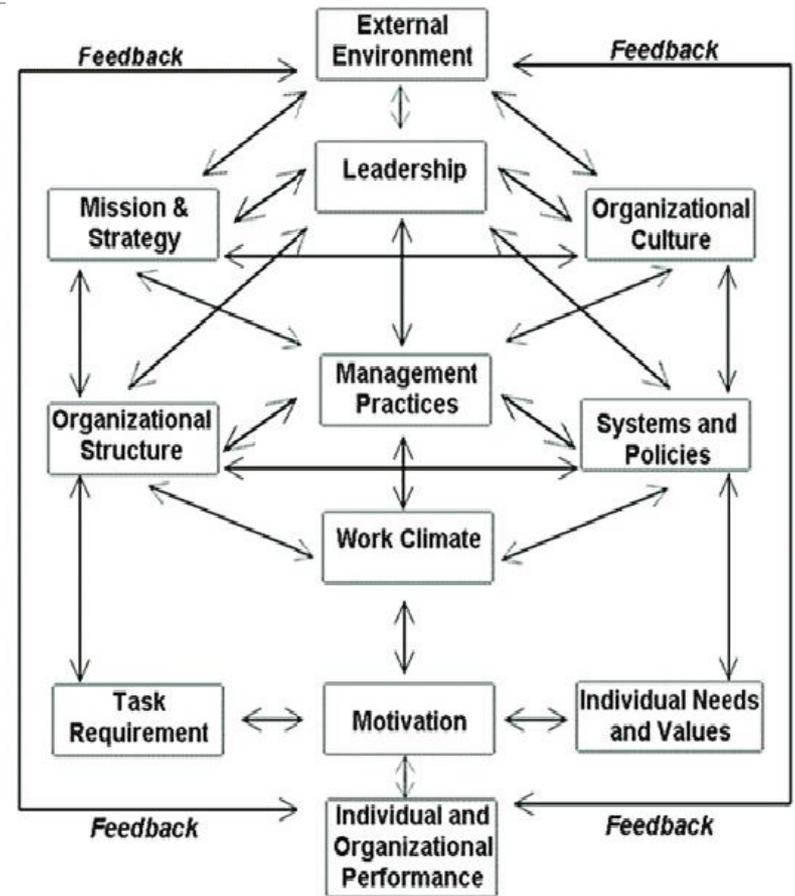
At the top are four factors that can transform an organisation

The middle four factors drive its transactions

The bottom four factors determine its performance ... but they are all linked

Review the Burke- Litwin model

[here](#)



