



MS-Training Centre
for Development Co

May 2007

Consultancy Report on

*Team Building for Head-teachers in WSD
Marangu, Kilimanjaro Region 14th -18th May
2007*

Mission

*MS Training Centre for
Development Cooperation
endeavors to be
a major actor in
strengthening the capacity of
civil society organizations to
promote good governance,
sustainable development and
international understanding.*

**Client: Village Education Project
(Kilimanjaro)**

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Table of Contents

Table of Contents	2
1.0 Introduction.....	3
2.0 The Training Methodology	3
3.0 Expectation	4
4.0 Training course	5
5.0 Evaluation	5
6.0 Follow-up Matters.....	6
7.0 Conclusion	6
8.0 Recommendations.....	6
9.0 Annexes:	7

1.0 Introduction

Team building course was held at MS-TCDC from 14th to 18th May 2007. it was attended by 9 participants (head-teachers and their assistants, project staff and an education officer). The main objective of this consultancy was as follows:

“to provide a training course on team building to strengthen their confidence and increase the awareness of the head-teachers on the importance of working as team with teachers, school communities and communities as owners of the schools in Marangu, Kilimanjaro Regions in Tanzania”

Specific objectives were as follows:

- To define the term team and underscore importance of team building in an organisation.
- To determine the circumstances that calls for team buiding interventions in working situations.
- To determine their strengths and weaknesses as teams and be able to develop strategies for improving teamwork
- To discover their team development needs and how to go about enhancing them.
- To stike a balance between tasks, individual and team needs.
- Head-teachers and their assistants to form a united team with all involved in the running and development of the school.

2.0 The Training Methodology

Our training methodology is participatory and that the participants and the facilitators work together and share experiences on various issues. The following were some of the methods used

2.1 Experiential learning: was applied as the cornerstone of the course methodology. This was achieved throughout the training workshop by the use of practical exercises and engaging in illustrated talks. Considerable time was allocated to panel and group discussions and various group and individual assignments as well. In addition, a combination of training methods and techniques that stress active participation and open dialogue among participants were used extensively during the course.

2.2 Interactive lectures: Short lectures punctuated with discussions and questions were used to for introducing new subjects or presenting summaries or over views to the participants. These were complemented with visual aids such as slides.

2.3 Buzz groups and group discussions: were used to discuss specific issues and also for the participants to share their experiences in small groups.

2.4 Brainstorming: was done almost throughout the training in order to discover new ideas and get responses very quickly.

2.5 Handouts: with key concepts and principles related to team building, were given to the participants to supplement workshop learning and for use as reference materials.

A variety of energizers were used to make the course more live and give it a touch of humour and fun.

2.6 Other Training Methodologies Included:

Inputs by Facilitators: The role of the facilitators through out the training was to provide learning experiences and information, and to encourage an environment in which participants learn from one another as well as from themselves.

Experience Sharing: Course participants were men and women with experience in the area of administration, who had invaluable insights into issues, related to office management procedures. Sharing continued through reflections, class discussion and in small group activities, making a significant contribution to the learning.

Role plays and various team building exercises

3.0 Expectation

Participants started off by writing down their expectations so as to be able to evaluate if they were met at the end of the course. Those expectations were as follows:

- To understand the meaning and objectives of doing teambuilding
- To find out that teambuilding can simplify teaching and school running
- To find ways to assist teachers to improve school management/organization to make schools run more smoothly, reduce stress/workload of teachers
- To be a better teacher to my school and the surrounding communities.
- To understand more on leadership so as to be a better leader in leading the school and the pupils
- To improve my Kiswahili
- To be able to resolve conflicts and friction in my school.
- To understand more on time management
- To assist our schools to become a role model leadership, work implementation and academics.
- To get more information on how to make my school perform better.
- To be able to do participatory leadership.
- To be able to understand benefits and weaknesses of teambuilding.

4.0 Training course

The course was conducted in a way that participants were given an opportunity to share their experience and life examples of their own. Facilitators requested the participants to feel free to stop them and ask for any clarification or make any contribution or energize the group. The participants were very active in all sessions and at the end of the week it was felt as if time was ran out too fast.

The facilitators were throughout the sessions trying to discourage corporal punishments like canning their pupils. At first this met some resistance from some of the participants who thought that without these punishments the pupils discipline will go down. However it was stressed that there are alternative punishments which include gardening and cleaning school compounds which were more productive than corporal punishments which are outlawed and discouraged at all levels.

