



INFECTIOUS DISEASES INSTITUTE

IDI SCALE – IT PELS TRAINING BURUNDI COHORT AUGUST - SEPTEMBER 2024 INTERVENTION REPORT

Submitted by:

Imprint (U) Ltd

Private & Public Management Consultant,

24 Kenneth Dale, Kamwokya, P.O. Box 70770 Clock Tower, Kampala Uganda

Tel: Mob# 0752 705707, UTL# 0414 690371

E-mail: admin@imprintltd.com jsmukasa@imprintltd.com,

Website: www.imprintltd.com



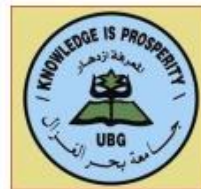
ACKNOWLEDGEMENT

I wish to acknowledge with thanks the Infectious Diseases Institute (IDI) – SCALE – IT Project, funders and partners for entrusting us with this important assignment of building the capacity of the REC Administrators in Personal Effectiveness and Leadership Skills (PELS). We are always excited to work with IDI in enhancing the capacity of its staff. Special thanks go to the Principal Investigator (PI), Dr Pauline Byakika, Co-PI Dr Barbara Castelnovo, Kenya PI Dr. Ramadhan Nyandwi, Administrative Assistant Burundi Bazirutwabo Hussein, Dr. Munezero Belyse (Participant who supported us translate English to French), Project Officer SCALE-IT Mathius Amperiize, Project Administrative Assistant Belinda Twesigye, and the E-learning Specialist, Linda Namara for overseeing this intervention and providing timely and practical guidance. Mathius was key in the preparations for the success of the training workshops.

Many thanks also go to the facilitators Dr. Lydia Mpanga Sebuyira and Ssamula Rodgers Ivan, and the entire team at Imprint for the pre-and post-intervention activities that have always ensured the success of the training.

Imprint (U) Ltd is pleased to continue engaging with IDI to develop the capacity of its staff. We are committed to delivering the best quality capacity-building interventions that will propel the Institute towards the realization of its mission and vision. We look forward to continuously providing interventions aimed at enhancing the capacity of the REC Administrators in East Africa and being your preferred capacity-building business partner.

Dr. Jeff Sebuyira - Mukasa
Chief Executive Officer
Imprint (U) Ltd
October 2024.



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1 BACKGROUND TO THE ASSIGNMENT

1.1 INTRODUCTION

The Infectious Diseases Institute (IDI) is a Ugandan not-for-profit organization whose mission is to strengthen health systems in Africa, with strong emphasis on infectious diseases, through research and capacity development. IDI has six operational areas through which it works to achieve its mission: Prevention, Care and Treatment; Training, Research, Laboratory services (including the CAP-certified IDI Core Lab & Translational Lab), Global Health Security and Health System Strengthening.

IDI in partnership with Epicenter, France and Kenya Medical Research Institute (KEMRI) obtained funds from the European and Developing Countries Clinical Trials Partnership (EDCTP) to develop the capacity of the Research Ethics Committees (RECs), researchers, clinical trial monitors, administrators from RECs, and National Regulatory Authorities (NRAs) in emerging and complex study designs, clinical trial monitoring and, Personal Effectiveness and Leadership Skills across the six East African Countries; - Uganda, Kenya, Tanzania, Burundi, Rwanda, and South Sudan. To successfully implement this, the Scaling Up Capacity to Support Conduct of Clinical Trials in EAC (SCALE-IT) Project was designed.

The SCALE-IT project aims to enhance the EAC's capacity for high-quality research review, conducting research, and overseeing it at international standards. This project provides training in scientific and ethical principles and in research with emerging and complex study designs. The specific objectives are:

1. To train National Research and Regulatory Authority (NRRA) personnel, Research Ethics Committee (REC) members, researchers and clinicians on scientific and ethics review and conduct of research with emerging and complex study designs including adaptive platform trials.
2. To train NRRA personnel and REC members on oversight, monitoring, and pharmacovigilance of clinical trials, and
3. To train NRRA personnel, REC and research administrators on personal effectiveness and leadership skills (PELS) to manage the increasingly complex research processes.

Therefore, Imprint (U) Ltd was invited to facilitate a Personal Effectiveness Leadership Skills Programme for the REC Administrators which is under objective three (3) to build and enhance the required knowledge, skills, and behaviour for effective and efficient operations of the Research Ethics Committees.

The 2-day face-to-face training was held on 15th – 16th August 2024 at University of Burundi, Bujumbura, and the virtual session was held on the 27th September, 2024.

1.2 OBJECTIVES OF THE TRAINING INTERVENTION

The overall objective of this course was to equip the participants with Knowledge, Skills, and Attitudes, to enable them to effectively manage stakeholder relationships and efficiently run the Research Ethics Committee (REC) operations, thus improving the turn-around time for Research Ethics approvals in the selected Eastern Africa countries.

Specifically, by the end of the first training, the participants were expected to be able to:

- ✓ Describe an overview of the REC ecosystem, including the research industry, global trends and regulatory changes and answer the question: "What is going on in our industry?"
- ✓ Clearly elaborate on the role and mandate of the REC, and the Key Performance Indicators for the REC



- ✓ Discuss the REC operations flow, the bottlenecks and factors that influence them.
- ✓ Clearly and accurately explain issues, policies, procedures, relevant updates and other pertinent information to stakeholders including difficult cases where the policy or procedure is unclear.
- ✓ Express disagreement in a constructive, courteous and assertive way at all times
- ✓ Show empathy and ease in resolving difficult or confrontational situations.
- ✓ Conduct a stakeholder analysis, including identifying and categorizing the internal and external stakeholders of the REC.
- ✓ Diagnose the respective needs of the different REC stakeholders and the role of the REC administrator in meeting stakeholder needs.
- ✓ Persuade and influence people across all levels (both internal and external) through networking, communicating effectively.
- ✓ Give effective feedback to others that leads to change in behaviour.
- ✓ Achieve high volume of quality work within acceptable timeframe through prioritization, focusing and multitasking whenever necessary hence enhanced.
- ✓ Delegate and manage a team to produce excellent work in an acceptable timeframe.
- ✓ Have a strong sense of urgency about solving problems and getting work done.
- ✓ Always express disagreement in a constructive, courteous, and assertive way.
- ✓ Appreciate the need for empathy, application of due diligence and sound judgment whenever dealing with stakeholder interactions.

