

**Humanitarian Management and Leadership Skills development programme  
Workshop 2  
Bangladesh**

**Venue: BCDM, Gazipur**

**Dates: 24-26 July 2011**

**Report by:** Sara Swords, lead facilitator (People in Aid consultant)



## Introduction

The Consortium of British Humanitarian Agencies (CBHA) is comprised of 15 NGOs. It was formed in order to support inter-agency cooperation in improving humanitarian response and it is funded by DFID. The CBHA has three objectives, one of which is building staff capacity. Oxfam on behalf of ECB consortia is managing one of three staff capacity building initiatives. The goal of the Oxfam led initiative is to equip and to develop humanitarian competencies of existing staff at national and regional level to be able to respond to emergencies effectively. It is a newly developed programme and is being piloted in 4 locations during 2011, following baseline assessments of staff capacity in each context. It has been built up using the best of existing staff development materials from across agencies which have been tailored to the CBHA common humanitarian competencies.

The Humanitarian Management and Leadership Skills development programme runs over a 9 month period. It consists of pre-workshop study and assessment, a four-day residential workshop, between workshop learning, a further residential workshop and then finally more post-workshop learning, which involves a learning project to apply the CBHA experience and learning to a specific piece of work within the participant's agency.

This is a short report on the second Humanitarian Management and Leadership Skills residential workshop for Bangladesh, which was conducted at the BRAC centre, Gazipur from 24 to 26 July 2011.

## Facilitation team

The facilitation team for this workshop was:

Sara Swords	Lead Facilitator	People in Aid Consultant	<a href="mailto:sara.swords@btconnect.com">sara.swords@btconnect.com</a>
Annie Lloyd	Co-Facilitator	(Consultant)	<a href="mailto:anne@alloyd.co.uk">anne@alloyd.co.uk</a>
Julie Spooner	Co-Facilitator	(Programme Manager - Humanitarian Learning & Development, Oxfam GB)	<a href="mailto:jspooner@oxfam.org.uk">jspooner@oxfam.org.uk</a>
Jeremy Breman	Co-Facilitator	(Learning & Development, Supply & Logistics Team. Oxfam GB)	<a href="mailto:jbreman@oxfam.org.uk">jbreman@oxfam.org.uk</a>

## Objectives

Following completion of the CBHA learning programme, M&L participants will be able to demonstrate:

- Deeper self awareness of individual leadership strengths and style to increase positive impact in a humanitarian situation
- Applied tools and techniques to communicate effectively and to build collaborative relationships to achieve results
- Knowledge and skills to manage resources, systems and practices to implement effective humanitarian action
- A tangible plan and commitment to their ongoing development and contribution to excel in their current role and team

### **The objectives for this 2<sup>nd</sup> Workshop were:**

By the end of the Humanitarian Management and Leadership Workshop 2 participants will have:

- Reviewed their learning on a personal level and how it contributes to agency learning;
- Identified key themes of humanitarian leadership and developed associated skills;
- Identified ways and actions to work through humanitarian challenges;
- Practised skills and techniques to inform and prioritise programme practice and impact.

### **Participants**

Twenty participants attended the Humanitarian M&L skills development Programme – Bangladesh – during workshop 1. Two of the participants did not come to workshop 2 – one because of project demands and the other because he was attending other training out of country. Both these absences were highly regrettable as the participants had taken up places on this interagency programme that could have been filled by others who would have seen the programme through.

The full list of participants who attended workshop 2 is attached in Appendix 1.

### **Methodology**

The methodologies used in the workshop were varied, including case studies, problem-solving exercises, group work, films, role play, and self-reflection. The participants watched their one-minute films of the action plans from the previous workshop to help review their progress. All the participants completed another capability wheel, which they displayed on the wall with the capability wheel completed at the first workshop – which demonstrated that all the participants were making progress.

### **Content**

The agenda is attached in Appendix 2. The Bangladesh workshop programme was very full as it started at lunchtime on Day 1 and finished lunchtime on Day 3. This meant very full sessions and discussion time and the evenings were taken up with reading for sessions the next day and preparation for the learning project posters and presentations. The latter meant that there was little time for a “social evening” on the last evening.

### **Reviews during the workshop**

The participants did reviews each evening to give feedback to the facilitation team on their views on the process of the workshop. This demonstrated they were happy with the process and facilitation. A review was done each morning using a variety of participatory methods to reinforce the key learning points. The participants were encouraged to use their workbooks for notes and reflection.