Participants were also encouraged to compliment one another and refrain from undermining each other because what goes around comes around. The fact that people have their own natural weaknesses, it is wise to try to understand others weaknesses and help them accordingly. Most of the teachers era women and they have various household issues to address before coming to school.

5.0 Evaluation

At the end of the course participants were asked to give their comments pertaining to the course, the food, the facilities and if there are areas which need improvements. The following are the comments from the end of course oral evaluation:

- i. FOOD & FACILITIES
 - a. All the participants rated the food excellent
 - b. Very good accommodation and all the needed supplies were provided.
- ii. FRONT OFFICE
 - a. Everyone is very friendly and a very warm welcome was extended upon arrival.
 - b. Reception was very good
- iii. ENVIRONMENT
 - a. A very lovely and lively environment and atmosphere. Everyone is very helpful and nice; one can not tell who is who!
 - b. The physical surroundings, the structures, landscape, trees, etc, gives one a feeling of warmth and also provides an excellent environment setting for learning.
 - c. the environment is well kept and we will try to emulate it in our schools
- iv. TRAINING
 - a. A well organized tailor made training, good methodology

- b. Facilitation was excellent and lots of lessons learnt and will be very useful and practical at work.
- c. The participatory teaching methodology was good and we will try it back home.

Request: we request friendship fees as costs are very high for courses here.

- v. **MANAGEMENT & LEADERSHIP**

- a. MS-TCDC management and leadership should keep up the good work.

6.0 Follow-up Matters

Action Plans

Due to the intensity and the envisaged share-transfer and practice of skills taught, each participant drew up an action plan. It is envisaged that these practical action plans will further enhance the practical application of the training and that the participants will be provided with all the support needed and a conducive environment and climate for the implementation of the action plans. (See Annex)

7.0 Conclusion

The level of understanding of the course developed by the participants was impressive. Participation was high and group work was done enthusiastically with good results.

On behalf of MS-TCDC, I strongly believe that the training has equipped them with tools and enhanced their skills in the development and application of management systems, policies, techniques and principles. Hence, strengthening their ability to plan, design and manage their project staff teams.

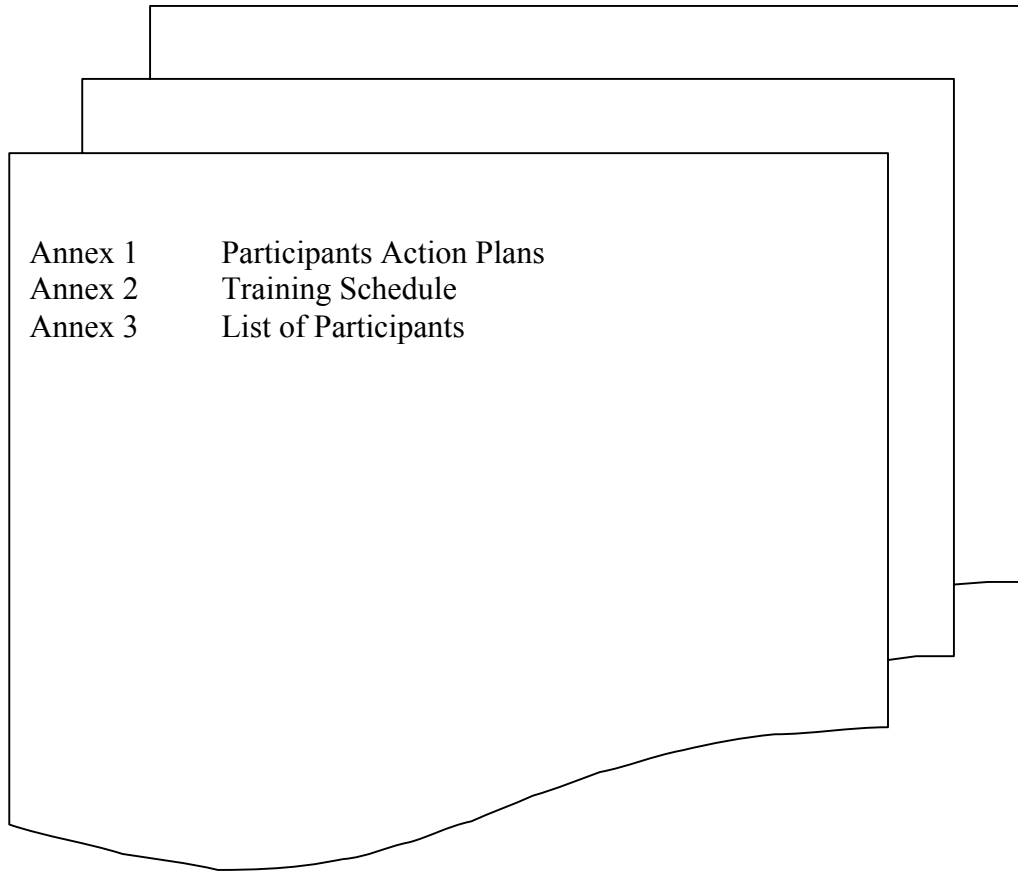
Once again, it is MS-TCDC's long-term aim in working with ELCT/LCCB in this manner in capacity building its staff through training.