1.3 DELIVERABLES OF THE INTERVENTION

Upon successful completion of the two (2) day face-to-face, and half (1/2) day PELS training, the facilitators were expected to deliver a report that clearly articulates:

- ✓ Pre and Post Knowledge assessments
- ✓ Training Reports for each EAC Country Cohort
- ✓ Proof of completion of the 2-day workshop with attendance lists
- ✓ Proof of completion of half-day virtual training session
- ✓ Training Evaluation Results
- ✓ Submission of electronic copies of the training report to IDI SCALE-IT
- ✓ Provide Certificates of completion to participants



1.4 THE COURSE STRUCTURE AND WORKSHOP PROGRAM

To achieve the objectives and deliverables of this intervention, the facilitators used a highly effective experiential learning approach, including interactive lecture sessions, and a carefully selected collection of activities/assignments interspersed with participation, reflection, and discussion. These were facilitated according to the program structure below.



Key

Colour Section

| | |
|--|--|
| | Orientation, Introduction to Individual Learning Plan and Introduction to Action Learning Projects |
| | The REC and Your Role |
| | Growing Your Personal Effectiveness |
| | Growing Your Personal Leadership Skills |
| | Growing People Around You |
| | Difficult Conversations |

The PEELS Program was facilitated over two months, blended, comprising of a two-day highly interactive face-to-face training sessions, and a half-day virtual classroom session separated by a four-week intersession period, and interaction with online materials on the IDI E-Learning Platform. The workshop program below shows how the sessions above were facilitated for both face-to-face and virtual training.

PELS TRAINING PROGRAM 2024

| TIME | PHYSICAL / FACE TO FACE | | | VIRTUAL |
|---------------|---|--|---------------|---|
| | Day 1 | Day 2 | | Virtual Training Session |
| 7:30 – 8:00 | • Arrival and Registration | • Arrival and Registration | | |
| 8:00 – 8:30 | • Welcoming Remarks | • Recap of Day 1 | | |
| 8:30 – 9:00 | • S0: Introduction to PELS Course, Pre-test | • S8: Effective Communication | | |
| 9:00 – 9:30 | | | | |
| 9:30 – 10:00 | | | | |
| 10:00 – 10:30 | • S1: Overview of the REC Ecosystem and Processes • S3: My Role as a REC Admin | • S9: Effective Working relationships | | • S7: Influence Without Authority |
| 10:30 – 11:00 | TEA BREAK | TEA BREAK | Interession 1 | • S8: Continuation of Effective Communication |
| 11:00 – 11:30 | | | | • Course Post-test (online) |
| 11:30 – 12:00 | • S4: Personal Productivity | • S11: Effective Feedback | | |
| 12:00 – 12:30 | | | | |
| 12:30 – 13:00 | • S2: Stakeholder Analysis | • S12: Conflict Management | | |
| 13:00 – 14:00 | LUNCH BREAK | LUNCH BREAK | | |
| 14:00 – 14:30 | | | | |
| 14:30 – 15:00 | • S5: Wow Customer Service 1 | • S13: Wow Customer Service 2 – Difficult Stakeholders | | |
| 15:00 – 15:30 | | | | |
| 15:30 – 16:00 | • S6: My Role as a Leader | • Course Evaluation • Course Wrap-up | | |
| 16:00 – 16:30 | EVENING TEA | EVENING TEA | | |
| 16:30 – 17:00 | • Departure | • Departure | | |

1.5 PARTICIPANT’S WORKSHOP EXPECTATIONS

To ensure that the participants received valuable experience from the training, we asked them to share expectations for the PELS training to enable the facilitators to customize the training to meet these specific needs. Each participant was given a sticky note to write their expectations and then pin it up on the flipchart in front of the class. The facilitator then grouped the expectations in themes for better management as shown in the table below.

It was exciting to learn that the participants were eager and open to learning. They were enthusiastic about enhancing their leadership and effectiveness skills and were expectant that the training would offer exactly that. The stated expectations were combined with the overall workshop objectives to deliver an outstanding intervention.

1. To increase my leadership capabilities
2. Planning activities of projects and leadership
3. Win experience in leading and convey people in effective objectives
4. Opportunity to learn and prepare the project research
5. Enhancing my experience in leadership
6. To have the best characteristics of the leader with leadership
7. My expectations, I will be equipped with sufficient knowledge related to personal effectiveness in conducting activities as well as the characteristics of a good leader in governance and in the management of a company or institution.
8. To acquire knowledge in leadership and communication skills
9. To deepen knowledge related to the characteristics of a true leader (b) to know how one can develop a research project (c) to identify the place of each stakeholder in my work of research (d) know the role of considering weekly planning

10. After the training I expect to have skills in non-violent communication and leadership
11. My expectations are to know more information about leadership in order to become a best leader and to help others to become also good leaders. To know how to conduct research or to do research as a best leader as soon as I am a teacher-researcher.
12. To develop leadership skills.
13. To get capacity to be a good leadership

1.6 DELIVERY MODE AND METHODOLOGY.

The facilitators adopted a blended learning approach to ensure the intervention's objectives are achieved. The methodology consisted of a 2-day face to face training, online self-paced learning using the IDI Learning Management System which was crowned off with a half-day virtual session.

a) Face-to-face Training.



The delivery approach used under face to face involved a highly interactive and engaging process, lecture sessions, video clips, illustrations, open discussions, group exercises, discussions, and presentations, relevant to adult learning interventions.