### **Feedback from participants**

The participants all completed an evaluation form at the end of the workshop (see Appendix 3). Also, some feedback was given verbally with the facilitators. Here is a short summary of the comments:

- **The most useful/relevant session to develop humanitarian management and leadership skills:** The participants listed a wide-range of sessions which they had found useful or relevant because they represented ways through the challenging activities within humanitarian work and would therefore help the participants to take quick and appropriate decisions in such situations and to achieve their goals and objectives.  
These included:

Managing risk in humanitarian response – part of professional responsibility; will help to identify risk and take action to resolve urgently; this tool will help to influence our managers.

Leading team – helped to learn different leadership approaches and styles and how to apply them in different context; to increase commitment of team members.

Contextual analysis - was helpful to come up with changing situations and to consider the risks. New techniques came out of the group discussion and will be helpful in the future.

Stakeholder engagement – helpful to build more effective project activities.

Staff recruitment and development - Knowing to ask competency based questions during an interview for recruiting the right person to right position

Humanitarian leadership challenges – leadership is the important learning context

Deeper self awareness - learn more about individual style to increase positive impact in humanitarian situations.

- **Key learning points to make use of immediately:** There was also a variety of replies to this but those mentioned most frequently were:  
Using the risk matrix and the continuous process of managing risk to prioritise the biggest threats to a project.  
Leadership style, competencies and qualities and how getting problems solved involves team members.  
Identifying and defining stakeholder engagement through a stakeholder matrix.
- **Most helpful for preparation for the workshop:** The participants appreciated the email communication and information with the pre-workshop package. Additional help came through the coaching provided.
- **Most effective learning methods used in this workshop:** Most of the participants noted that they appreciated the group work which enabled the sharing of ideas based on practical experience, gave opportunity to learn from others and provided a deeper analysis of the issues. The participatory and interactive learning methods enabled lots of new learning to come out. The participants stated that they had learnt a lot from the range of techniques and methods used and that these will help develop their own facilitation skills to ensure participation and to create a learning space.

Several mentions were also made of the effectiveness of the ‘bus stop method’ – where people moved round flipcharts leaving one person to stay behind and give explanations of the group work. After 10 minutes of explanation and discussion a new person would then stay with the flipchart to inform next group. Further comments were that the analysis tools used in the group work were helpful to develop analytical power and gave opportunity to share experiences. A further comment was that the case studies/scenarios were based on almost real situations and were stated as very much relevant to the country context.

- **The workbook:** The majority of the participants were happy with the workbook as it included all the topics covered and systematically filed all documents and notes for future study and reading. The space to take notes, the key points, case studies, objectives of each session were all appreciated.

Improvements would be to:

- Circulate the lessons learnt during the session discussions.
- Incorporate facilitators’ presentations and other graphics.
- Provide a soft copy.

- **Coaching:**

Most of the participants had received two coaching sessions before attending the second workshop. Their feedback on these was that:

The sessions had been very useful and were really helpful to think more analytically

Enabled exchange of learning points. Received some tips which seem effective.

The coaching enabled troubleshooting during implementing action plan.

Coaching helpful to build confidence and know experiences of other regions.

So effective and learned new techniques during discussion with coach who is very supportive and cordial.

Received tips and motivational advice regarding communication with influential actors in the community and how to coach mid level managers to establish good team work.

Had one session. It is very useful not only limited to this learning event. It is helpful for daily work too.

Another comment was that a 1 hour coaching session is not enough to clarify one issue per session and two coaching sessions only means two topics covered.

M&L participants in Bangladesh are not providing coaching to participants on the Core Skills programme. However, some of them have used a coaching approach with their project staff, mid level managers and to colleagues. Their findings were that 'It is a nice method which is improved by practice'; 'Conducting coaching I have learnt and developed about questioning skill, more knowledge about the selected subject, learning from each other and help them to build confidence'.

Where coaching has not happened this has been due to communication internet problems, demands of field work and the strikes that took place in the country before the last workshop.

- **Buddy/action groups:** At the end of the first workshop, the participants were put into buddy groups (grouping as far as possible by location) to encourage support between the participants.

Contact has been made through email and phone and meetings to talk about individual learning and challenges. One group plans to visit and attend each other's programmes. The buddy groups give the space to discuss knowledge and build on learning. It is an effective method as they are working through similar things and it is helpful to discuss with others how to overcome different challenges in day to day work.

