REPORT ON
BOTSWANA LEADERSHIP DEVELOPMENT INITIATIVE WORKSHOP

PART TWO

“ENHANCING LEADERSHIP FOR ACTION AND RESULTS IN BOTSWANA”

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VENUE: THAPAMA CRESTA HOTEL

PREPARED FOR: UNITED NATIONS DEVELOPMENT PROGRAMME (UNDP)

PREPARED BY: INTEGRATED CONSULTANCIES AND RESOURCES CENTRE (ICRC)

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Acronyms

CBOS: Community Based Organisations
CEO: Chief Executive Officer
ICRC: Integrated Consultancies and Resources Centre
IT: Information Technology
NACA: National AIDS Coordinating Agency
NSF: National Strategic Framework
NGO: Non Governmental Organisations
NRH: Nyangabgwe Referral Hospital
PPADB: Public Procurement Asset Disposal Board
Acknowledgements

This extremely important and direly needed leadership initiative cannot achieve its expected results without the physical and emotional presence of the participating teams. These participants are drawn from ministries, district level officials, UNDP officials, civil society organisations and the private sector.

Their commitment to the programme is held in high esteem nationwide and sincerely acknowledged with gratitude.

Their supervisors who continually and willingly release them for the programme activities, despite the competing roles and responsibilities are being thanked as well. This demonstrates their interest and will to meet the challenges of this raging epidemic in Botswana.

National facilitators and their right hands have equally demonstrated commitment, enthusiasm and motivation by directing their teams towards the accomplishment of the programme intentions. There is hope and anticipation that as the programme unfolds, their support will extend to other groups and will result in a rippling effect. We are extremely indebted to them for their present and future contribution.

The lead facilitator, Linda Goija, is and continues to be a source of inspiration in her role, as she directs the programme events. Her expertise, experience and professional attitude are highly appreciated. Having led and facilitated two workshops and two facilitator’s meetings, a relationship has been created and a bond has been affirmed. We owe her a “big” thank you.

Organisers of programmes, projects and initiatives are seldom acknowledged for the contributions that they make. However at this point in time, it is an honourable gesture to recognize and commend the UNDP (BDP) Pretoria officials, for their tireless contribution to the programme. They have and continue to demonstrate their interest and frontline role, by sharing knowledge experience and expertise with humility. As our critical partners in this leadership for results initiative, we would like to extend our gratitude to them in joining us in the fight against the forceful tide of the epidemic.

In the same token the hard work and leadership of the UNDP country office personnel and the National AIDS Coordinating Agency (NACA), cannot be underestimated. While the role that they play can be regarded as their usual core business, they have gone an extra mile, demonstrated commitment and responsibility, by participating in the proceedings and activities throughout the process. They are deeply involved in all the programme sessions and provide expertise and guidance, in addition to their administrative and logistical duties. They are thanked, motivated and encouraged to carry on the “good” work including their support staff.

The Managing Director of Integrated Consultancies and Resources Centre (ICRC) Pty Ltd and her assistants, deserve recognition and acknowledgement as well. She has documented the processes, assisted in facilitation of
activities, provided guidance and led her team. Her partnership in this initiative coupled with her creativity, experience and expertise demonstrates commitment and dedication to this national challenge. We express our honest and unwavering gratitude to her and acknowledge her professionalism.

The Cresta chain of hotels has provided comfortable venues for our accommodation. The services provided were satisfactory and our gratitude is extended to the management and staff of Thapama and Botsalo hotels.

A Setswana, proverb articulated as follows:

“Kgetsi ya tsie e kgonwa ke go tshwaraganelwa”

Literally meaning “the bag that is used to collect locusts needs a collective approach and action.” So together we shall work hard to halt the epidemic.

PULA!
1. **Background**

The United Nations Development Programme (UNDP) is one of the eight co-sponsors of UNAIDS. It has a specific and well-defined contribution to make to the overall response of the United Nations system, by assisting countries to take action against the epidemic.

UNDP’s leadership for results (L4R) programme is an approach based on competency and embraces transformational language, distinctions and frameworks. The approach starts with the self and generates new insights of working within institutions and communities. In this way, it is distinct from the roles of other co-sponsors and stands in contrast with other leadership approaches, whose primary objectives is advocacy through organizing high-level events.

Through the L4R programme, UNDP supports the development of transformative leadership at all levels. This aims at developing the capacity of governments, civil society, the private sector, development partners, communities and individuals to effectively respond to the epidemic.

The expected outcomes of the programme are to contribute to the fulfilment of the intentions of the United Nations General Assembly Special Session (UNGASS) on HIV/AIDS Declaration.

To achieve the intended outcomes on HIV/AIDS, the programme developers see the dire need to educate, train and coach the recipients of the programme in a results driven manner. These training and development efforts aim at building a “new” kind of leadership and or organizations that respond to the unique components stated below;

- a focus on breakthrough results,
- creativity, innovation and risk-taking,
- commitment to quality,
- building and directing effective teams,
- dedication to open and honest communication,
- mutual understanding, respect and appreciation.

More specifically the L4R programme attempts to achieve the following:

- support participants to take action in the four UNGASS goals of prevention, care and support, impact mitigation and reduction of vulnerability,
- discover and invent ways to change attitudes and assumptions that perpetuate stigma, denial and silence,
- learn to shift people from resignation and organizational paralysis to a sense of responsibility and urgency for action,
• enhance existing effective leadership qualities to acquire new skills, improve HIV/AIDS programming, and increase ownership for intentions and results,

• develop and facilitate a stakeholder enrolment and involvement scenario, to achieve shared responsibility,

• have the ability to inform and empower the planning and implementation process at National and Sub–National levels

The programme aims at developing the capacity of the leaders, to successfully respond to HIV/AIDS. It starts with setting a scenario of partnership, to establish and sustain a high performance team culture. It then moves to the content of the programme which incorporates various approaches, such as skill development and methodologies. These are aimed at drawing on people’s experiences, expertise, views and opinions about the persistent concerns surrounding HIV/AIDS. Another strategic approach of this L4R programme is to identify, select and work with a core group of local facilitators to;

• create a wider and diverse base of local resources,

• build local capacity to accelerate a cascading effect,

• train participants in development methodologies,

• equip them with a deeper grounding in the principles.

• enhance the participants ability to conduct face-to-face sessions within large group meetings. These facilitators are drawn from the UN, UNDP, civil society organizations, government, the media and the private sector.

The selection criterion embraces the following requirements:

• the participants should; currently be in leadership or advocacy positions,

• demonstrate a personal commitment to make a difference in the HIV/AIDS epidemic,

• possess fluency in the national languages,

• deeply appreciate the value of diversity,

• have the ability to commit to the entire process,

• be passionate to learn and embrace personal growth,

• comprise of a multi - sectoral representation.
• have the ability to accept and show interest in receiving feedback,
• attract 50% women representation,
• bring in 25% civil society representation
• have meaningful participation of people living with HIV/AIDS (at least 5%),
• be creative and respond to flexibility.

The facilitators profile should include the requisites that are stated below:
• define their success in terms of the teams achievements,
• ability to analyse situations from multiple perspectives,
• firmly grounded in a consciously created set of values and principles, which can be clearly observed and reflected in the actions taken,
• equally skilful with ends as means,
• richness in communication skills that are responsive to different audiences,
2. Part One: Botswana Leadership Development Programme

It is appropriate as part of this report to reflect on the processes involved in the leadership development programme. In this respect a logical link of the content areas can be clearly made.

The report can serve as a reference document, for participants in their spontaneous interactions with different audiences. It can also culminate into the development of a user friendly manual.

The Botswana Leadership Development Programme is divided into three parts, which capture the thematic areas stated below;

| Making the impossible possible, generating powerful action, inspiring and sustaining it |

Part one forms a basis for the other themes, builds a foundation and inspires critical thinking. It involves the following programme themes:

**Making the impossible possible:** This thematic area serves to lay the foundations of leadership in the face of the epidemic.

It captures:

- observing sources of breakthroughs in all kinds of results, that contribute to halting and reversing the spread of HIV/AIDS,
- engaging participants in powerful listening conversations, to gain the ability to turn the “No possibilities” into possibilities,
- Understanding the difference between facts and their interpretations, in order to move conversations from a position of powerlessness to gaining power.