To ensure that the training intervention was successful, it was run along the experiential learning ethos of 10% classroom, 20% near the job, and 70% on the job that reinforces application in the workplace. The 70:20:10 principle was achieved by participants practicing what they were taught (70% on the job). The 10% classroom program structure was a mix of theory and practice, which will increase the application of the learning back in their

work environment. Various forms of simulations were used to facilitate the practical element of the workshop where participants got to apply knowledge gained through the lecture sessions.

b) Online Self-paced Learning

Online learning was enabled by the IDI E-Learning Management System. The PELS training materials were uploaded on to Moodle by the IDI online training team and the participants were enrolled accordingly. The online learning was self-paced and commenced after the face-to-face session up to when the virtual session was held. Each session comprised of quiz questions at the end to support participants check their understanding of the respective concept. The participants completed their pre-and-post-tests on the Moodle platform. Online learning was also supported by a WhatsApp group used by the trainers to remind participants to do their assignments and keep them engaged until the virtual session. Participants also shared experiences of how they were applying the learnings and challenges faced to enable trainers support them accordingly.

c) Virtual Training Session

A half-day virtual session was held to follow up on the participants' progress on the learning implementation and complete the last two sessions. The session included an interactive presentation, case scenarios, discussions and video



2 DESCRIPTION OF THE WORKSHOP AND KEY LEARNING

The intervention was facilitated by trainers from Imprint who ran a 2-day face-to-face training and a half-day virtual session. To enable a thorough process that allows discussion and peer-to-peer learning, the participants were divided into two (2) learning groups at random. This created a rich environment which allowed participants to freely interact with one another across their different divides and experiences. The workshop was graced by the Burundi Principal Investigator and the SCALE-IT Project Officer who will be key resources in following up the participants and helping gather feedback on the progress of the applications of the learning in the workplace. The University of Burundi team was very supportive in hosting the training and ensuring effective learning for participants.

Using exercises, games, discussions, videos, case scenarios, role-play, group activities, and reflections, the participants had an opportunity to learn, practice and explore what it takes to lead and be effective as a REC Administrator. The Imprint experiential learning model supported the participants to appreciate the fundamentals of personal effectiveness and leadership at a much faster rate and allowed them to be fully engaged. The participants appreciated the rationale for the training and the need to polish their leadership skills. The practical approach was successful as it helped the participants relate with the theory concerning leadership, management, and personal effectiveness and how those benefit the participant and organizational goals.

The participants were divided into groups at random. The formation of the groups was to ensure that there is room for peer learning with a sense of inter-group competition which motivated the participants to remain fully engaged throughout the training. In their groups, they worked on different activities such as documentation of the REC process and identification of bottlenecks, group discussions, and role plays, identified REC stakeholders and their needs, and presented different discussion points.

2.1 KEY LEARNINGS FROM THE SESSIONS

A description of the different sessions and activities with their respective purpose and key learning, observations, and recommendations, as they happened during the two-days face-to-face, and half-day virtual session is explained below:

1. **SESSION 1: OVERVIEW OF THE REC ECOSYSTEM**

This session aimed at supporting participants in understanding the REC's 'ecosystem', including the research industry, global trends, and regulatory changes. The participants understood that the REC Ecosystem comprises key stakeholder groups such as Researchers, Committee members and Research Administrators, and this enabled them to explain how the REC functions as part of a larger research ecosystem within the institution, national and global research environment, provided a clear understanding of the flow of research operations, the different processes and knowledge of the REC stakeholder network and other key players in the research space.

In their groups, the participants were tasked to document and flowchart the Protocol Approval Process and map out the bottlenecks. After, the groups presented to the whole group and received feedback from the rest of the participants.

The bottlenecks were identified, and the participants brainstormed on the possible solutions to overcome the above bottlenecks. The facilitator stressed



that although such constraints exist, these should not hinder effective decision-making. She emphasized that a successful administrator should learn to be proactive and navigate these bottlenecks for successful operations.

2. SESSION 3: MY ROLE AS A REC ADMINISTRATOR

This section focused on the role of the REC Administrators to equip them with personal effectiveness and leadership knowledge, skills and attitudes that would enable them to work more efficiently and to overcome challenges in stakeholder relationships. This was about helping speed up the processing of research ethics review applications. It included the different aspects comprising their roles, especially the core competencies required. They also learned how the different competencies impact the critical steps in the REC core processes and the REC stakeholder interaction. The case used is that when one joins REC as an administrator, they are given job descriptions that outline the key roles and responsibilities, however, in the daily work administrators find out that there are several other things that they end up doing which are not related to their role.

With guidance from the facilitator in an open discussion, the participants listed and discussed the key competencies that the REC Administrators needed to make each process efficient, and how they would clear the identified bottlenecks. These competencies included but were not limited to; Interpersonal, Communication, Adaptability, Customer service delivery, Personal mastery, Strategic thinking, Teaching and Learning support. Using open discussion, the participants brainstormed the key roles of REC Administrators. The facilitator further tasked the participants to reflect on the bottlenecks discussed in the earlier session and think about how the core competencies can help relieve them.

3. SESSION 2: STAKEHOLDER ANALYSIS

During this session, the facilitators took participants through the process of stakeholder analysis and management. The emphasis was put on the identification of stakeholders, analysis of their expectations and influences, and development of appropriate strategies to work with the stakeholders using the Mendelow's stakeholder analysis model. The trainer emphasized the importance of stakeholder management if the Administrators were to become effective and efficient in their roles.

The participants were introduced to the concept of stakeholder analysis with a keen focus on Mendelow's stakeholder analysis and through open discussion, the participants identified the REC key stakeholders, analyzed their influence/power against interest. Afterwards, the stakeholders grouped in were mapped on the Mendelow's grid (Latents, Promoters, Apathetics and Defenders) as shown on the side. The strategies for managing each stakeholder category were discussed as outlined below;

- Promoter – Manage Closely
- Apathetic – Monitor
- Latent – Keep satisfied.
- Defender – Keep informed.

A stakeholder mapping template was provided to each participant to support them map and engage when they go back to their workplaces. The template is a live document and if participants use it well, they will be able to manage the stakeholder expectations.

4. **SESSION 5: WOW CUSTOMER SERVICE 1 - Timely Problem Solving and Response to Enquiries**



Administrators play a pivotal role at the REC and as such they must go above and beyond to keep the customers / stakeholders happy. Through their daily interactions with the different customers, it's important that customers experience "Wow!" service. As administrators, a major part of their role is to detect and solve stakeholder problems timeously. In this session, the facilitator stressed that in providing customer service, the priorities of the organization have to match the priorities of their stakeholders and at the minimum, the administrators had to ensure that they are meeting stakeholders' basic needs such as friendliness, being understanding and showing empathy, fairness and control in order for the stakeholders to feel that they have impact on how things turn around, availability of options and alternatives in getting what they wanted to be accomplished and information being readily available. They were made aware that a basic need might be something simple like keeping their stakeholders updated with the latest status of their research application, or a suggestion to speed up the process.