8.0 Recommendations

Due to the intensity and the envisaged transfer and practical implementation of skills learnt, we strongly recommend that participants seriously implement their Plans of Action. These Action Plans will further enhance the practical application of the training and acquired skills.

We also recommend that there be a follow-up and backstopping by MS-TCDC at some point in the future.

9.0 Annexes:



Annex 1	Participants Action Plans
Annex 2	Training Schedule
Annex 3	List of Participants

Annex 1: PARTICIPANTS ACTION PLAN

Name	Organization	Planned activities	Starting and completion date	Expected output
Fadhili J. Lyamuya	Masia Marangu P/S	<ul style="list-style-type: none"> To run a short seminar on Teambuilding To prepare second term calendar 	22 – 25/5 10 – 14/7	Teachers will understand teambuilding and its importance. Implemented second term calendar.
Mr E. S. Kileo	DEO's office	<ul style="list-style-type: none"> To give a short seminar to all school inspectors on teambuilding To visit the schools - Mshiri P/S - Masia Mamba P/S - Masia Marangu P/S. 	May and June July 2 nd week July 3 rd week July 4 th week July	Understanding meaning and importance of teambuilding To work as a team
Nosta A. Minja	Mshiri P/S	Do participatory leadership	May - September	Improved leadership and academic performance
Ernest E. Mtui	Masia Marangu P/S	<ul style="list-style-type: none"> Seminar on Teambuilding To prepare calendar 	22 – 25/5 10 – 14/7	A good understand of what is teambuilding and its importance. Successful second term.
Bibiana T. Kiwanga	Masia Mamba P/S	<ul style="list-style-type: none"> To explain Joharis window and teambuilding To do time management 	July – August 1 – 4 th August	Improved working relations Improved performance
Mary Mtui	Masia Mamba P/S	-	-	-
Evarista Ringo	Mshiri P/S	-	-	-

Annex 2: TRAINING SCHEDULE

	Date	Activity/topic	Process/method
	14-05-07	<ul style="list-style-type: none"> • Learning objectives • Course objectives • Course outline • Defining team and team building • Rationale for team building • Characteristics of effective teams. • Team needs. • Key team roles. • Reflection of the day. 	<ul style="list-style-type: none"> • Individual reflections • Illustrated talk • Group work and plenary discussions and presentations • Questions and answer session. • Buzz groups • Brainstorming and plenary discussion. • Illustrated talk.
	15-05-07	<ul style="list-style-type: none"> • Recap on day one • Define group dynamics • Rationale for group dynamics • Reasons for group formation. • What to look for in groups • Group development and group life needs • Picture building exercise • Group interaction exercise • Group roles • How to deal with difficult dynamics -exercise • Reflection of the day. 	<ul style="list-style-type: none"> • Role plays, presentations, songs stories etc. • Illustrated talks • Fish in the bowl • Working in pairs and triads • Group work and plenary discussions.
	16-05-07	<ul style="list-style-type: none"> • Recap on day two • Define conflict and conflict management • Rationale for conflict management • Levels of conflict • Sources of conflicts • Responding to conflict exercise • Strategies for resolving conflicts • Reflection of the day. 	<ul style="list-style-type: none"> • Role plays, presentations, songs stories etc • Illustrated talk • Group work and feedback. • Question and answer session.
	17-05-07	<ul style="list-style-type: none"> • Recap on day three • Define leadership • Leadership types and styles • Leadership continuum • Roles and responsibilities 	<ul style="list-style-type: none"> • Role plays, presentation, songs, stories etc • Illustrated talk • Group work and

		<ul style="list-style-type: none"> • Personal effectiveness exercise • Define time management • Time wasters • Strategies for improving time management • Reflection of the day. 	presentations and discussions.
	18-05-07	<ul style="list-style-type: none"> • Reflection on day four • Tie loose ends • Attitude and behavior • What makes a good team • Team building exercises and action learning sessions • Letter writing to team members • Action plan (Action Points with timeframes). 	<ul style="list-style-type: none"> • Role plays, presentation, songs, stories etc • Illustrated talk • Group work and plenary discussions.