*The conscious approach being to shift the interpretations in a positive direction, by connecting your listening with others, being aware of your own listening and avoiding barriers to listening”*

*It is important that leaders be able to confront the facts, even the painful ones, and help others do the same. They need to be able to help people see “Just the facts” apart from their reactions, beliefs, opinions and interpretations. (Albert Einstein)*

It involves the ability to shift conversations from resignation to hope and taking a stand for a “new” future.

The presentation delivered at the first leadership workshop by the Policy Advisor HIV/AIDS (BDP Pretoria) entitled “In Search of Hope” emphasises the above notion and indicates that:
Hope, transformation and results require deep transformational thinking in every section of society at household and global level. This has to be unpacked to remove the myth, mystery, fear, generate hope, confidence, and self-trust to increase capacity that constructs a “new” future.

A strategic and deliberate approach calls for the promotion of transformed and inspired leaders for sustainable solutions across all levels.

In emphasising the above approach, the UNDP Resident Representative agreed with the above notion at the first workshop. In his opening remarks he articulated that, “Pushing the right buttons means that all of us should become leaders at the levels that we are working. These include the home, the school and the bedroom settings.”

Critical Thinking was an important session of the first workshop, and as Albert Einstein points out;

“The world which we have made as a result of the level of thinking we have done thus far, creates problems that we cannot solve at the same level at which we created them.”

The workshop thus emphasized that critical thinking and creation for possibility, is important in assessing Botswana’s current response to HIV / AIDS. Tools for building strategies of rich complexity and those that catalyse development, both at personal and organizational, level are thus critical and should be based on a different level of thinking.

The Part One leadership workshop was therefore planned, organized and facilitated from the 17th to the 19th of September 2003 at Cresta Thapama Hotel in Francistown.

The purpose of this first leadership initiative process was to;

- develop the capacity of participants to lead their organizations and communities to work at a “new” level of effectiveness to halt and reverse HIV/AIDS in Botswana,

The results expected from the process embrace the key points documented below:

- development of leadership capacity at individual and organizational level to enhance the capacities of actors in meeting the HIV/AIDS challenges,

- stimulation of positive relationships among the actors, to enable them to enhance Botswana’s ability to respond effectively to the epidemic in a cascading manner,

- generation of “breakthrough” projects and initiatives that will make an ongoing difference, in Botswana’s response to the epidemic,
Self-discovery of the actors in finding the sources of hope and strength, which can effectively trickle down to a critical mass.

The purpose and expected results of the programme, received recognition and endorsement from the Honourable Minister of Local Government. In his own words he reiterated that:

“there is an urgent need for us to develop a critical mass of leaders willing and able to take responsibility and provide direction to society at every level of leadership. Uganda and Thailand have done it, so we can do it.”

He further emphasised the importance of leadership capabilities particularly at community level to unite and mobilize people against the epidemic.

“These leaders should be bold, persistent and compassionate enough to direct the cause towards winning this war.”

At the same workshop His worship the Mayor of Francistown in his welcoming remarks further emphasized that, “The leader should be a living model in the fight against HIV /AIDS, she /he should explain to her/his listeners how the epidemic has affected the economy, development, education and social life.”

The Assistant Resident Representative of UNDP in her closing remarks stated that “Leaders have to pursue commitment and inspired action with perseverance and clear focus, and that leadership is not about status but about the individual”.

The extracts stated above clearly, demonstrate the importance and uniqueness of this Botswana leadership initiative and the emerging group of leaders. They are in agreement with the purpose and expected results of the programme.

It may be argued further that:

“It is only a new Paradigm of leadership with innovation, courage and commitment that will create new ways of interacting with the epidemic, to inspire hope, generate transformation and bring lasting results.”

One of the major outputs of the Part One programme is the selection and emergence of a core group of national facilitators, who have been tasked with the responsibility of leading their teams to eventually move the process forward. These facilitators have since undergone three capacity building sessions, which is one positive outcome of the programme.

This should be viewed as the beginning of the creation of a “new” leadership movement, ready to devote, dedicate and commit itself collectively and widely to reverse the epidemic at all costs.
Another outcome of Part One was the evaluation comments of the participants, which culminated into recommendations to enhance the programme.

The recommendations that emerged informed the organisers of the programme to take cognizance of the following critical aspects:

- explicit definition of the facilitators’ roles and responsibilities,
- ongoing capacity building for the facilitators, and particularly in the area of participatory approaches.
- enhancement of support mechanisms for facilitators,
- local consultants should co-facilitate, in order to steer the sessions in a cultural context, in an effort to provide continuity,
- ability to relate the programme material to the HIV/AIDS issues in Botswana,
- provision of outlines on a daily basis, incorporating daily reviews, to check progress and maintain focus as well as presenting succinct summaries to reinforce the content,
- teams to start piloting the initiative in communities or for relevant groupings to ground the process, to get a feel and an opportunity to apply the concepts in a practical manner.

It should therefore be noted that:

“A leader is a leader wherever she/he is, and not only in formal settings that are facilitated by money and other resources”.

Part one of the leadership initiative should be viewed as having achieved some level of success that should be appreciated for the following reasons:

- Capacity building for facilitators has taken root. These potential leaders have demonstrated commitment, interest and appreciation of the initiative as evidenced by their physical and emotional presence at workshops. An insignificant number failed to attend the workshops, due to other pressing commitments and competing responsibilities. The facilitators have not only displayed continuous commitment to the programme but also to the disturbing nature of the epidemic.
- Eight team leaders out of sixteen have reported to have conducted meetings, which indicate some level of progress and enthusiasm. It is evident that these team meetings will gain more ground, as the programme unfolds.
Some participants in their evaluation comments indicated an understanding of the concepts and shared how these can be applied at various levels of conversations for possibility.

Suggestions for improving the learning environment have been documented, and commitment was affirmed.

The organisers should take note and heed of the participants comments, suggestions, needs, and recommendations documented in the last report. This will serve to enhance the overall benefits intended for the programme.
3. Part Two: Botswana Leadership Development Programme

The second part of the Botswana Leadership Development Programme was planned organised and facilitated at Cresta Thapama Hotel in Francistown from the 28th to 30th January 2004.

3.1 The intended purpose and outcomes

The sessions planned for part two of the programme was directed at the expectations documented below:

- the creation of individual will, initiative and freedom in the face of resignation and circumstances that present themselves,
- the ability to exercise creative thinking about self and for the entire society,
- the emergence of competencies around Emotional Intelligence, which is at the heart of leadership,
- awareness of self and in the interaction with others,
- the ability to design true strategic initiatives and processes,
- a baseline of knowledge about the epidemic and an increased ability to speak and think intelligently and compassionately about HIV/AIDS,
- a new level of relatedness and partnership among the people and organisations in response to the epidemic.

3.2 Setting the scene

The following preliminary aspects provided an inclusive, conducive, sharing and learning atmosphere;

As is usual practice Ms Nkoane led the gathering with a prayer interspersed with a hymn aimed at renewing the spiritual connectedness and emotions of the group.

The Deputy Resident Representative, Ms Comfort Tetteh, presented very brief remarks in the absence of an official opening, which she said was not necessary at that point in time. She thanked the Lord for everything, emphasised the important and powerful tool of listening for possibility and welcomed the lead facilitator and the participants wishing them happy new year.
3.3 The ground rules

The Programme Officer Teacher Capacity Building (TCB) facilitated the ground rules session. These hinged around, re-establishment of relationships, which embrace love, respect, sensitivity in language use, committed listening, full participation, managing time and acknowledging breakdowns in order to focus. The rules were endorsed and adopted by the larger group in the spirit of team success.

As part of setting the scene, the HIV/AIDS Specialist UNDP, introduced the facilitators and shared their roles and responsibilities with the participants. She mentioned the capacity building sessions that the facilitators were exposed to since September 2003; the inherent breakdowns and the efforts that are being made to enhance the leadership development planned activities. A community for the three days and beyond was established.

As a strategy of getting off the right foot, the lead facilitator emphasised the importance of working together from a background of relatedness.

The following critical issues emerged and were to be regarded as key success determinants of working together:

- the fact that, 120 conversations will be going on and that only one voice is broadcasted, so listening should be regarded as a vital requirement,
- regulation of the “little” voice until the show is over and the art of managing it to enhance possibility,
- that the recommendations of the last workshop will be considered around issues such as:
  - using diverse approaches/methods to facilitate understanding, and increase participation
  - more time will be allocated to group work,
  - co-facilitation will occur to ensure that impact is achieved,
  - relating the activities to the Botswana cultural context,
  - logistics, and coordination aspects will be sorted out as the programme sessions are presented.

