

Issue 2

Human Resource Capacity Building

**Teaching Block 2**

Overview of delivery of DEM202, DEM204, 205, DEM212

Feedback

Feedback on the units delivered

Facilitators

Facilitators' reflection on the development of the booklets and the resources

Delivery of the program

Since the launch of the DEMTP program, nine units have been delivered

In the first block of the delivery, five units were taught including:

- i. DEM213 Work safely in an office environment
- ii. DEM200 ICT orientation
- iii. DEM206b The use of ICT for effective communication
- iv. DEM206a Public speaking for effective communication

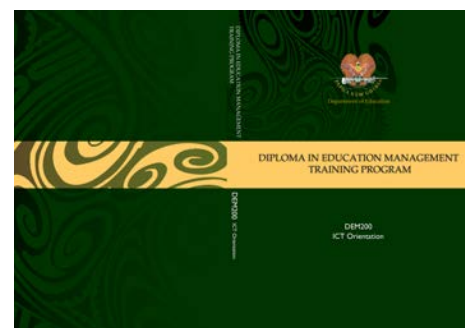
- v. DEM201 Effective written communication for management change

During the second block, four units were delivered including:

- i. DEM202 Qualitative and quantitative research
- ii. DEM205 Ethical Leadership
- iii. DEM204 Managing and leading people



- iv. DEM212 Action research or management change project in the DoE





Feedback from participants

Participants were grateful, and indicated a willingness to change work-place practices following the new learnings.

The participants from both cohorts expressed sentiments of gratitude, praise, confidence and a willingness to make a change upon their return to their places of work.

One participant commented:

“I have rated excellent in almost all questions because I lack knowledge in this course. After completing I now know my ethics and morals and am willing to walk back to work in a new direction.”

Another participant said:

“This program is excellent because it strengthened and enhanced my knowledge, skills, attitudes and values in dealing with ethical issues.”

Another participant added:

“Extremely obvious, a very inspirational and

enjoyable program because the program/course corrected many traditional practices in management principles and leadership. Given me new insights to be innovative and be ethical and morally a good leader.”

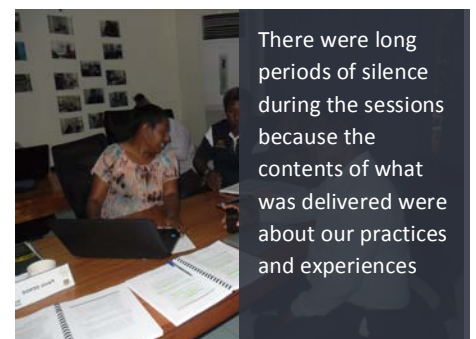
Another participant concurred:

“As a manager, I must be ethical in all my work activities and must seek God’s guidance in making decisions. In addition, I must be a good leader and not a boss.”

A female participant made the following remarks:

“I indicated excellent because module DEM205 is relevant and beneficial to my work. The delivery of the course was done in a reflective manner, which was very powerful because we all went silent through the sessions reflecting on ourselves. The facilitators are very knowledgeable with the

content of the course. I rated the course excellent, it highlighted the core principles of true leadership... the values that a leader or manager must have or abide by in leading people, making decisions and solving problems. The course was delivered in a reflective manner, which was very powerful for the participants. The facilitators were excellent.... They are very knowledgeable and experts in this area of the course.”



There were long periods of silence during the sessions because the contents of what was delivered were about our practices and experiences



Development of the resources

Mammoth task, yet fertile opportunity for great learning

Our own staff under the guidance of Dr Vicki Roberts developed the teaching resources for the fifteen units.

To begin the process, Dr Roberts conducted a four-day writing workshop for the facilitators. In the workshop the facilitators were given a template to use for all the units to ensure there was uniformity in the structure of the units. In addition, a quality assurance mechanism was built into the process to ensure quality in the development of each unit. During the process of developing the books, Dr Roberts offered individual assistance to each facilitator. She made sure

the facilitators worked towards meeting the deadlines set for each milestone according to the TOR. We achieved that task successfully to enable the documents to be signed off by DoE and GRM.

Admittedly, for the facilitators, it was no easy ride. They had to write and put the books together while doing their teaching and marking, research and all other activities. There were other factors that compounded the writing process. Mrs Manango summarized these very well when she commented:

“One of the biggest problems we had was that we did not know who the recipients would be. We tried to request for information about the profiles of the participants – who they were, what their educational qualifications were, what their job and responsibilities were. Those details could guide us in shaping our units and adjust the level of difficulty of the

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sessions according to their needs. The absence of those details was like throwing a party and you did not know who was coming and if the guests would like the food. To address this challenge, I looked back to my observations, experience in teaching the undergraduate students and working in an office. I tried to form a general profile of the would-be participants. The other important factor was the content. What topics would I include? This required constant reflection to ensure the topics were updated, relevant and suitable to the needs of the participants.”