- **Other comments and suggestions:** Many participants expressed their appreciation of the workshop and the course overall. Specific comments were: 'Strong package to improve me as a manager'. 'Facilitators were very nice, materials very helpful for me and organisation'. 'Please keep in touch'. 'Implemented workshops (1 and 2) was very much effective to increase my skill and listening power'. 'Facilitation style and time management was the best thing'.

Other feedback was:

- A field visit may be more effective way to learn.
- Need for more consolidation of learning/topics discussed – how these link together and achieve the overall competency framework.
- Sessions could be more sequential, in line with competency framework.

- Include financial and budget management into a session.
- More in depth discussion on subject matters.
- More reading materials (through email) from CBHA.
- Facilitating our capacity building through exposure visit to practical situations, countries affected by earthquake.
- I would suggest if possible to organise the 3<sup>rd</sup> workshop on learning sharing.
- Include more time to relax
- Provide us with soft copy of materials
- Give us more coaching sessions with international coach
- Tea/coffee cups could be bigger in size.

### **Further action**

At the end of the workshop, the participants completed another action plan for the end of the course, discussing this within their buddy groups, enabling them to share information, progress and to support each other.

The participants are expected to spend 2 – 3 hours work a week developing their Humanitarian Management and Leadership Skills development programme (as per the learning contract). The participants are all encouraged to discuss their action plans with their line managers, ensuring their objectives are useful for their agency and realistic.

The participants are also encouraged to make the best use of their last coaching session with their coach before the end of the course, as coaching is a key opportunity provided within this programme.

In order to successfully complete the learning programme, the participants are required to submit a poster that explains their learning project and their individual reflections from the nine-month learning process. Full details of the schedule and process for completing this will be sent by Caroline Hotham, the CBHA Project Manager. The Bangladesh learning event will be held on 24 November 2011 and the M&L programme itself finishes on 25 November.

The facilitation team wish you every success in the last phase of this programme. If there are any questions do not hesitate to contact Caroline Hotham, the Project Manager for the CBHA Humanitarian Capacity Building Programme, or Katherine Olsen, the Project Officer.

We are very happy to stay in contact with you too and our emails are shown on the front of this report.

We wish you well.

Sara, Annie, Julie, Jeroen







## Appendix 1

### CBHA: Humanitarian Management and Leadership Skills Development Programme: 2nd face-to-face Workshop: Outline

By the end of the Humanitarian Management and Leadership Workshop 2 participants will have:

- Reviewed their learning on a personal level and how it contributes to agency learning;
- Identified key themes of humanitarian leadership and developed associated skills;
- Identified ways and actions to work through humanitarian challenges;
- Practised skills and techniques to inform and prioritise programme choices, practice and impact.

Arrival Day / Day 1	Day 2	Day 3
<b>Humanitarian leadership</b>	<b>Influence and impact in the humanitarian context</b>	<b>Looking Forward</b>
	<b>2.1 Staff recruitment and development</b> <i>Applying competency-based approach to staff recruitment to achieve results.</i>	<b>3.1 Humanitarian Leadership</b> <i>Themes and stories of humanitarian leadership and impact in this context.</i>
	<b>Break</b>	<b>Break</b>
Travel to venue and check in.	<b>2.2 Contextual analysis</b> <i>Carry out a political and contextual analysis to improve skills of decision making and critical judgement</i>	<b>3.2 Action planning and evaluation (100 minutes)</b> <i>How best to continue to learn and build up your humanitarian skills and knowledge. Closure and farewells.</i>
<b>Lunch</b>	<b>Lunch</b>	<b>Lunch and Departure at 14.30</b>
<b>1.1 Review of action planning from workshop 1 (110 mins)</b> <i>Gain understanding of how they get things done and what that tells them about themselves through an assessment of what and how they have learnt from recent experiences.</i>	<b>2.3 Engaging and influencing key actors</b> <i>How to engage and influence critical stakeholders</i>	
<b>Break</b>	<b>Break</b>	
<b>1.2 Leading effective teams</b> <i>How to connect and bring team members together to achieve in a pressured environment</i>	<b>2.4 Managing risk in humanitarian response</b> <i>Analyse risks to improve design and management of humanitarian programmes.</i>	
<b>Dinner</b>	<b>Dinner</b>	
<b>Evening: Action/Buddy Groups</b> <i>In action/buddy groups, share problems and challenges relating to humanitarian leadership and find solutions through peer coaching (informal session).</i>	<b>Evening: Optional Q&amp;A session</b>	