She expressed the joy and honour of once again being in the presence of the warriors of the war against HIV/AIDS.
3.4 Approach/Methodology

The methodology adopted for the programme sessions was participant driven. It involved sharing experiences and learning together through group discussions. This was interspersed with the lecture mode.

The group work was guided by thematic questions and instructions. The facilitators led and directed the group discussions, to create understanding, maintain focus, and keep a logical flow.

Another approach utilised was paired discussions at the group tables. This was aimed at generating as many and diverse ideas as possible, and share personal and organisational experiences.

Self assessment exercises were also one of the approaches used, to give the participants an opportunity to reflect on their own strengths and challenges and decide what to do in the seriousness of this epidemic.

Planning, organising and creating skits by the participants in their groups and acting these out to the larger group, was another methodology used to depict the behavioural patterns of individuals in organisations that can be frustrating and negate the whole process.
4. Workshop proceedings

The core business of the workshop was started off with the review of part one. The review captured, observing sources of breakthrough, listening; from "no possibilities" to possibilities, shifting interpretation: from no power to gaining power, and shifting conversations: from resignation to hope and a standing for the future.

The review was facilitated through group discussion, where experiences and reflections were shared on the above content areas. In the feedback session, some participants shared their positive experiences and approaches in the conduct of conversations, and by listening for possibilities. Others honestly admitted that their experiences resulted in negative listening.

Some presented examples of taking stands in their areas of operation.

*These shared experiences demonstrated that the sessions of part one were truly inspiring. Some participants stated that they were beginning to put these ideas into practice, which is a step in taking the deepest possibilities to action points.*

In summarising the review the following notion was shared;

> “The truth is that, we live in a world of reactions, which is the domain of human existence. The big picture involves taking a stand, which results in possibility. For a possibility to emerge the power of listening must take priority. If we have a stand in our conversation then we have an ally. The dignity of a stand is ending HIV/AIDS one conversation at a time. If you stand for something it means you believe in it. If you believe in your stand and you do your best to maintain it, you will succeed as a leader.”

The next step involved taking the participants through the programme content of part two, which is based on the seven intended outcomes alluded to earlier in the report. The theme for part two was, “generating power for action” through:

- harnessing our Emotional Intelligence which is a vital foundation of leadership,
- developing new capabilities for organisational development and creating a sense of urgency through action,
- developing breakthrough goals and strategies,

Part three was also briefly shared with the participants, which addresses the theme “Inspiring and sustaining action”.
It was stated that:

The achievement underpinning part two is getting out of the paralysis because the disease includes stigma and denial. So the approach is to recreate a condition that destroys people and create one that reverses the condition. As leaders in your own right, you should spark and endure change.

The delivery of the programme content is discussed below according to the following logical format:

- The objectives of the session,
- The approach/methodology used to facilitate,
- The outcomes of the approach,
- Summaries and definitions.

4.1 Emotional Intelligence – Towards individual development as leaders

The objectives of this session were to:

- demonstrate that pivotal to a solid foundation of leadership, is an awareness of flexible personalities in every relationship,
- give participants an opportunity to discover their way of being, by displaying knowledge about their Emotional Intelligence for their own development which can help them in dealing with others.

4.2 Methodology/Approach

The following two scenarios were presented as a guide to give participants an opportunity to share their views and experiences.

**Scenario one**

Recall someone that you have worked with, whose way of being was difficult for you to understand. That person has the following negative qualities: is argumentative, believes in the blame mentality, is too critical and always in a bad mood.

**Scenario two**

Recall someone else that you have worked with who was inspiring, who brought the best out of people, who made difficult things possible and made people feel safe to question issues and offer ideas.

Participants had to relate the two scenarios to productivity and creativity. They had to share how the two person’s way of being
responded to effective or non-effective leadership. The idea was to understand the factors that create an enabling environment for conversations.

4.3 Outcomes of the exercise

The two scenarios were then linked to the definition of emotional intelligence; which was defined as:

Having the capacity of being aware of our moods and attitudes. Being aware of the moods and attitudes of others. Self-awareness and self-management in relating to others. It also hinges around being socially aware of the interactions with groups and managing social issues.
4.4 Summary

Evidence has shown that Emotional Intelligence equates to high performance,

Examples of such evidence were cited in the disciplines of technical and sales roles:

The following study was shared in relationship to leadership roles:

A study conducted in 15 global organisations attributed 85%-90% of the leadership success to Emotional Intelligence. It is therefore important for the leaders in this war of HIV/AIDS to take cognisance of the following:

Emotional Intelligence helps the leader to:

- deal with their own internal responses, state of mind as well as how they relate to others,
- act in a way that leaves people feeling stronger and more capable,
- deal with stressful situations by remaining calm and focused even under ambiguous circumstances,
- stay intensely with those she/he leads, and consider their thoughts and feelings in order to motivate and rekindle their energies.

Emotional Intelligence factors include self-awareness, self-management, social awareness and relationship skills. These factors encompass competencies related to leadership potential.

These factors emphasise that, everyone can develop Emotional Intelligence capabilities and in doing so improve the performance at work.

“The winner leader does not get stuck in the vicious cycle resulting from conversations of “no possibility”. Get out of the vicious cycle by tapping on and developing your Emotional Intelligence”.

Self-awareness means listening to your own listening, hearing what the little voice is saying,

Questioning yourself about what are you listening for? Self management means managing your listening and questioning yourself as follows:
Is my listening intentional or reactive? Is my listening intentional or reactive?

Am I managing my mood or emotions? Am I managing my mood or emotions?

Am I owning what owns me? Am I owning what owns me?

You should be aware of what you bring into the situation and this is dependent on being aware of yourself and managing yourself using the power of listening.

Emotional Intelligence is at the heart of conversations for possibility. Use and harness your emotional intelligence for both productivity and creativity. We should remember that we are not a collection of qualities that cannot be changed. We are not fixed and final personalities. We can all learn to change and grow.
4.5 Hierarchies

The objectives of the session were to

- demonstrate that, healthy hierarchies in an organisation thrive in an environment that promotes working in partnership and differentiates roles from authority.

- show that in an organisation hierarchies affect/influence conversations for possibility.

The two scenarios stated below guided the discussion;

**Being dominated!!**

*Think of a time that you felt you had to put up too much with the mood of someone in a higher position.*

**You as the culprit of domineering!!**

*Think of a time when you might have made people feel that they had to put up with, your lack of reasoning and your bad mood because of your high position in the hierarchy.*

Participants shared their experiences on the two scenarios above. Some provided the following experiences:

“*I SHOUT at my juniors especially when I am working under pressure*”
“*I sometimes become so emotional that it becomes a contagious habit that trickles down to the whole team*”
“*I am unable to draw the line between moods, emotions and leniency*”

4.6 Summary

People higher up in the hierarchy can be irresponsible and can pass their moods, emotions and negative attitudes to those lower in rank. Hierarchies are necessary but the task is to make them healthy and free from domination.

In this way individuals and organisations develop.

“*If this does not happen those at the bottom of the operations tend to put up with the moods and emotions of those higher up and resort to adapting to the situation*. Conversations for possibility are bound to crumble and this epidemic does not need this.”
An alternative is to move from emotional hijacking caused by unhealthy hierarchies to the responsibility for the impact one wants to make.

The tips for doing this include:

- accepting that emotional hijacking is a reality, that, it is normal and has a history of fight and flight responses,

- the safety zone to occupy when dealing with emotional hijacking is; to step back and concentrate on conversations for possibility. This is importantly so when engaging in conversations about HIV/AIDS. It is an emotional disease and subject to deal with. You need to understand the hijacker, and hijacking follies.

Emotional Intelligence and hijacking situations have no prescription because people differ in behaviour. It is a question of having or making choices. Self-awareness grants you this choice and makes you aware of the moods of others. It should be approached through effective communication and language that end in positive conversations”.

The session on Emotional Intelligence led conveniently into an individual exercise on self-assessment.

The objective was to motivate participants to talk privately and honestly to their inner self to discover their strengths and challenges.

4.7 The methodology/approach

Participants were given the following exercise in an effort to apply the concepts to possible situations of HIV/AIDS.

- List four people whose behaviour you are worried about. These are people that you know that need a conversation, so that they can take the right action with respect to HIV/AIDS. It may be, about knowing their status or talking to someone in the family who is at risk.

- Imagine that this conversation could save lives and perhaps lives of people you will never know.