The facilitator used the *On-Time Clip* to assist participants define what on-time is for the REC Stakeholders and ways of ensuring timely problem solving and how to respond to stakeholder enquiries. The key lesson from the clip was "customer service is not just giving the customer what they asked for, but what is required is going the extra mile in providing stakeholders with a "Wow!" service experience, as it is the extras that make the difference, most of the time".

5. **SESSION 5: PERSONAL PRODUCTIVITY**

During this session, the participants learnt about the Eisenhower Urgent and Important matrix where they identified the urgent and important activities involved in their role, setting time-bound (SMART) goals with clear understanding of the urgency and importance of required tasks, prioritization of tasks to guarantee smooth and efficient operations, agility, multitasking and focus on tasks that achieved excellent execution. The session concluded with helpful productivity tips and tools that would put the Administrators on a path to excel in their role at their current workplace/institution and interact with different stakeholders, at home and in the community.

Using a video clip by Steve Covey on weekly planning, the facilitator supported the participants to reflect on how to plan their activities for their month, week, and day, have realistic estimates of the size of tasks, prioritize the important, rather than the urgent, manage their energy i.e., do their heaviest tasks when they have most energy, and ensure regular rest, exercise and relaxation, manage their environment – their office and records, and manage their time. The participants reflected on guidelines of weekly planning by Covey:

- Plan your week, each week before the week begins.
- Review your mission and roles; organizing your life around your roles helps you to maintain balance and focus.
- Identify the Big Rocks first; Ask yourself the Big Rock question – What is the most important thing I could do this week that will make the most positive difference?
- Schedule the week.

The participants further appreciated the role of being pro-active in personal productivity and practices, procedures, how they could influence productivity, monitor task progress, and keep stakeholders informed.

6. SESSION 6: MY ROLE AS A LEADER

This session was aimed at helping the REC Administrators appreciate their role as leaders. The facilitators took them through the tasks of leadership and management and what it takes to build their confidence as leaders. She further emphasized that leadership exists within each one of them, but it is never easy for one to take the lead, the administrators need to make decisions and face challenges, but it could become natural and rewarding as they practiced leadership.



“The Research and Ethics Committees of today need more Leadership than Management”

In their groups, the participants discussed the aspects of their roles as REC Administrators required the use of leadership and management skills. And later, the participants reflected on the article “What Leaders Really Do” by John P. Kotter, as a precursor for the debate. The hot debate’s motion was “The Research and Ethics Committees of today need more Leadership than Management.” This activity was aimed at helping participants understand the need to balance both leadership and management skills in their work for them to be effective.

Emotional Intelligence was yet another aspect that was covered in this session to enable the participants to understand themselves and others, lead others and manage their stakeholders. The facilitator stated that Emotionally Intelligent people:

- Recognize, understand, and react appropriately to their own feelings.
- Effectively manage their emotions within themselves.
- Manage their emotions well in interpersonal interactions in their relationships.
- Can perceive, understand and react appropriately to others' feelings.
- Motivate others.

The facilitator pointed out to the participants that Emotional Intelligence can be developed. The participants then discussed the four interconnected categories of Emotional Intelligence competencies as classified by Daniel Goleman and Hay McBer, i.e., two related to self - Intrapersonal skills: Self-awareness and Self-Management, and two related to others - Interpersonal Skills: Social Awareness and Relationship Management (Social Skills). The facilitator emphasized that understanding and managing one’s emotions enables them to understand and interact better with others on an emotional and social level, thus are closely linked to effective business performance.

The trainer, using practical examples expounded on the leadership and management skills need by the participants i.e., they learnt that leadership is about providing direction, alignment, focusing and inspiring commitment whereas management involves planning, implementing, and Monitoring and Evaluation. They further listed the key management functions as learning to delegate, planning and organizing, communicating clearly, controlling situations, motivating employees, adapting to change, constantly innovating, and thinking of new ideas, building effective teams, and delivering results which were not just figure-bound but results that also focus on overall growth and development.



7. SESSION 9: EFFECTIVE WORKING RELATIONSHIPS

Effective working relationships are crucial for administrators if they are to achieve their goals. This session focused on how to build warm working relationships within their organization and with their different customers and stakeholders. Participants reflected more about themselves, their personality, and how their behavior affected those around them. The session made them become more aware of the needs and preferences of the people around them by practicing their listening and observation skills.

Out of this session, the administrators learnt the following aspects as build-on from the previous session:

- The importance of self-awareness and social awareness in building strong relationships
- How to grow their self-awareness through the use of self-assessment tools, reflection and asking for feedback
- How to grow their social awareness by honing their listening skills and appreciation of diversity
- How to apply the Oasis School of Human Relation's Seven Stages Model of Working Relationships
- The importance of networking is to build liaisons that could enable them to grow as a person and to achieve their business and professional goals.

8. SESSION 8: EFFECTIVE COMMUNICATION

In this session, the participants learnt how to communicate effectively with others in a way that showed respect, consideration and understanding of their needs. They learnt how to communicate both verbally and in writing in a way that was confident, professional, and easily understood. The facilitator stressed that the participants need to grow and perfect their listening and presentation skills and gave them useful tips on email etiquette and management. This was to enable the participants explain issues, policies, procedures and other pertinent information to stakeholders, clearly and accurately. The participants were introduced to effective communication with the Five Questions for Effective Communication model (Mpanga Sebuyira, 2017). In their groups, the participants worked on three (3) scenarios to practice the Five Questions for Effective Communication model (Who, Why, When, What, How).

9. SESSION 11: EFFECTIVE FEEDBACK - DIFFICULT CONVERSATIONS



Feedback provides a sense of engagement and interactivity, and it shows individuals their current level of performance, and lets them know what they need to do to reach a higher level. In this session, the participants learnt how to handle difficult conversations within their organization and with their different stakeholders, as well as at home and in the community. The participants learned more about effective constructive feedback, and reflected on how one's behaviour affects those around them. This session introduced the participants to useful feedback skills, and a simple tool for giving feedback – the Center for Creative Leadership's SBI Model (Situation Behavior, Impact). This tool enables one not to focus on the individual/person but rather on the behavior or action of the person. The participants appreciated the importance of giving and receiving candid feedback to enable personal growth, how to use a simple feedback model to give structure to your feedback conversation and deal with the behaviour without attacking the person.