**Appendix 2: CBHA Humanitarian Management & Leadership Skills Development Programme – Attendance list of Participants in Bangladesh Workshop 2 July 2011**

<b>Nominating Agency</b>	<b>M &amp; L Participants</b>	<b>Title</b>	<b>Email Address</b>
<b>ActionAid</b>	Mr. Shamsher Ali	Manager - Land rights	Shamsher.Ali@actionaid.org
<b>Action against Hunger</b>	Mr. Tapan Kumar	Assistant Food Security Coordinator	fsagri@bd.missions-acf.org
<b>CARE International UK</b>	Ms. Rama Saha	Technical Coordinator, Disaster Risk Management, FSUP	rama@bd.care.org
	Mr. Palash Mondal	Technical Manager-Humanitarian Assistance, SHOUHARDO II Program	palashm@bd.care.org
<b>CAFOD/Caritas</b>	Mr. Pintu William Gomes	Program Manager, Capacity Building in Disaster Management	pmdmd@caritasbd.org
<b>Christian Aid</b>	Mr. Golam Motasim BILLAH	Emergency Programme Officer	gbillah@christian-aid.org
<b>Concern Worldwide UK</b>	Mr Iqbal Hossain	Training and Development Officer	Iqbal.mdhossain@concern.net
	Ms. Fahmida Jigor Jahan	Programme Manager, Pally Bikash Kendra (PBK) ((partner of CWW)	bfjjahan@yahoo.com
<b>Islamic Relief Worldwide</b>	Mr. Md. Iqbal Hossain (Ratan)	Project Coordinator (Emergency and Disaster Risk Reduction Department)	Iqbal@islahmicrelief-bd.org
<b>Oxfam GB</b>	Mr. Humayun Kabir	Public Health Engineer (PHE)	htalukder@oxfam.org.uk
<b>Plan International UK</b>	Mr. Mobarok Hossain	Program Unit Manager	mobarok.hossain@plan-international.org
	Dr. Hrishikesh Sarker	Program Unit Manager	hrishikesh.sarker@plan-international.org
<b>Save the Children UK</b>	Mr.Mohammad Shamsuzzaman	Project Officer-Emergency	shamsuzzaman@savethechildren-bd.org
	Mr. Shah Suja	DM-Training, (DRR), Save the Children-USA	ssuja@savechildren.org
	Md. Harun or Rashid	Manager-ECB (Save the Children)	mrashid@savechildren.org
<b>Tearfund</b>	Mr. Patrick Palma	Capacity Building Adviser, CRWRC	palmacrwr@gmail.com
	Mr. Elish Arun Majumder	Disaster Management Adviser	elishmajumder.bd@gmail.com
<b>World Vision UK</b>	Mr. Dominic Reberu	Project Officer, Disaster Management, Livelihood Security Project	<a href="mailto:robirozario@wvi.org">robirozario@wvi.org</a>



## **M&L Evaluation Reports Bangladesh Workshop 2 July 2011**

### **What was most useful/relevant session to develop your humanitarian management and leadership skills and why?**

Interpersonal skills that deliver results – my role is coaching and mentoring. Managing risk in humanitarian response – part of my professional responsibility.

Managing risk in humanitarian response – most of time I am involved in emergency response work. This learning will help me to identify risk and take action to resolve urgently.

Risk management – use it immediately.

Leading team – it helped me to learn different leadership approaches and style and how to apply them in different context.

Risk management – in many cases organisation does not allow managers/leaders to take risk and if do and goes wrong then blamed. This tool will help to influence managers.

Leading effective teams; risk analysis and management; engagement and way to influence stakeholders – as a humanitarian leader this subject are very important to take quick and appropriate decisions.

Contextual analysis – proper analysis of the context helps manager to make appropriate decisions

Context analysis, risk analysis – in humanitarian situations the context is rapidly changing and uncertain. Context analysis is helpful to come up with changing situations considering the risks.

Case study/practical scenarios for easy understanding and leadership. Building a team – what kind of leadership is important. Core humanitarian competencies framework – relevant to our job.

Stakeholder – effective project activities; teambuilding – increase commitment; risk management – know the best option.