- List all the different conversations that they need to have to stop the epidemic. One conversation at a time. Go over the importance of the conversation in relation to the quadrant, as mothers, fathers, sisters, brothers, aunts, uncles, co-workers etc. What are the conversations? Not what to say, but what you want to leave the person with.
What kind of **Emotional Intelligence** will you need for this conversation to be effective

### 4.8 The outcome of the exercise

Participants shared some testimonies where conversations were difficult to start. These included:

- The infected and affected who refuse to listen,
- difficulty in raising a conversation with an HIV positive woman who refuses to listen but who abuses alcohol and sells sex,
- difficulty in approaching someone who is knowledgeable about the dangers of HIV/AIDS, but is not using the knowledge,
- failing to raise conversations on behavioural change with people,
- trying to help a mother who is unable to speak to her son,
- a person coming to an institution in an angry mood, to find a person who he thinks has infected him.

### 4.9 Summary

Denial, fear, insecurity, ignorance, anger, comes in all shapes and sizes and will always surface in the conversations related to the above cases.

As a leader you need to know what to say, without blame intimidation and pointing fingers. Be open-minded and recognise people’s moods and emotions during conversations. Video tape yourself for later analysis and take corrective action for your approach. Watch the impact of being too frank and how you take stands. Cultivate a background of relatedness. Desist from being defensive.

“A country that will win the epidemic, should have people and leaders who talk freely and openly about the disease. Part of the disease is the denial, the stigma and the silence. Talking back to the virus is imperative".
5. Organisational development and HIV/AIDS

The objectives of this session were to:

- assess the organisational needs, performance and effectiveness in the fight against HIV/AIDS,
- find out at which level of organisational development each organisation is, in their response to the epidemic and other challenges that they face,
- develop participants awareness and performance as leaders, on cross influences that occur between them and the interactions that take place at organisational level,
- discuss the tools needed to guide them through the territory of transformational leadership, for them to have the capacity to influence organisational operations.

5.1 Methodology/approach

Participants were asked to discuss, share and answer the questions that are stated below:

- What does your organisation need to be capable in order to be effective in the fight against HIV/AIDS?
- How would you describe an organisation that is really effective?
- What slows down or hinders action in your organisation?
- What access do you have in supporting your organisation’s progress in terms of gaining effectiveness in dealing with HIV/AIDS?
- Another approach was the preparation of skits that reveal behaviour within organisations.

5.2 Outcome of the exercise

Groups created the skits, which revealed the following thematic areas;

- collectivity in facing the epidemic and successful team work,
- stigma and discrimination can be removed through top driven leadership, – but it is not,
- delays in providing support for HIV/AIDS affected persons,
- stereotyping and negative cultural attitudes about HIV/AIDS in the workplace,
- a management in denial which attributes HIV/AIDS to lower economic status,
- the hijacking boss, who is unable to conceptualise the significance of utilising a balanced mix of the organisational development levels,
- support structures that lack awareness of the quadrant approach,
- lack of prioritisation in resource allocation for HIV/AIDS programmes,
- lack of communication and support,

Four skits were presented to the larger group. The outcome of the skits presented demonstrated that:

- there are some major complaints that surface in organisations, these complaints/weaknesses hurt the fight against HIV/AIDS, they frequently demonstrate people’s negative little voices,
- such behavioural patterns are counter-productive, and lose the positive grip on HIV/AIDS,
- emotional hijacks and bureaucracy busting relegates issues of HIV/AIDS into the periphery.

Some of the skits appear in annex C and can be helpful in the preparation of a manual for methodology/approaches.
5.3 Summary

The tips and tools to embrace in improving organisational effectiveness include:

- engaging ourselves in critical thinking, negotiations and discussions that result in conversations of possibility,
- turning the negative “little” voice into positive thinking,
- packaging our emotional hijacks for positive impact,
- turning hierarchies into healthy structures,
- creating a balanced mix to deal with organisational development levels,
- shifting conversations and setting up agendas and plans to give more attention to higher level concerns,
- creating operating agreements consistent with the pre-requisite of high performing and Emotional Intelligence teams.

The following key points endorses the principles of highly performing teams and teams that have the ability to utilise Emotional Intelligence at any given point during conversations.

- listen to each other with respect;
- listen for possibility,
- give the listener the first chance to speak,
- do not interrupt the speaker,
- enrol and engage the members,
- evaluate the sessions/conversations in what worked well and what needs to be improved upon,
- keep track of commitment and follow through,
- appreciate small successes.

Remember highly performing teams and Emotional Intelligence capability means designing for strategic action.

5.4 Levels of Organisational Development

The session on Organisation development and HIV/AIDS was logically followed by the levels of organisational development.

The objectives of the session were to:
motivate participants to analyse the levels, in order to understand how the different management styles, negate or facilitate the issues of HIV/AIDS,

share with participants how Emotional Intelligence, self-awareness and self-management can be applied to deal with the various levels.

5.5 Methodology/Approach

The skits presented were intended to reveal organisational styles culture and how these are linked to HIV/AIDS.

The following presentation was shared with the participants to create a better understanding of what each level involves and the concerns.

<table>
<thead>
<tr>
<th>Levels of Organisational Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Coercive</td>
</tr>
<tr>
<td>Rules and Roles</td>
</tr>
<tr>
<td>Pragmatic</td>
</tr>
<tr>
<td>Principled</td>
</tr>
<tr>
<td>Perspectivist</td>
</tr>
</tbody>
</table>

From the point of view of the perspectivist:

Conversations are present.

**Conversations appear possible,**

Hierarchies are healthy leaders and followers develop together. There are no bosses everyone takes on responsibility for the success of the venture.
5.6 Summary

“The winner” leader finds ways of accessing a way of supporting the organisation in terms of the effectiveness in dealing with HIV/AIDS,

“If the concern is, nobody has done it because it is against our principles” – what then?

It calls for an open discussion and dialogue, in identifying the appropriate level to use,
It needs getting into the background of relationships and rekindling the existing bonds,
Analysing command and compliance, in relation to performance,
It is an adaptive problem rather than a technical one. When using these levels and styles remove the judgemental factor. See the bright and dark side of all of them

What causes the move from one level to the other is answered by:
People will question and dialogue to reach the next level. Each level has its uses in relation to the epidemic. HIV/AIDS needs to be looked at using the levels and dialogues raised to reach a decision, which satisfies human rights.

The levels can be used for example to interrogate the following issues:

- distribution of drugs linked with behavioural change,
- distribution of condoms linked to rules,
- The decision to back rules with incentives,
- levels of the organisation linked to principles and accountability,
- saliva testing,
- Quarantining HIV/AIDS affected persons.

The winner leader needs to drive change by:

- considering all levels and not taking one as absolute;
- basing the decision on the culture that is emerging in the face of HIV/AIDS,
- retrieving the positive culture, and historical aspects because change can be aggressive “so the approach is to re-articulate the birth right”
- reaching out to consult those affected, those infected and support agents, or help networks,
- divorcing personal principles from organisational ones,
- operating in a combination of the styles, because the mixture will serve and save us against the epidemic.

Organisations strongly live in the conversations that occur. The critical approach is to rise to the challenge of these conversations on a daily basis, because it is not the building that we operate in that matter, but the conversations that ensue in these buildings. The access to change is to change those conversations. We have to take note of pulling together all the levels, analyse how these levels show up in conversations, discuss the options and agree on how these options can be met to make a difference. Choose the relevant ones to suit the change process.

These levels are options that live in a toolbox for your use; Make these tools actionable. Remember your point of excellence is you would like your team to operate based on the principles of highly performing emotionally intelligent members. Conversations for leadership allow you to move confidently through the thicket.

An example was presented about FIDEL CASTRO’S style. He took a pragmatic decision. It might have had the elements of rules and roles, and even coerciveness. But he worked it out based on human rights, and the utilities of the system worked.
6. Breakthrough goals and strategies

The objectives of the session on developing breakthrough goals were to;

- give the participants an opportunity to revisit the commitments that they declared in the last workshop, which should be at the heart of their initiative,
- state the breakthrough goals of the team’s initiatives and have clarity about their approach and plan for accomplishing them,
- display through the formulation of breakthrough strategies an understanding of the three components of a breakthrough goal.

6.1 Methodology/approach

A short presentation was given to define breakthrough goals. To reinforce the information, a difference was made between commitment, initiative and breakthrough goals and the steps to reach the breakthrough goals were discussed:

6.2 The outcome of the session

A discussion ensued about how breakthrough goals should be developed. Examples of breakthrough goals were presented, including some from other countries. Some examples are stated below:

Breakthrough goal:

+ 500 people in Sedibeng community will know their status within 12 months.