In groups of three, the participants practiced the SBI model. They simulated a scenario/situation, where one member was required to give feedback, the second one – receiver and the third was the observer. To grasp the gist of the exercise, these roles were

switched to allow all to practice using the SBI model. On observation, the participants demonstrated understanding of the SBI model by giving each other feedback.

10. SESSION 13 WOW! CUSTOMER SERVICE 2: HANDLING DIFFICULT STAKEHOLDERS

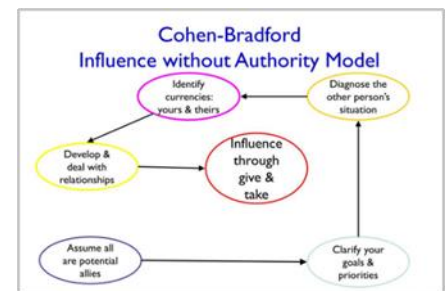
Given the nature of their daily work, administrators need excellent customer service skills because they play a pivotal role in their organizations. In this session, they learnt how to handle difficult stakeholders. A major part of their role as administrators is to identify and manage the stakeholders, that is, the institutions, organisations, communities and individuals that either receive the organizations' services, contribute to or are affected by the organization's services, in order to establish and maintain robust networks and partnerships that would enable the organization to satisfy its customers. In this session, the facilitator concentrated on handling difficult stakeholders, the types of difficult stakeholders, how to respond to stakeholder complaints, on-line and in-person interactions with stakeholders, and winning back their stakeholder's trust.

The participants shared different experiences in handling difficult stakeholders. Customers come from different backgrounds and lifestyles, hence making it difficult to please each one of them. When clients are not pleased, they may tend to be difficult to handle. Therefore, it is paramount to manage their expectations.

In groups, the participants came up with scenarios and role played how they would handle angry, displeased, dissatisfied and difficult stakeholders without offending them but making them understand the situation, and come up with action points.

11. SESSION 7: INFLUENCE WITHOUT AUTHORITY (VIRTUAL SESSION)

In this session the administrators learnt how to grow their personal influence in their organization and with the REC clients, stakeholders as well as in the community, as this is very essential to their role. The facilitator took them through the principle of "Emotional Bank Account/ Currencies", and how they make deposits and withdrawals in order to build relationships of trust. They appreciated that everyone had their own currency or what they held to be of value. In order for them to influence others without using authority, the administrators need to understand the others' currency and their own and use the principle of reciprocity (give and take) in relationships built on trust. The Administrators were tasked to always think about what they would offer and what they expected in return. The use of these alliances, reciprocity and exchange is very important in accomplishing tasks.



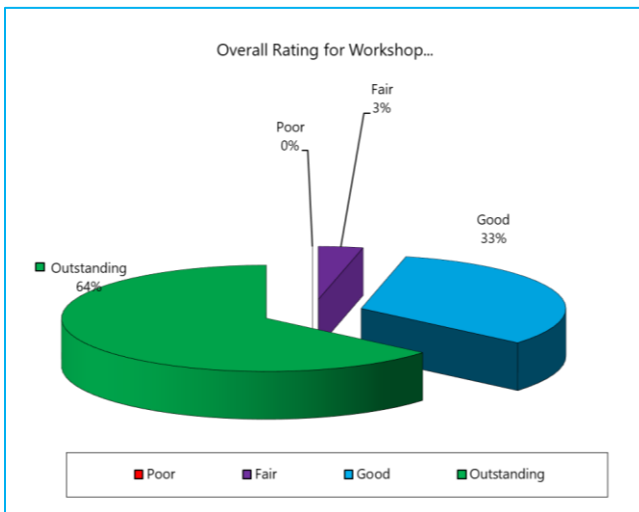
The facilitator introduced the Cohen-Bradford Influence Without Authority (IWA) Model which presented the key principles to be harnessed in achieving personal influence as shown in this figure on the left.

This session was facilitated virtually, the participants were given an illustration which simulated discussion about how they can use the Cohen-Bradford model to influence without authority. It was a wonderful discussion and confirmed that participants understood the concept.

12. SESSION 12: CONFLICT MANAGEMENT (VIRTUAL SESSION)

In this session, the administrators learnt the essentials of conflict management. This included a general understanding of conflict and how conflict happens, the types of conflict and their characteristics and then proceeded to understanding the different types of conflict behavior and where/when they are likely to occur. To develop effective responses to these conflict behaviors, the administrators briefly looked at conflict analysis and then shifted the focus to the various techniques of conflict resolution and concluded with the OPEN model, a well-recognized, tried, and tested conflict resolution model.

2.2 EVALUATION OF FACE-TO-FACE TRAINING BY PARTICIPANTS



The participants were exceptionally satisfied with the facilitators' training experience and the exercises. The participants gave a very positive overall rating of the workshop, with **97%** rating it as either outstanding (**64%**) or good (**33%**) (see Figure on the left). Imprint used its custom-made training evaluation questionnaire designed to reflect Kirkpatrick's New World description of Level 1 training evaluation. The questionnaire uses a 4-point Likert scale and measures aspects including the effectiveness/appropriateness of the training and the performance of the facilitators on many effective facilitation indicators. The questionnaire also looks at participant engagement, their self-evaluation and the training venue/facility.

The appropriateness of the training, effectiveness of the facilitators and the participants' self-evaluation was the highest rated among the evaluated components with emphasis on facilitators showing content mastery, explaining materials, stimulating discussion, and motivating participants.