Leading effective team – improve managerial quality.

Staff recruitment and development; managing risk; engaging and influencing key actors. These are challenging activity in all our work. Without skills in these we do not achieve our goals or objectives.

Leading effective team – as I am involved with the team management.

Humanitarian leadership – leadership is the important learning context

Humanitarian context analysis - provided a clear understanding on how to write a context that would be helpful in future.

Deeper self awareness - - learn more about my style to increase positive impact in humanitarian situation.

Leadership challenges

Context analysis – new techniques came out of discussion

### **3 key learning points you will make use of immediately**

Practicing skills of questioning and listening power

Using risk matrix to prioritise the biggest risk

Risk identification and management; stakeholder analysis following interest and influence; preparation of competency based questions for recruitment.

Use competency based frameworks to develop job description and manage my staff members. Use Sphere video in next training for staff.

Leadership style depends on context; stakeholder analysis - interest and influence; risk management is a continuous process.

Coaching; stakeholder analysis; team leading.

Getting problems solved involves team members.

Leadership style, self awareness, critical judgment and cope with changing situations; strategies of involving and engaging stakeholders.

Differential between knowledge, behaviour and competencies. Define stakeholders is part of stakeholder matrix; identify leadership quality.

Stakeholder analysis, risk management.

Contextual analysis, standards and principles

Leadership skills and competency; questioning method; risk and stakeholder analysis.

Leading effective team; staff recruitment and development; engaging and influencing key stakeholders

Leading effective team; 3 key factors affecting leadership styles; risk and vulnerability analysis.

Knowing to ask competency based questions during an interview for recruiting the right person to right position. This helpful for manager to select right potential people.

Code of Conduct, Sphere.

Ensuring transparency and accountability and collaboration relations building through effective communication.

Leading team effectively; managing risk, engaging and influencing others

### **What was most helpful in your preparation for this workshop?**

Pre workshop package Learning project is helpful to prepare me  
Better understanding of competency framework  
The workbook was very helpful Pre workshop booklet  
Buddy group preparatory meeting  
Pre workshop pack. Effective communication from CBHA. Coaching.  
Sphere book; GEG, video clips (Sphere). CBHA learning materials; facilitator and participants' practical experiences  
Pre workshop pack, email correspondence. Learning pack  
Preparing project; learning wheel; reading Sphere handbook.  
Workbooks and handouts helpful.  
Pre workshop pack. Informing participants early about workshop details.  
Core humanitarian competency framework. Pre workshop pack.  
Workbook most helpful Pre workshop materials and coaching

### **What were the effective learning methods used in this workshop and why?**

Group work – doing and sharing experiences  
Group work – discussion. Sharing ideas based on practical experience, learning from others.  
Case study; group discussion – deeper analysis of the issues.  
Case studies, examples, scenarios and exercises – interactive.  
Bus stop method – people moving round flipcharts leaving one person to stay behind and give explanations. Next time another person stays to inform next group.  
All techniques and methods are really good for us and it will help us during own facilitation; case scenario group work; techniques for ensuring participation by all – create learning space  
Group work and plenary discussion – participants contributed a lot providing thoughtful insights on issues given.  
Interactive methods; group works. – explored opportunity for mutual learning.  
Contextual analysis in emergency period – important in leadership responses.  
Group work – contribute own experience, visualise – understand clearly, video clips- minimise the gaps.  
Small group exercise; learning by doing – creates opportunity to learn from colleagues through interactive discussion  
Analysis tools; group work – helpful to develop analytical power – opportunity to share.  
Group action; individual and group brainstorming; homework – share methods very effectively implemented and all participation.  
Group work and discussion – more ideas.  
Bus stop method – very effective – everyone involved.  
Bus stop and all of participatory methods – all able to say things in group.  
Case study/scenario analysis – based on almost real situation and very much relevant to our country.  
Participatory and interactive learning method – lots of new learning came out.

### **What is the best thing about the workbook?**

Competency framework All topics included.  
Systematically filed all documents and notes for future study and reading  
Workbook is better than handouts. Blank pages to write notes on.  
Topics sequential so takes less time to find things. Humanitarian leadership  
Easy and simple. Well organised Competencies framework  
Key messages Space to take notes Key points, case study, objectives of each sessions  
Influencing and impact in the humanitarian context Sequentially organised according to session content. Identify key themes in workshop Well organised

### **What could be improved about the workbook?**

Circulate the lessons learnt during the discussion.