+ 20 000 people in Gumare district will be tested and counselled by December 2005.

6.3 Breakthrough goal defined

The following definition of a breakthrough goal was presented with explanation and elaboration.

A breakthrough goal (vs. an ordinary goal) has three components:

- It is **bold**: not incremental, but not so big that it seems like it could never happen. It looks like a huge challenge, a big stretch. You are not sure how you would do it, it will in fact require “breakthroughs” to get there but it is something you can genuinely take on.
o It is a **specific, measurable indicator of a vision**: It is not the same as the vision itself, which is huge and rich and can’t be measured, but is connected to the vision in a strategic way so that working on this goal helps bring the vision into reality. In some cases this will be very creative and unexpected.

o It is a **promise**, it is something people are personally accountable for, it is “my”/“our” commitment, it is not just a big target. It is not a description. It is not just hope. I/we are staking our honour and pride on making this happen and we really mean it.

### 6.4 Summary

**Tips on developing breakthrough goals**

- Breakthrough goals are linked to the vision and describes the new reality, they are part of that reality that has to be created,
- They are indicators of that new reality; and a path towards that reality,
- Choosing what results to focus on is important,
- Revisit commitment statements as you think about the goals.
- Link the goals to the integral approach and the strategy.

To realise breakthrough goals, the following steps should be observed:

**Step One**

Brainstorming conversations for opportunity. These opportunities should be specific ideas that help bring possibility into reality. It is not a question of can we do this? But a conversation about how can we make this feasible?

**Step Two**

Choose the most promising approaches, by narrowing down the list to the ones you think will make a difference, which should be acted on first.

**Step Three**

Adopting strategies and networks of help, which should include brainstorming the following:

- who to talk to, to generate ideas about possible approaches,
- finding out the facts that are relevant to planning the project,
Step Four

Action planning to develop the initiatives approach. This step involves:

- choosing the ideas to act on,
- creating an action plan,
- agreement on accountable persons with a time frame.

Remember breakthrough goals should be big enough, and require the enrolment and engagement of others. They should be bold, brave and powerful to fight the epidemic.

Breakthrough goals stem from commitment and initiatives. They should be guided by conversations for opportunity and empowering interpretations.

Breakthrough goals should contain a promise of the specific actions and results.

Participants developed the following breakthrough goals, according to the following table, which includes group theme commitments:

<table>
<thead>
<tr>
<th>Groups</th>
<th>Theme/Commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,10,16</td>
<td>Gender</td>
</tr>
<tr>
<td>3,4,11,12</td>
<td>Enhancing commitment</td>
</tr>
<tr>
<td>5,9,13</td>
<td>Community Capacity ownership</td>
</tr>
<tr>
<td>6,7</td>
<td>Breaking the silence</td>
</tr>
<tr>
<td>14,15</td>
<td>Sector coordination of aid</td>
</tr>
<tr>
<td>1</td>
<td>Voluntary testing and Counselling - VCT</td>
</tr>
<tr>
<td>8</td>
<td>Commercial Sex Workers</td>
</tr>
</tbody>
</table>
## 6.5 Breakthrough Goals

<table>
<thead>
<tr>
<th>GROUP</th>
<th>BREAKTHROUGH GOAL</th>
<th>STRATEGY</th>
<th>ACTION</th>
</tr>
</thead>
</table>
| 1.    | Ensure that 100 organisational workplaces across all sectors provide onsite VCT services in their workplaces by the end of 2004. | Advocacy and partnership with:  
- VCT Service providers,  
- AIDS Coordinators from all sectors,  
- Union leaders,  
- Resource mobilisation to ensure implementation. | A developed and functioning HIV/AIDS programme for the boy child,  
- Developed IEC materials for men,  
- Established operational mentoring programmes,  
- Networking and partnerships. |
| 2.    | To contribute to the involvement of males in the war against HIV/AIDS by mobilising 65% of males by the end of 2005. | Increase the number of males in the following areas:  
- Peer educators,  
- Encourage behavioural change,  
- HIV/AIDS programmes such as PMTCT, ARV etc. | Conversation with HIV/AIDS Coordinators and constituency officers,  
- Create guidelines as an assessment tool,  
- Compile summary reports,  
- Group meetings to formulate plans. |
| 3.    | To get 70% of key policy makers personally involved and supportive to HIV/AIDS programmes in Botswana by December 2004. | Establish conversation for possibility with policy makers. | Consultative process with stakeholders,  
- Capacity building for the team,  
- Workshops, and seminars for the target groups  
- Continuous monitoring and evaluation processes. |
| 4.    | 50 Political leaders will walk the talk, commit and involve themselves physically in HIV/AIDS Activities by April 2006 | Targeted messages and appropriate approaches. | Consultative process with stakeholders,  
- Capacity building for the team,  
- Workshops, and seminars for the target groups  
- Continuous monitoring and evaluation processes. |
| 5.    | To have communities in Lethakeng implement initiatives that address gaps in the current HIV/AIDS response by December 2004. | Community capacity enhancement. | Consultative and progress meetings,  
- Identification and training of village level facilitators,  
- Monitoring |
| 6.    | To mobilise local authorities in five villages, to mainstream in three districts HIV/AIDS issues in every conversation, dialogue and community initiatives by March 2005. | Introduction of the project to Selibi-Phikwe, Kgatleng and Gantsi. | Marketing of the project through detailed letters to districts (Selebi-Phikwe, Gantsi and Kgatleng),  
- Hold consultative meetings with DC’s and other local authorities  
- Liaise with district AIDS Coordinators for identification of target villages. |
<table>
<thead>
<tr>
<th>GROUP</th>
<th>BREAKTHROUGH GOAL</th>
<th>STRATEGY</th>
<th>ACTION</th>
</tr>
</thead>
</table>
| 7.    | To equip 1000 Kasane households with communication skills on HIV/AIDS and explore cultural barriers to communication, by February 2005. | • Reach fathers, mothers and children in households,  
• Consult with cultural leaders, dikgosi/dikgosana, traditional and religious leaders. | • Determine the number of households,  
• Establish the profile of households and the ethnic profile of households in Kasane,  
• Establish communication patterns in the household; who talks to whom? How is the parent/child communication? How is the spouse/partner? Any other communication in the household?  
• Literature review,  
• Develop a questionnaire. |
| 8.    | Improve the behaviour of commercial sex workers in Francistown by empowering 500 of them by December 2004. | Provide IEC materials on HIV/AIDS. | Training 20 commercial sex workers as peer educators. |
| 9.    | To ensure grassroot ownership of ARV therapy messages that can positively, influence community perceptions in Old Naledi (Gaborone) and Riverside (Maun) by March 2005. | Ensure positive messages to influence community perceptions. | • Training of field workers  
• Conducting situational analysis by the team. |
| 10.   | To equip 20% of the adults in various organisations with skills and knowledge on how to practice responsible sexual behaviour, over a period of five years. | • Training  
• Distribution of IEC materials  
• Research and information sharing  
• Encourage community debates and conversations on HIV/AIDS. | Hold conversations for possibility with adults. |
| 12.   | To attain 60% of the departments/units integrating HIV/AIDS issues into their daily routine work. | • Training  
• Educational campaigns | Training in HIV/AIDS programming  
Aggressive educational campaigns on the prevention/care/support programmes. |
| 13.   | To create a well-informed community, actively participative and committed to the reduction of the epidemic by March 2005. | • Disseminate information education and communication materials,  
• Mobilisation of material and human resources,  
• Formation of working committees,  
• Evaluation of programme | Information disseminated,  
Engage in vigorous educational campaigns,  
Establish good communication. |
<table>
<thead>
<tr>
<th>GROUP</th>
<th>BREAKTHROUGH GOAL</th>
<th>STRATEGY</th>
<th>ACTION</th>
</tr>
</thead>
</table>
| 14.   | To strengthen the implementation of the national response to HIV/AIDS by aligning and synchronising the functions of ministerial and district AIDS Coordinators by March 2005. | • Evaluate existing functions of AIDS Coordinators  
• Hold consultative meetings with the relevant key informants. |
|       |                                                                                                                                                                                                                 | • Gathering information on existing functions of AIDS Coordinators.                                                                          |
| 16.   | To develop awareness of at least 90% of the youth (12-29) in Mahalapye, on equality and respect for all by December 2005.                                                                                         | • Target schools, work places and the community  
• Networking                                                                                                          | • Disseminating relevant information to the youth,  
• Harnessing all available resources within the village. |

It should be noted that Group 11 and 15 did not submit their breakthrough goals.
6.6 Forwarding the Action

The last session addressed the theme of forwarding the action which involves the Creation of urgency; and the reaction to urgency issues.