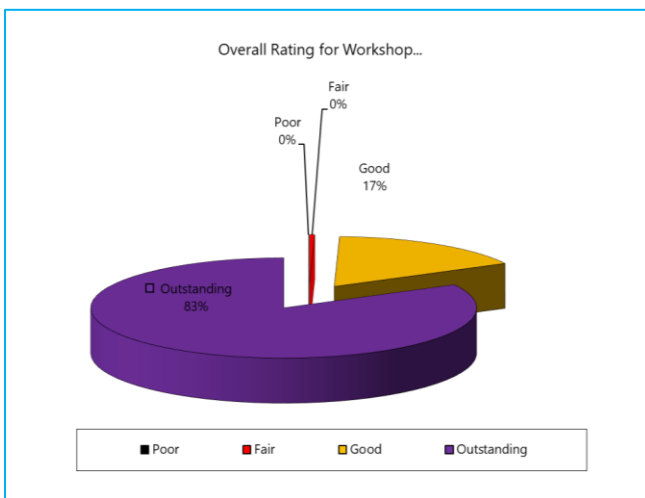
In their verbal and written comments, the participants felt that this was an opportune moment for them to hone their leadership and management skills to manage the REC effectively and efficiently. They emphasized that the training met and exceeded their expectations for the two (2) days, however, capacity cannot be built in two days. There is a need for continuous training.

Below are the overall comments and suggestions from the participants regarding the face-to-face training:

- The training was very wonderful
- The training was well done as the content was aligned to the title. The quality also is one thing to appreciate especially Mum Lydia, she is a good trainer. Besides that, the training was necessary. I hope to share with others if I get the means. Kindly, I liked this training in PEELS, and if necessary, contact us to share it in the area of EAC.
- I hope we get another opportunity to continue the training
- I take this time to assure you that the training has been outstanding. I found more opportunities during and after the training. The methodologies used by the trainers were very motivating and exciting, helped the students to be focussed on the learning. We think that trainings like this may also be necessary to both of the student of primary, secondary, their teachers and their directors.
- As our country is very much focused on communication in French, for some participants, there is information that escaped us following the understanding of English. Thus, in a generational way the training is rich in information necessary in the accomplishment of our mission in the workplace and the facilitators are equipped in the transmission of knowledge to the learners.
- The training went well because the facilitators had a divine gift for teaching. It is much more important because it touches on all angles of life, that is to say daily life and research
- The time allocated to the training was insufficient considering how richly vast and important the program was.
- The PEELS training has been very useful and interesting. I am satisfied. Through this training, I have gained more information about leadership.

- The workshop was well organized with good faith and skilled facilitators. The presentations were very rich and constructive. But the time was very short. We suggest that another session can be organized for at least a week to facilitate the acquisition of more knowledge. Our sincere thanks to the organizers of the session.
- In general, the training is very friendly and innovative, the time was short, it was necessary to extend the face-to-face teaching time, it's true that virtual learning is fun, but the methodology of our teachers led us to follow the training with all the motivating facilities. At other times, it would be better if the sessions were already open so that we could access the course notes before the start of the course, to make it easier for us to revise at night. we'd like to invite you to bring us together once again with other notions to strengthen our career as researchers, may God bless you for the time you have sacrificed.

2.3 EVALUATION OF VIRTUAL TRAINING SESSION BY PARTICIPANTS (KIRKPATRICK LEVEL 1)



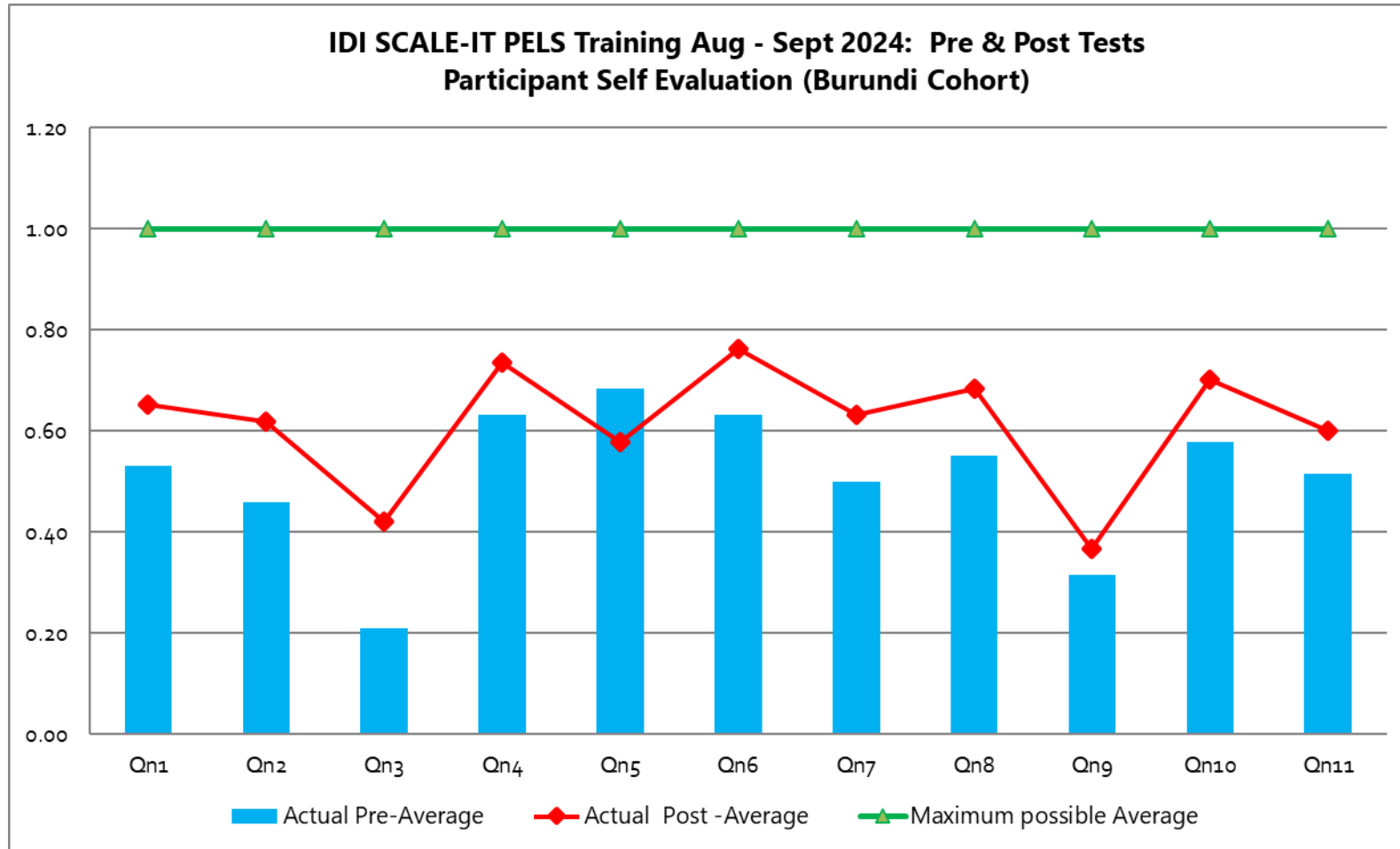
The participants in the training were satisfied with the virtual training experience with the facilitators and the training exercises. The participants gave a very positive overall rating of the session, with 100% rating it as either outstanding (83%) or good (17%) (see Figure on the left). Imprint used its custom-made training evaluation questionnaire that is designed to reflect Kirkpatrick's New World description of Level 1 evaluation of the training. The questionnaire uses a 4-point Likert scale and measures aspects including the effectiveness/appropriateness of the virtual training and the performance of the facilitators on many effective facilitation indicators. The questionnaire also looks at participant engagement, their self-evaluation as well as the training virtual training experience.