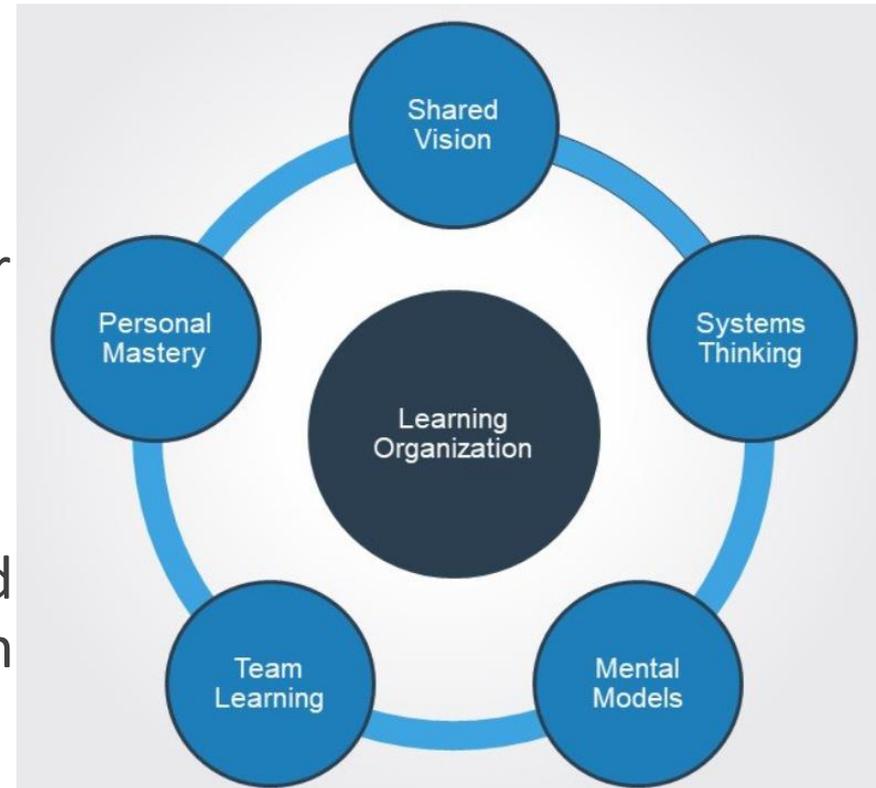
Values and Vision

To review why vision and values are important for leaders read [here](#)

Peter Senge's book "The Fifth Discipline" 1990 identified the factor necessary for an organisation that learns and shares lessons from experience at every level.

Key factors include shared values and shared vision of how to achieve them

SfGH has a clear vision and mission that are also a mental model for team learning



Courage to put Ideals into Action

Leaders at every level require courage

It means taking action on your values

Speaking up, trying something new, taking a lead in protest or in support of a colleague, training others, facing up to your own weaknesses.

In this model it means giving support in challenging circumstances

Be a Liberator!



Case study running sessions

During the training for trainers session

Each participant should lead a session

Give feedback on personal style

Watch out for

- Listening skills
- Eye contact
- Timing
- Ability to summarise

Why experiential learning works

Because it is based on real life experiences

Discussion puts things in participant's own terms

Encourages recognition of best practice

Motivates pride in achievements

Helps people reflect on their own behaviour

Build common understanding amongst group

And develops leader/group trust

Leading training develops leadership skills

Experiential Learning: key points

Agree training objectives for every session

Provide a safe, supportive environment

Don't talk too much, your job is to listen

Let people find their own solutions

Discussion is more useful than lectures.

When you feedback remember most people learn more from failure than success.

As Churchill said ““Success is stumbling from failure to failure with no loss of enthusiasm.”

Facilitating Discussions

Use the course material if you find it helpful

Don't treat it as a lecture it is a basis for discussion

Ask questions to ensure understanding

- Do you agree?
- Do you find this?
- Is this something we need to think about?

Encourage others to lead the discussion

Encourage different points of view

Keep relating it to your own experiences

Summarise what the group thinks at the end of each session and give feedback?

Using Books

The frameworks for discussion are based on modern theories of leadership and management including (Google these terms):

- distributed leadership, contingency theories of organisation, situational leadership, emotional intelligence and authenticity.

This should not prevent you challenging the assumptions or presenting your own views but it would be helpful to relate views to readings on leadership and management.

You should encourage participants to read books on the subject and present their views based on the additional insights that such reading provides

Book learning can help to frame personal experience but can never replace it.

Learning from Experience

Based on experience and knowledge of group

Try to get a case study from each participant

Get experiences which reflect both success and failure

Use creation of case study as learning experience

Keep the description of the problem simple

Give participants 10 min to describe problem

Groups discuss what they would do for 20-30 min

Participant then describes what they did

Review and discuss leadership/management lessons

Exercise: Learning from Experience

Use this session to develop a case

- Describe a successful or unsuccessful experience of SfGH action
- What were the basic objectives?
- What was the problem
- What were the options for action?
- Simplify this and write it down in three paragraphs

Get participants time to find their own solution:

- Using you as a source of additional information
- The comment on their solutions (remember be positive)

Then describe what actually happened

7 Steps for Experience Learning

1. Describe the situation and context
2. Define the objectives and problem precisely
3. List clarifications and learning objectives
4. Search for additional information
5. Propose possible solutions
6. Evaluate and select
7. Check if the solution solves the original problem.
If not start the next cycle

Training Tips and Exercises

Plan time carefully to allow for discussion

Think about your body language,

- Are you engaging them all?