The important points to note in the creation of urgency for action included:

- considering the shocking and vulnerable incidences and engaging in conversations for action to achieve the breakthrough goal,
- the ability to take a deliberate stand through a mood of inspiration, urgency, seriousness and resoluteness,
- the ability to turn breakdowns into breakthroughs,
- sticking to agreements, contracts and embracing the commitment summary.

The guidelines for effective meetings were shared which covered the issues stated below:

- advance preparation of intended results,
- reviewing and listing new commitments that emerge and evaluating the meeting.
7. **Workshop Evaluation**

**The Participants evaluation comments:**

A feedback questionnaire was developed and issued to the participants. This was to offer them an opportunity, to share their personal learning experiences, and to provide the organisers and facilitators with suggestions and ideas of how to strengthen the programme in future.

The success of any evaluation exercise relies entirely on the respondents. The latter must understand and appreciate the value of providing feedback. It is always done at the end of the workshop, because by then the participants are expected to be confident enough to objectively evaluate the different content sessions.

However, evaluation exercises are not devoid of limitations for example the number of participants that completed the evaluation form is fifty two words as opposed to the one hundred and eight that attended.

It is also noteworthy to mention that out of the fifty two that provided the feedback some evaluation forms were half completed.

The questionnaire required evaluative comments in the following areas:

**The concepts:** A reflection on participants’ learning experiences and suggestions on how to strengthen workshop exercises or concepts, including ideas that require more information,

**Application:** Feedback on the application of the concepts to personal, family, household and organisation levels.

**New perceptions and new opportunities:** To discover how participants’ perceptions have been influenced or shifted by workshop deliberations and what new opportunities for action they have observed,

**The learning environment:** Suggestions and ideas on how to enhance the learning environment and the workshop processes.

**Affirming commitment:** Feedback on personal commitment to a breakthrough, in the response to HIV/AIDS, as well as group cohesiveness in taking the commitment forward,

**Other commitments:** Giving participants an opportunity to provide any other valuable comments and suggestions that will help to strengthen the programme.

A summary of the participants evaluation comments are documented in Annexure B, but an analysis of the evaluation follows. The objectives of analysing the participant’s evaluation serves to:
• strengthen and sustain the intended outcomes of the programme,
• identify the strengths of the programme and build on them,
• provide the organisers of the programme with information that will guide future events.
• provide a foundation for the development of monitoring and evaluation tools.

General Comments

It should be noted that even though 50% of the participants completed the evaluation forms some of them did not respond to the whole questionnaire. Some participants in their comments on the learning environment stated words such as excellent, super, good, lively, interesting and fine. This does not qualify the status of the learning environment. It then does not auger well with responsible and committed leadership. It denies the organisers an opportunity to revise and adapt the programme from an informed position.

Reflections on the concepts and significant ideas learnt

In this area some participants appeared to have misunderstood the meaning of concepts and therefore either did not list any but intended to comment on whether the concepts were helpful or not. Others rated or commented on the quality of the concepts.

Strengthening the concepts

Participants offered suggestions that pointed to the following key points:

○ there has to be emphasis on the use of more participant driven approaches and less of the lecture mode;

○ providing real life situation exercises related to HIV/AIDS and facilitating feedback sessions to clarify the concepts.

○ exercises and questions for discussion should be well structured, written down and given to the groups to think through before undertaking the task.

Emphasis of future workshops

It is observed that some participants suggested a review of the following concepts, Emotional Intelligence, breakthrough initiatives, conversations for action and organisational development levels. This indicates the lack of comprehension of the concepts by some participants. It was
interesting to note that a few participants suggested the need to share HIV/AIDS cases that affect the participants, which emphasises the sharing of real life situations during these workshops.

- **Application**

  Some participants recorded very interesting application techniques, such as:
  
  - self-retrospection,
  - generate positiveness in the organisation,
  - generate conversations for possibility,
  - apply patience at work to bring “hope” being a perspectivist rather than being pragmatic.
  - adopting urgency as a mode of operation,
  - discuss sexuality and responsibility with teenage children,
  - being wary of emotional hijacking as a leader,

  Others however did not seem to understand what the application of concepts entail.

- **New perceptions**

  It was again interesting to note the following new perceptions and new opportunities emerging:
  
  - “I am more confident to lead my team”
  - “I feel empowered to face the epidemic”,
  - breaking the ground of relatedness,
  - use listening for possibility to develop action
  - regard the epidemic as a management challenge,
  - adopt a different management style.

  This indicates that the self-awareness factor and the individual being have been understood by some participants.

- **The learning environment**

  The suggestions offered by the participants emphasised on the use of more practical approaches and reducing on the lecture mode.

  Participants also suggested the engagement of local resource persons as co-facilitators to enhance the cultural context and continuity.

- **Affirming commitments**

  The following positive comments emerged:
  
  - solid team work and team spirit,
- “I will work on my Emotional Intelligence”
- partnerships with co-facilitators to strengthen each other.
- encourage community groups to take initiatives in fighting stigma and discrimination,
- commitment to responsibility and accountability,
- work on community misconceptions.

**Other comments**

Under other comments most participants appreciated the sessions while a few stressed the importance of improving on the mode of delivery to achieve better comprehension.

The above analysis of the evaluation and the related comments documented in Annexure B are critical in paving the way forward for the leadership development programme.

It is important for the organisers to note some key points in the interest and success of the programme. Some of the evaluative comments are positive and indicate elements, which the programme can build on and reinforce. Other comments are critical and pose challenges which need to be addressed by “all of us”.

Positive comments and critical challenges are normal in any evaluation for the following reasons among others:

- some participants will provide honest and constructive evaluation critiques aimed at reviewing and strengthening programmes,
- different levels of comprehending and assimilating information, exist among participants,
- levels of inadequate language proficiency,
- diminished concentration spans of the participants as evaluations are usually done at the end of the workshop events.

It is therefore important to view evaluation comments as suggestions offered in “good faith” as opposed to deliberate clear-cut criticism. This can assist in adjusting and improving future programme activities.
8. Conclusions and Recommendations

The Botswana Leadership Development Programme, cannot be more timely in an effort and determination to turn the tide of the HIV/AIDS epidemic, that has cast a shadow over the future of the country. It supports the goal of responding to HIV/AIDS in a new way.

The programme is in agreement with the UNGASS Declaration, which stresses that “strong leadership at all levels of society is essential for an effective response to the epidemic”.

The first leadership development workshop programme concentrated on:

- building individual capacity for effective leadership,
- the development of a stakeholder enrolment and involvement Scenario,
- stimulation of positive collaborative relationships among potential leaders and inspiring participants to discover in themselves new sources of hope and strength,

Part one of the programme thus dealt with sessions that addressed building a foundation, critical thinking and creation of possibility.

Part two of the programme moved a few steps further, to address issues of generating powerful action through:

- being in action as leaders by utilising Emotional Intelligence factors, such as self-awareness, self-management, social awareness and social management.

The participants were also taken through the development of breakthrough goals and strategies, causing organisations to develop “new” capability in the face of HIV/AIDS and creating urgency and resilience.

The programme content is enriching, inspiring and capable of transforming leaders, who will in turn achieve a cascading effect.

It is evident that a “new” leadership movement is emerging in Botswana. The anticipation is that, potential leaders and their teams will gradually have the ability to engage in the following key areas with a better understanding, to achieve measurable results:

- creation of possibility in the face of “no possibility”, by engaging in conversations that result in breakthrough,
- attaching and giving meaning to interventions by displaying qualities of responsibility and accountability,
• inspiring and re-generating commitment in the face of breakdowns, through their experiences and empowering interpretation based on the listening techniques that they have learnt,

• creation of coaching relationships and interactions with authentic appreciation for results,

• keeping the action moving by focusing on process and results,

• sufficiently envisioning the process and making a difference in a collective manner.

The leadership development programme organisers can confidently record some milestones by way of success, with the understanding that what is being dealt with is a process.

Notable milestones have emerged in the areas stated below:

8.1 SELECTION OF NATIONAL FACILITATORS

A core group of sixteen national facilitators were identified and selected at the onset of the programme. They are charged with the responsibility to lead their teams, and conducting face to face discussions between the large group meetings. To date the facilitators have grown to twenty eight.