Incorporate facilitators' presentations and other catchy things.  
Include more documents Pictorial/communicative sketches Add graphics Soft copies  
Tabular form, diagrams, clipart presentation. Soft copy Give more detail on each session.  
Discuss it with buddy group

### **Any other comments or suggestions:**

A field visit may be more effective way to learn. More group work.  
Consolidation of learning/topics discussed – how these link together and achieve the overall competency framework.  
Sessions more sequential in line with competency framework. Include financial and budget management into a session.  
Arrange field visit for the group to other emergencies outside Bangladesh.  
More in depth discussion on subject matters.  
More reading materials (through email) from CBHA.  
Facilitating our capacity building through exposure visit to practical situations, countries affected by earthquake.  
Strong package to improve as a manager. Facilitators were very nice, materials very helpful for me and organisation  
Please keep in touch  
Implemented workshops (1 and 2) was very much effective to increase my skill and listening power. I would suggest if possible to organise the 3<sup>rd</sup> workshop on learning sharing.  
Include more time to relax  
Soft copy Include field visit  
Facilitation style and time management was the best thing  
Give us more coaching sessions with international coach  
Tea/coffee cups could be bigger in size.

### **Coaching**

Received two coaching sessions and it was very useful  
Received two coaching sessions. 1 hour coaching session is not enough to clarify one issue per session so two coaching sessions only means two topics covered.  
I have received one coaching session. I provided 3 coaching sessions to the project staff of my project.  
I have given coaching to a colleague. It is a nice method which is improved by practice.  
Have had two sessions – really helpful to think more analytically.  
Received 2 coaching and delivered 6 sessions to core skills participants. This is very effective to help me fill my gaps and build my confidence. Conducting coaching I have learnt and developed about questioning skill, more knowledge about the selected subject, learning from each other and help them to build confidence.  
Talked to my coach via Skype and exchanged learning points. She gave me some tips which seem effective. She is to provide core examples relevant to humanitarian response.  
2 times. The coaching enables me to troubleshoot during implementing action plan. We talk about way forwards.  
Have had one coaching session. It was more than one hour and very helpful to me.  
Due to communication problem I have not received coaching from my coach. Not their fault. I have received email contact.  
Not received yet.  
I have received one, missed another due to field work and not able to connect with internet. Coaching helpful to build confidence and know experiences of other regions.  
I have given 3 coaching and received 2 coaching sessions. The coaching that I received was very effective to increase my skill in this.  
Communicate by email with coach – no laptop.  
I have given coaching to one of my colleagues on organisational behaviour. I also received coaching on stress management. The 'stress management' sessions (two) were so effective and I learned new techniques during discussion with my coach. He is very supportive and cordial.  
Two times. It was effective as many unsolved questions have been solved.  
I have given 2 coaching sessions to mid level managers and received 1 from one of the training participants and 2 from external coach. My coaching session with my coach was very interesting and I

got several tips and motivational advice regarding communication with influential actors in the community and how to coach mid level managers to establish good team work.  
Had one session. It is very useful not only limited to this learning event. It is helpful for daily work too.

### **Buddy/Action group**

We contact each other by phone. We plan to visit and attend each other's programmes next.  
We have arranged one time to meet but we regularly communicate via email.  
We are yet to strengthen our buddy/action group.  
Had contact with them through emails. Should be more frequent in future.  
Two times and effective.  
Communicating over telephone. Need to build better collaboration.  
Met one time between trainings. Helpful for preparation.  
3 times. Shared our experiences gained through implementing our action plans. It was helpful, problem solving.  
Contact over telephone. Shared materials.  
Not possible to meet with buddy group – spoke on mobile.  
Rarely – will meet soon.  
Buddies very busy with assigned jobs. Met formally once and informally with individuals 3/4 times.  
Space to discuss knowledge.  
I have close connection/communication with my action group. Contact through email and met once to talk about individual learning and challenges.  
3-4 times contact with buddy group for preparation for workshop.  
I had several contact with my buddy group members which helped me to make clear my learning.  
Three times. Effective as working through similar things.  
Once – not so effective as we did not have enough time.  
We have had several contact/interaction individually but difficult to meet in number. Met once to discuss current work and review progress and way forward. It is very much helpful to overcome different challenges in day to day work.