Below are the overall comments and suggestions from the participants regarding the virtual training:

- This virtual training was so good and helpful
- We need additional materials so that in the future we become one of the trainers
- I greatly appreciated the training especially the trainer and how she involved trainees in work. The formation was very important because I have learned many things and ways of behaving in conflicts. Thank you.
- All sessions were motivating and rich. We appreciate it
- Generally speaking, this training course has given us too much useful information and has built us up in the field of research and in society. We thank you very much for the training you gave us.
- These two sessions have shaped us well and translated into us a new way of considering our friends, neighbors and superiors.
- My comment on all that we have taken is the sessions whether those that we have done in person, online and virtual are well designed and well delivered. In addition, the content of this course is very essential or applicable in all areas of our daily life to the extent that planning activities according to importance and urgency, stakeholder analysis, how to give

feedback or address a person and others are very necessary in the accomplishment of our activities. It is for this reason that I ask you to increase these types of sessions.

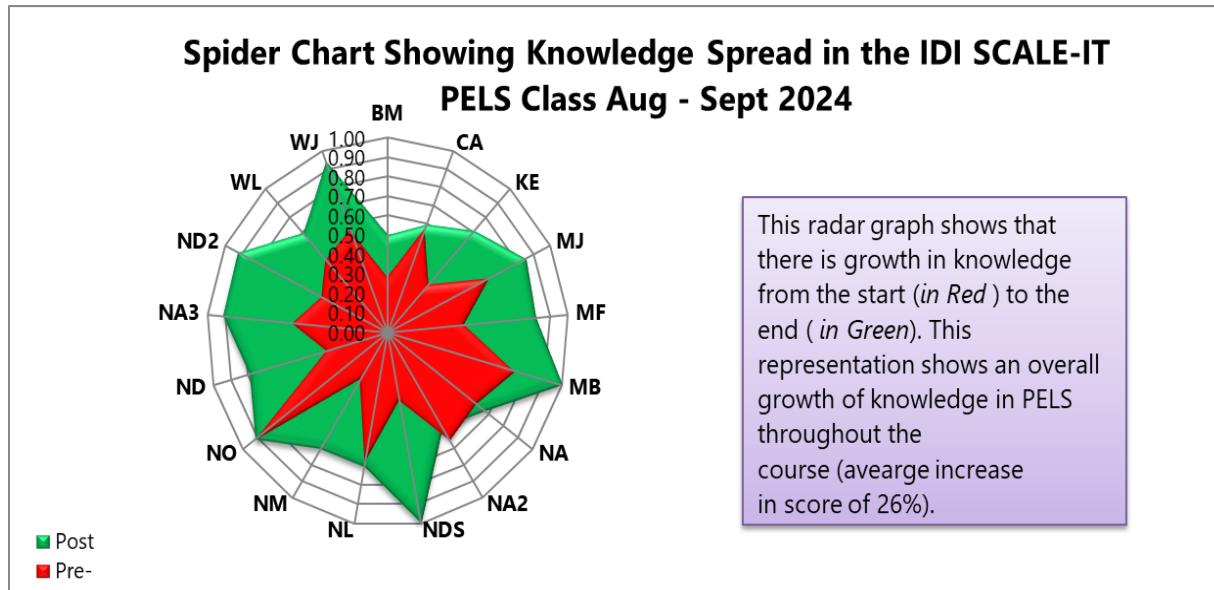
2.4 PRE-COURSE COMPETENCY SELF-ASSESSMENT ANALYSIS



The blue bar chart displays the pre-test assessment indicating the participants' level of knowledge and skills in the competencies addressed in the PELS Course. The pre - participants' self-evaluation was vital as it helped the facilitators to support and give real-time feedback to the participants on the areas, they felt needed more enhancement, which is the likely reason that the post-assessment results show a greater improvement as indicated in the chart. From the post results, the participants indicate that their level of knowledge and skills greatly improved after the training. Their verbal comments further reflect the shift exhibited in the graph above.

From the results, Imprint is confident that the training intervention greatly improved the participant's appreciation of the training concepts. The participants are enthusiastic to apply this learning, and the facilitators look forward to hearing about their progress.

2.5 LEARNING - PRE- AND POST- COURSE KNOWLEDGE SHIFT



This radar graph shows that there is growth in knowledge from the start (*in Red*) to the end (*in Green*). This representation shows an overall growth of knowledge in PELS throughout the course (average increase in score of 26%).

The graph in Figure on the left shows the average overall percentage of 26% knowledge shift for the participants' pre and post-tests. There was a significant positive knowledge shift in the participant's pre and post-test results, as shown in the table below with both the post and pre-test average scores of 52% and 78% respectively.

| | |
|-------------------------------------|-----|
| Post-Test Average Score | 78% |
| Pre-Test Average Score | 52% |
| Average Knowledge Shift | 26% |
| Average Attendance for all sessions | 78% |

3 OBSERVATIONS AND RECOMMENDATIONS

Based on the participants' verbal and written comments about the training as well as the facilitators' observations during the training, we would like to make the following observations as a way of enhancing the PELS training:

Linguistic Challenges. Burundi is predominantly Kirundi and French-speaking. The training materials and the design of delivery of the trainings are in English. This in a way slowed down the training sessions. However, the trainers adopted different techniques to ensure that participants understood the training i.e., some of the participants who were fluent in English translated the difficult parts of the training to French, participants were free to discuss in French which helped to ensure that they express themselves during the sessions, for communication (WhatsApp and Email), we translated to English to French to ensure participants understand the message. Above all, the lead trainer Dr. Lydia put well her French to use which helped connect with the participants.