This is an achievement of building local capacity for continuity and sustenance of the programme. It is a shift towards a “new” paradigm of leadership.

It is safe to mention that these potential leaders have physically and emotionally involved themselves in the programme, by committing themselves to attend all the processes to date.

8.2 CAPACITY BUILDING FOR FACILITATORS

Three capacity building workshops have occurred aimed at the following:

• creating a deeper grounding in the content, principles and methodologies of the programme,

• preparing leaders to be able to lead their teams, thus laying a foundation for the selection of breakthrough goals,

• sharing facilitation techniques at these meetings the facilitators continued to learn and enact the kind of leadership that will actually stop the epidemic. This they did through sharing expertise and experiences to gain more ground in what is expected of leadership.
Achievement in the area of capacity building is measured in the way the facilitators lead their teams during different sessions, and their full participation in the process. This underpins the notion that:

“Leaders shall lead the way by going first”

8.3 TEAM MEETINGS

Another success factor to be recorded is the planning, organising and conduct of team meetings aimed at bringing teams together, to discuss the content further and develop actions. Eight meetings out of sixteen have taken place and reports have been submitted. Summaries on progress and prevailing challenges have been shared at the facilitators meetings which further aimed at identifying constraints and benefits of the whole programme. Eventually with the improvement of coordination mechanisms and support other teams will gain ground and momentum.

One of the intended results of the programme is the stimulation of collaborative relationships among participants, to further enhance Botswana’s ability to respond effectively to the challenge of HIV/AIDS across organisations and regions. This outcome has been achieved because a background of relatedness has been created among the facilitators, between the teams and amongst the team members. Out of their own initiative some share the platform of these meetings and strengthen each others leadership capacities.

8.4 PROGRAMME EVALUATION: SUCCESSES AND CHALLENGES

Like all programmes the leadership development programme activities have been evaluated by the participants. What has emerged from these evaluations captured the positiveness of the programme but also poses critical challenges to be addressed.

For example: understanding the concepts and how they can be applied have registered positive responses from most of the participants. The responses are skewed more to the individuals level of understanding, (the self) and the commitment to take the learning and experiences to other levels of the society.

Regarding new perceptions and new opportunities ignited by the programme sessions, most participants revealed their intentions to break “new” ground in many ways including affirming their individual commitments.

We can comfortably record our success in this regard. The pyramid to accomplishment does not seem too far from us enjoying the efforts of our work by talking back to the virus.
However it’s also appreciative for the participants to offer suggestions for the enhancement of the programme. These suggestions are recorded under the following headings:

- strengthening the concepts;
- future workshops, the learning environment and other comments.

The above suggestions can be summarised under the following appropriate headings:

- enhancement of programme delivery,
- organisation of materials,
- tools and techniques to enhance participation,
- the role and functions of the national facilitators,
- support mechanisms and coordination.

In essence the conclusions and recommendations are largely based on the participants evaluative comments. They are also based on the reporter’s observations, her expert knowledge in the area of human resource development and experience in developing participatory approaches and development and delivery of material.

8.5 ENHANCEMENT OF PROGRAMME DELIVERY

In their evaluation participants suggested the following:

- minimization of the lecture mode and more enrolment and engagement of participants through participatory techniques,
- clear instructions and guidelines for tasks which should be documented in a handout and given to participants for ease of reference,
- output from the discussions should be processed and the key lessons learnt from the discussion should be linked to HIV/AIDS,
- succinct summaries should be presented at the end of each session to reinforce the learnings
- time management is also a crucial factor.
RECOMMENDATION 1
To enhance programme delivery it is therefore, recommended that the delivery of sessions should consider minimization of the lecture mode, and instead utilise the participant driven approach in order to give participants more time to reflect on topics discussed, and their linkage to HIV/AIDS issues in Botswana.

8.6 ORGANISATION OF CONTENT MATERIALS

Participants raised the following key points, which relate to the organisation of materials.

- Consideration of time management,
- Reflection of issues by participants,
- Infusion of cultural aspects into content,
- Considering practical application of concepts,
- Linking the activities to the topic of HIV/AIDS,
- Considering participants experiences,
- Summarising and concluding the sessions and simplifying information in consideration of the different comprehension levels.

To overcome these challenges a step by step approach to material organisation and structuring would be helpful.

RECOMMENDATION 2
It is recommended that the session materials be organised in the following manner to achieve logical presentation:

Objectives of the session

Methodology/Approach to be used

The process to be logically followed

Communication of the outcome of the session and the lessons learnt
8.7 TOOLS AND TECHNIQUES TO ENHANCE PARTICIPATION

In the training environment there is nothing that beats the use of diverse training approaches in order to engage and enrol the participants in the session activities. In this way the Self-esteem of participants is acknowledged, enhanced and recognised. Their Associative strengths make them stronger to act together. The Resourcefulness of each participant is tapped, which leads to joint Action planning and Responsibility for follow through to action (SARAR).

Tools and techniques were used in the workshops to achieve the above SARAR characteristics of engineering the learning process. However, again due to limited time not many participatory approaches were used. These techniques will be extremely useful for participants as they conduct their meetings and conduct conversations with other groups.

RECOMMENDATION 3

It is therefore, recommended that a three day training of trainers (TOT) workshop be planned, organised and conducted to expose participants to participatory approaches and techniques of facilitating processes.

RECOMMENDATION 4

In addition, the methodologies used in the Community Capacity Enhancement Process (CCEP) should be incorporated and adapted in the methodologies for the leadership development programme.

RECOMMENDATION 5

Culminating from the above events, it is recommended that a manual be developed on participatory tools and techniques, to support the participants in facilitating different groups. It is essential that some of the skits developed by participants in the last workshop be incorporated in this manual.

8.8 THE ROLE AND FUNCTIONS OF THE NATIONAL FACILITATORS

The leadership development programme can only be successful through the contribution and performance of the national facilitators who are the pioneers of this leadership development programme. These facilitators are charged with the responsibility to execute their leadership roles. However, the role and functions of these facilitators have not been explicitly communicated to them. In addition, a criterion has been set out on the type of leadership that this programme needs to take on.
A particular profile of the facilitators also documents the qualities that are required of these potential leaders. In the same token there has been no communication about such.

**RECOMMENDATION 6**

It is therefore recommended that during the next facilitators workshop the roles, functions and profile of the facilitators be clearly defined and should be considered as part of the workshop design.

**8.9 SUPPORT MECHANISMS AND COORDINATION**

During the last workshop support mechanisms and coordination aspects were reported on. These highlighted the following key points:

- being released for leadership development activity,
- competing roles and responsibilities,
- advanced planning for activities, and logistical arrangements.

**RECOMMENDATION 7**

It is recommended that the organisers of the programme should double-up their efforts to strengthen support mechanisms that are geared towards successful implementation of the programme.

**8.10 COMMITMENT TO THE EVALUATION EXERCISE**

Evaluation exercises are critical informants of programmes and projects. They serve to provide the planners, organisers and facilitators of interventions with information about the strengths and challenges of any programme. The evaluation outcomes accomplished this requirement to a certain extent but the standard was not up to the mark, as some of the participants did not provide this critical feedback.

**RECOMMENDATION 8**

It is recommended that during the next workshop a discussion be planned around the critical nature of evaluations, and should be regarded as key to enhancing programmes.

**8.11 THE NEED FOR A LOCAL EXPERT**

The need for a local expert as a co-facilitator has been suggested by the participants in both workshops. The reasons presented were:

- to relate issues to the national and cultural contexts,
- to provide support to the lead expert facilitator,
to provide continuity of the programme and support of the facilitators in the absence of the external expert.

**RECOMMENDATION 9**

It is recommended that this issue be the prerogative of the organisers of the programme, if they recognise the need and importance of the above suggestion.

**8.12 CONCEPTUALISING THE LEADERSHIP DEVELOPMENT PROGRAMME**

The leadership development programme is a programme with a difference. It considers the individual as key in interacting with her/his environment regarding issues of HIV/AIDS. The leadership development skills gained at these workshops capacitates the individual leader to generate spontaneous conversations at any setting whether formal or informal. This can happen anywhere and at any time. This approach is bound to result in a rippling effect. However the observation is that some participants think that this leadership can only be achieved at formal interactions that require money and other resources. What should be emphasised is that informal discussions can yield more results.