Keep energy levels up by

- Ice breakers,
- Management thoughts,
- Physical Exercises,
- Varied Group Works

Don't be afraid to change the course



Exercises: Ice Breakers

Sit next to someone you do not know well, talk for 5 minutes then introduce each other to the group

Speak about yourself without hesitation or repetition, when you do the next person continues talking about themselves.

Each person has a list of random words against everyone else's name (except their own) they have to find out by indirect questioning –what word is against their name.

Physical Exercises

Get members of the group to devise and lead a physical exercise session for the team (keep it brief)

- Stand behind your chair – shake out, breathe in and out, stretch up, stretch to one side then the other etc

Arrange a brisk but brief walk, each person should meet every other member of the group during this time each member of the group has one or two key words they must use in conversation. Put together they form a sentence e.g.

- Well trained dogs rarely howl at night without rhyme or reason

Exercise is reinvigorating for the team, a good test of leadership and an expression of health values

Exercises: Insights

Arrange team supper (maybe pizza or picnic)

- Ask selected participants to give brief speeches on their reasons for supporting SfGH
- Ask participants to propose a thoughtful toast reflecting their hopes for the future of Global Health
- Use the events to encourage participants to observe team behaviour and leadership.

Group Work: variety

Provide variety by using different types of group

- **Buzz groups, each person talks to their neighbour**
- **Different sized groups 3 –10**
- **Formal groups get them to select chair and reporter**
- **Round table group each person speaks in order**
- **Informal groups each person speaks when they can**
- **Observed groups - one person not participating in the group makes notes (or videos) of how the group works**

Group work: feedback

Observe how groups work, watch for:

- **Is the group seated so they can all see each other?**
- **Does chairperson involve everyone?**
- **Do they agree on the problem and how to address it?**
- **Is eye contact and body language positive?**
- **Does anyone talk too much, too little?**
- **Are some members of the group left out?**
- **Are ideas and enthusiasm lost as a result?**
- **Does the chairperson summarise and keep to time?**

Report your observations back to the group!

Learning Log

Each participant should keep their own record

- This is a confidential record for them
- For each session what is their personal objective?
- What lessons have they learnt from the session?
- What aspects of their behaviour will they change?
- What did they find when they tried it in practice?
- What succeeded and what failed – what lessons are learnt?
- What books or papers have they used?
- What aspect of the training will they change when they deliver?

Allow time to reflect and write up logs see Training Toolkit 7

Feedback Forms

To provide information to help improve the course

To be completed for all elements of each session

Rate from 1 to 5, for example

- How relevant was it?
- How well was the session run?

Write in

- Are you ready to lead training?
- How will you improve the course?
- What did you like most?
- What did you like least?

Buddying

While you can reflect on your experience on your own

It helps to share your thoughts with a friend – a buddy

Sharing your aims and ambitions, success and failures

Is a powerful way of ensuring you learn from experience

For some people this can be a lifelong commitment

Buddying requires open and honest conversation

Not mutual admiration

Other Online Resources for Leadership for Global Health

- Medact <https://www.medact.org/?s=training>
- Building Leadership for Health <https://www.building-leadership-for-health.org.uk/>
- The INCLLEN Trust <http://www.inclentrust.org/>
- WHO Health Leadership Service http://www.who.int/health_leadership/en/
- World Bank Open Learning Courses <https://olc.worldbank.org/>
- Leadership for Environment and Development <http://www.lead.org>
- Global Health Network <https://globalhealthtrainingcentre.tghn.org/>
- UK National Leadership Centre <https://www.nationalleadership.gov.uk/>
- NHS Leadership Academy <https://www.leadershipacademy.nhs.uk/>
- Institute for Healthcare Improvement <http://www.ihl.org/ihl/programs>
- US CDC PH <https://www.cdc.gov/publichealthgateway/nlaph/index.html>
- Center for Creative Leadership <http://www.ccl.org>
- Leadership Learning Community <http://www.leadershiplearning.org>