The Composition of Participants. It was observed that most of the participants selected for training were not REC administrators. Given that the training was designed for REC Administrators, the trainers had to tailor the examples to suit the participants. It is also important to note that, though they were not REC Administrators, the participants are involved in the research process which made the training relevant, and it was observed that there are not as many RECs as in Kenya and Uganda where we had the previous trainings.

Participative Training. Drawing from the participants' comments both verbal and written, they were fully engaged throughout the whole training. Our approach to the training which integrates different activities supported the participants to learn and practice the different concepts discussed. This motivated the participants to learn and kept them engaged throughout the whole training. We recommend that SCALE-IT project officers follow up on the participant in future, measures of the implementation and impact of the training.

Time for the training. It again came up with the Burundi Cohort, that the two days of physical training were insufficient. Though the training is good and relevant, they felt that 2 days was an overload. Online learning should have bridged the gap, but participants prefer physical where they can share experiences and learn from their peers which is limited virtually. In the future, while designing a program like this, ample time is required for the course.

4 CONCLUSION

We are grateful for the continued partnership between Imprint and IDI in developing the capacity of its staff. This training was a good opportunity for the participants to build their confidence, appreciate leadership, and prepare them for effective leadership and management.

We appreciate the opportunity that we had to deliver this intervention as part of our continued engagement with IDI. We remain committed to delivering excellent and high-quality interventions that address IDI's needs in its bid to deliver on its mission and vision.

Kind regards,



Dr. Jeff Sebuyira – Mukasa

October 2024.

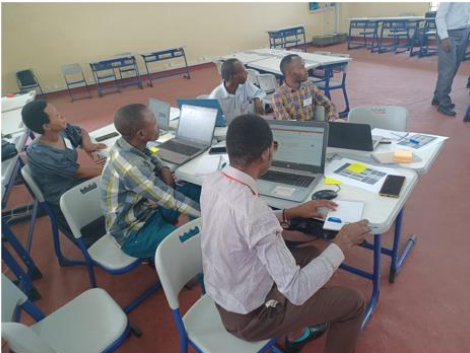
5 APPENDICES

5.1 APPENDIX 1: ATTENDANCE LISTS

Attendance Sheet – IDI SCALE - IT PELS TRAINING: Burundi Cohort
Project: "Scaling Up Capacity To Support Conduct of Clinical Trials in EAC" (SCALE-IT)
Organisation: Infectious Diseases Institute (IDI)
Location: University of Burundi (UB)
Date: F2F: 15th – 16th August 2024, Virtual: 27th Sept 2024

| S/N | Name of Participant | Organisation | Designation/ Job Title | Email | Tel | 13 th Jun | 14 th Jun | 11 th Jul | Planned Attendance | Actual % Attendance |
|-----|-------------------------|--------------|---------------------------|----------------------------------|-------------|-------------------------|-------------------------|-------------------------|-----------------------|------------------------|
| 1 | Ndayishimiye Amos | UB | Student | amosproheten@gmail.com | 25761399993 | ✓ | ✓ | ✓ | 100% | 100% |
| 2 | Ntakirutimana Amon | UB | PHD Student | ntakirutimanaamon@gmail.com | 25768522553 | ✓ | ✓ | ✓ | 100% | 100% |
| 3 | Ntahimpera Domine | UB | PHD Student | Dominentahimpera@gmail.com | 25779642058 | ✓ | ✓ | ✓ | 100% | 100% |
| 4 | Ntakirutimana Dieudonne | UB | Ass. Lecturer | dieudonnentakirutimana@gmail.com | 25769753376 | ✓ | ✓ | ✗ | 100% | 67% |
| 5 | Ndikumana Don Samuel | UB | PHD Student | ndonsamuel@gmail.com | 25769531499 | ✓ | ✗ | ✗ | 100% | 33% |
| 6 | Maniratunga Jeremie | UB | PHD Student | jeremiemaniratunga@gmail.com | 25761454788 | ✓ | ✗ | ✓ | 100% | 67% |
| 7 | Dr. Munezero Belyse | UB | PHD fellow | belysemunezero@gmail.com | 25779926917 | ✓ | ✓ | ✓ | 100% | 100% |
| 8 | Ninteretse Lonidas | UB | PHD Student | ninteleo@gmail.com | 25769921924 | ✓ | ✓ | ✓ | 100% | 100% |
| 9 | Ndayirukiye Alice | UB | PHD Student | alicendayirukiye@gmail.com | 25779912329 | ✓ | ✓ | ✓ | 100% | 100% |
| 10 | Mateso Ferdinand | UB | PHD Student | matesoferdinand@gmail.com | 25768050310 | ✓ | ✓ | ✓ | 100% | 100% |
| 11 | Niyonkuru Maxime | UB | Ass. Lecturer | nimaxime111@gmail.com | 25761213741 | ✓ | ✓ | ✓ | 100% | 100% |
| 12 | Baseka Michel | UB | PHD Student | maomichel68@gmail.com | 25766143502 | ✓ | ✓ | ✓ | 100% | 100% |
| 13 | Kwizerah Eric | UB | PHD Student | Kwizera88@gmail.com | 25775557817 | ✓ | ✓ | ✓ | 100% | 100% |
| 14 | Niyonzima Audace | UB | PHD Student | nyaudace@gmail.com | 25775769169 | ✓ | ✗ | ✗ | 100% | 33% |
| 15 | Niyukuri Jonathan | UB | Teacher | jonanniyu@gmail.com | 25762457057 | ✓ | ✓ | ✗ | 100% | 67% |
| 16 | Bigirimana Joseph | UB | PHD fellow | bigirajoseph@gmail.com | 25761288067 | ✗ | ✓ | ✗ | 100% | 33% |
| 18 | Oliver Nkurikiye | UB | | nkurikiyeolivier2@gmail.com | | ✗ | ✗ | ✓ | 100% | 33% |

PICTORIAL – DAY 1



5.2 PICTORIAL – DAY 2