Timetable In Kiswahili

	Tarehe	Mada/Shughuli	Njia
	14-05-07	<ul style="list-style-type: none"> • Madhumuni ya mafunzo • Madhumuni ya kozi • Ratiba ya kozi • Maana ya ujenzi wa timu • Mantiki ya ujenzi wa timu • Tabia ya timu yenye ufanisi • Mahitaji ya timu • Majukumu muhimu ya timu • Tathmini ya siku. 	<ul style="list-style-type: none"> • Tathmini binafsi • Mazungumzo ya mfano • Kazi za vikundi na mjadala kwa wote na mawasilisho • Maswali na majibu • Vikundi vidogo vidogo • Mawazo ya hapo kwa papo (Bunguabongo) na mjadala wa wazi • Mazungumzo ya mfano.
	15-05-07	<ul style="list-style-type: none"> • Mrejesho wa siku ya kwanza • Maana ya tabia za vikundi • Mantiki ya tabia za vikundi • Sababu ya uundaji wa vikundi • Vitu vya kuangalia katika vikundi • Maendeleo na mahitaji ya vikundi • Zoezi la uundaji wa picha • Majukumu ya vikundi • Zoezi la jinsi ya kukabiliana na mahusiano magumu 	<ul style="list-style-type: none"> • Kisa mkasa, Illustrated talks • Mazungumzo ya mfano • Samaki katika bakuli • Kufanya kazi wawili wawili au watatu watatu. • Kazi za vikundi na mjadala wa wote.
	16-05-07	<ul style="list-style-type: none"> • Mrejesho wa siku ya pili • Maana ya migogoro na 	<ul style="list-style-type: none"> • Kisa mkasa, nyimbo za uwasilishaji,

		utatuzi wake <ul style="list-style-type: none"> • Ngazi za migogoro • Vyanzo vya migogoro • Zoezi la mwikikio wa migogoro • Mikakati ya utatuzi wa migogoro. • Tathmini ya siku. 	hadith nk. <ul style="list-style-type: none"> • Mazungumzo ya mfano • Kazi za vikundi na mrejesho. • Maswali na majibu.
	17-05-07	<ul style="list-style-type: none"> • Mrejesho wa siku ya tatu • Maana ya uongozi. • Aina za uongozi na mbinu zake. • Mwendelezo wa uongozi • Majukumu na wajibu • Zoezi la ufanisi binafsi • Maana ya matumizi ya muda • Wapotezaji wa muda • Mikakati ya kuboresha matumizi ya muda • Tathmini ya siku. 	<ul style="list-style-type: none"> • Kisa mkasa, nyimbo za uwasikishaji, hadithi nk. • Mazungumzo ya mfano • Kazi za vikundi na uwasilishaji na mjadala.
	18-05-07	<ul style="list-style-type: none"> • Mrejesho wa siku ya nne • Marudio ya jumla • Fikra, mwenendo na tabia • Mambo yanayoboresha timu. • Mazoezi ya ujenzi wa timu • Zoezi la uandishi wa barua kwa wanakikundi • Mpango kazi. • Kufunga 	<ul style="list-style-type: none"> • Kisa mkasa, nyimbo za uwakilishaji, hadithi nk. • Mazungumzo ya mfano. • Kazi za vikundi na mjadala kwa wote

Annex 3: LIST OF PARTICIPANTS

S/N	NAME OF THE PARTICIPANT	WHERE FROM
1	Mary Mtui	Masia Mamba P/S
2	Nosta A. Minja	Mshiri P/S
3	Elisaria Kileo	DEO's Office
4	Bibiana T. Kiwanga	Masia Mamba P/S
5	Evarista Ringo	Mshiri P/S
6	Ernest E. Mtui	Masia Marangu P/S
7	Fadhili J.Lyamuya	Masia Marangu P/S
8	Dilly Mtui	VEP Marangu
9	Ruth Senior	VEP Marangu