There were three (3) books developed for each unit: A Participant Guide, Assessment Guide and Trainer Guide. The program consisted of fifteen units to be delivered over the year at the DWU Port Moresby Campus. The facilitators who developed the units that have been delivered in blocks one and two included:

DEM213 – Mr Kichawen Chakumai

DEM200 – Mr Martin Daniel

DEM206b – Ms Thaderina Abady

DEM206a – Mrs Annie Manango

DEM201 – Mrs Annie Manango

DEM202 – Dr Lynus Yamuna

DEM205 – Dr Catherine Nongkas

DEM204 – Dr Catherine Nongkas

DEM212 – Dr Catherine Nongkas

REFLECTIONS FROM THE FACILITATORS

The crafting of the competency-based units was a big challenge for the DEMTP team.

The following are some of their reflections:

In developing the 3 books for DEM200, Mr Daniel has the following reflections:

“Writing DEM200 was a great professional experience. I learnt how to write competency-based outlines and modules, which was new for me.

Delivery of the competency-based module was also a pleasant, fun and enjoyable experience, a new experience teaching adult learners. With help and support from the DEMTP team, I was able to write and deliver the module successfully. I feel confident that I can write and facilitate the delivery of competency-based units, as well as academic-based units. It is a privilege working with this great team!”

From Mrs Manango who developed

DEM206a and DEM201, she says:

“In the aspect of written communication, I put the international practice as the standard. I thought that topics such as writing business letters were simple and easy, something the participants all do. I would just point to some common mistakes I see in the letters we received. Much to my surprise during the sessions, a discussion and reflection on written communication took some time! The participants were very meticulous and questioned every part, reflecting on international practice, the cultural aspect and ethics. The things that I took for granted were examined in different lens by the participants. In the end, the realization and lessons learned were immense and rewarding.”

When developing DEM204, DEM205, DEM211 and DEM212, Dr Nongkas recalls;

“It was a very big challenge because writing competency based units is different to what I am used to. However, with Dr Roberts’ guidance I was able to develop a total of 12 books for 4 units. It was a good learning curve for me and I am truly grateful for having been part of the DEMTP team.”



Cathy and Vicki checking through materials as they were coming in from the writers.

Director's concluding remarks

A lot of good learning resulted from the development of the resources. I was impressed by Dr Vicki Roberts' sound knowledge in the area of competency-based unit development and her ability to work with each writer making sure that every area was covered.

Needless to say, all was not plain sailing. There was the challenge of making sure that writers have to meet the deadlines and it was not that easy. Thank you to Dr Catherine Nongkas who prodded concerned writers along the way.

There is yet a lot to be done with the resources following the delivery of the units. On the whole, I am very pleased with all that has been achieved thus far. Thank you to all.

Dr Alfred Tivinarlik cfc, PhD, O.L

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In the development of DEM207 and DEM208 Mr Alfred Suaimbau commented that the experiences of developing competency-based units has helped him to write units for other finance programs that he is facilitating. He says "this has given me a lot of confidence in writing."

Dr Yamuna said that writing DEM202 was challenging, but enjoyed it because it has given him new experiences and learning.

CAPACITY DEVELOPMENT PROGRESS

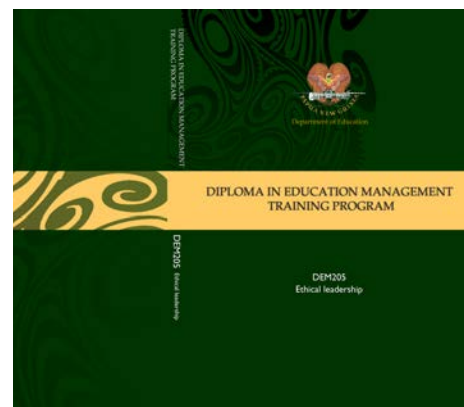
Since the delivery of the Blocks 1 & 2, there has been positive feedback received from some of the education leaders and administrators in the Department of Education both the headquarters and the provincial as well as from the church education agencies.

Mr Samson Wangihomie, Commissioner, Teaching Service Commission says;

"Since the program started I have seen a change in the performance of the officer who is a participant in the program. She has changed all the minutes and updated these to reflect the new learnings she received from DEM201".

Fr Paul Jennings, Chair of the Catholic Education Board and Director for St Joseph International Catholic College remarks:

"Whatever you are doing in this program is working because the officer from the National Catholic Education Office doing the program has changed and we are very pleased with her progress."





Cohort two participants and the three facilitators pose for a photograph after the completion of the unit on management and leadership.

Catherine Nongkas PhD
Deputy Director