**RECOMMENDATION 10**

It is therefore recommended that at the next workshop this important issue be clarified and put into context, for participants to realise that this “new” leadership approach is not “business as usual” but deliberate departure from it.

**8.13 MONITORING AND EVALUATION**

It is important to take cognisance of the fact that assessing programme activities is a way of checking the realisation of the intended outcomes of any programme. A number of activities have been developed and implemented under this programme. It will be beneficial to take a few steps back to undertake a quick evaluation. Ongoing monitoring is also important in this regard.

**RECOMMENDATION 11**

It is recommended that the organisers of the programme develop a participatory methodology in an effort to measure the progress of the programme.

**8.14 BREAKTHROUGH GOALS**

An observation made is that some of the breakthrough goals developed do not relate well to the strategies and action. Understanding the relationship between these seems inadequate.
RECOMMENDATION 12

It is recommended that the issue of breakthrough goals as related to strategy and action be reviewed for clarity and refinement.

It has been noted that some of the words used in programme delivery seem to create confusion for the participants about their meanings. Some examples of these words are breakthrough initiatives, breakthrough goals, commitment, commitment summary strategy and action.

RECOMMENDATION 13

It is recommended that a glossary of terms be developed and incorporated in the materials and the manual recommended.

9. CLOSING REMARKS

The closing remarks were presented by Mr B. Monare from NACA. He started off by acknowledging the Deputy Resident Representative of UNDP for her full participation and commitment to the programme. In addition, he recognised and acknowledged the UNDP officials, namely the HIV/AIDS expert and the programme officer for the Teacher Capacity Building Programme. He commended them for their continuous guidance and unwavering partnership with NACA. He acknowledged the work of the UNDP Secretariat.

He also recognised the work and professional commitment of the lead consultant of the Leadership Development Programme. In his concluding remarks he thanked her for her patience, expertise and experiences, which has no doubt inspired the participants through her programme delivery. She thus acquired the Setswana name Tebogo, which means Thank You.

Mr Monare mentioned that it is appropriate to acknowledge and thank UNDP (BDP) Pretoria officials, for their engagement, enrolment and advisory role throughout the entire programme.

The Ministry of Local Government was recognised and acknowledged for their tremendous support in mobilising the district level cohorts for this important development initiative.

The speaker further acknowledged the Managing Director/Consultant of ICRC, who he said deserved to be thanked profusely for her overall contribution to the programme.

He then thanked the participants for their entire commitment to the process and their hard work and contributions during these workshops. He stated that without their commitment there would be no leadership development programme.
Finally, the presenter stated that NACA is determined to implement effectively a multi sectored approach, which assumes the formation of synergies across sectors and levels to face the challenges of HIV/AIDS.
ANNEXURE A

Workshop Programme

Wednesday 28th January 2004

<table>
<thead>
<tr>
<th>Morning session</th>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>08.30</td>
<td>Renewing background of relatedness to our work and to each other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objectives and methodology for part 2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emotional Intelligence: The foundation of effective leadership</td>
</tr>
<tr>
<td>10.30</td>
<td>Tea Break</td>
<td></td>
</tr>
<tr>
<td>10.50</td>
<td>Emotional Intelligence: The foundation of effective leadership (contd.)</td>
<td></td>
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<tr>
<td>12.30</td>
<td>Lunch</td>
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</table>

Afternoon session

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.30</td>
<td>Organizational development and HIV/AIDS</td>
</tr>
<tr>
<td></td>
<td>Levels of development, what capabilities do our organizations need to build a world free of HIV/AIDS?</td>
</tr>
<tr>
<td>15.30</td>
<td>Snack Break</td>
</tr>
<tr>
<td>15.50</td>
<td>How can we as leaders cause development of our organizations</td>
</tr>
<tr>
<td>17.00</td>
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</table>

Thursday 29th January 2004

<table>
<thead>
<tr>
<th>Morning session</th>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td></td>
<td>08.00</td>
<td>Recap of Day 1</td>
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<tr>
<td></td>
<td></td>
<td>Organizational follies: The power of humour to free us from patterns that limit us.</td>
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<tr>
<td></td>
<td></td>
<td>Strengthening Breakthrough initiatives</td>
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<tr>
<td>10.30</td>
<td>Tea Break</td>
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<tr>
<td>10.50</td>
<td>Tools for building breakthrough strategies</td>
<td></td>
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<tr>
<td></td>
<td>Breakthrough Initiative Formulation (In Teams)</td>
<td></td>
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<tr>
<td>12.30</td>
<td>Lunch</td>
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Afternoon session

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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>14.00</td>
<td>Breakthrough Initiative Formulation in Teams (contd.)</td>
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<tr>
<td></td>
<td>o Tools for inventing opportunity</td>
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<td>o Seeing the world as a network of help</td>
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<td></td>
<td>o Translating a stand into breakthrough goals</td>
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<tr>
<td>Time</td>
<td>Session</td>
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<td>15.30</td>
<td>Snack Break</td>
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<td>17.00</td>
<td>Closing</td>
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<td></td>
<td><strong>Friday 30th January 2004</strong></td>
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<tr>
<td></td>
<td><strong>Forwarding the Action</strong></td>
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<tr>
<td><strong>Morning session</strong></td>
<td>08.00</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>10.30</td>
<td>Tea Break</td>
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<tr>
<td>10.50</td>
<td>Presentation of Team Initiatives</td>
</tr>
<tr>
<td>12.30</td>
<td>Lunch</td>
</tr>
<tr>
<td><strong>Afternoon session</strong></td>
<td>14.00</td>
</tr>
<tr>
<td>15.00</td>
<td>Closing/Departure</td>
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</tbody>
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Summary of the Evaluation Comments

Reflection on the concepts: significant ideas learnt were:

- emotional intelligence,
- creating sense of urgency,
- organisational development and HIV/AIDS,
- breakthrough initiatives,
- developing good and effective listening skills,
- environmental awareness,
- networking and partnerships,
- creating conversations for opportunities/actions.

Strengthening the concepts and workshop exercises pointed to the following issues:

- facilitators to provide feedback following group’s presentation and accept criticism,
- allocate more time to complete exercises and reflect on them,
- all exercises to be structured, written down and given to participants,
- less of lecturing and link activities to the topic,
- base exercises on real life situations, related to HIV/AIDS,
- provide pre-written questions for discussion and allow participants to study and think about answers prior to group work,
- facilitators require more training,
- some exercises were left incomplete – “Hanging”,
- development of breakthrough goals: allow participants to develop more than one goal to work through them simultaneously in a step-by-step manner,
- videos could be used as an alternative to role plays,
- actioning people with target dates is critical for advance planning,
- overall facilitator to always check on participants’ comprehension,
- allocate more time to any discussion related to “commitment”,
- more time and guidance should be given before each exercise.

Emphasis on future workshops should include:

- emotional intelligence,
- breakthrough initiatives,
- conversations for action,
- sharing of HIV/AIDS cases that affect participants,
- personal development,
organisational development levels and management.

Application of concepts recorded the following issues:

- by sharing ideas with other participants,
- sensitisise family on HIV/AIDS,
- self-retrospection and awareness,
- apply leadership techniques at all levels,
- motivating and mobilising officers for action,
- engaging peer counsellors to share their skills,
- raise funds for charitable organisations,
- develop organisational plans for commitment to HIV/AIDS,
- encourage family and colleagues to walk the talk,
- draw out commitment summaries in the workplace,
- generate positiveness, in my organisation,
- generate conversations for possibility,
- strive to establish breakthroughs,
- outlining the principles of personal development and discipline,
- developing management strategies for discipline and effecting PMS,
- apply patience at work to instil a sense of hope,
- set up HIV/AIDS committees in the organisation,
- transform organisation to be more perspective than pragmatic,
- assist organisation to stretch its goals and adopt urgency as a mode of operation,
- social awareness by being aware of societal needs,
- be level-headed and exercise self-control in dealing with others,
- engage in one-on-one conversations with family members,
- vary approaches in handling matters that concern peer pressure in the youth at home,
- engage in projects which will help the organisation to face the challenge of HIV/AIDS,
- develop organisational plans that depict the organisation’s commitment to fight against HIV/AIDS,
- discuss sexuality and responsibility with teenage children,
- be wary of emotional hijacking as a leader.

New perceptions involved the issues stated below:

- points of view have changed and a need arises to expose policy makers to the same workshop issues,
- new breakthrough initiatives,
- feel empowered to face the epidemic,
- will adopt different managerial styles to address the HIV/AIDS programme at the workplace and externally,
- include HIV/AIDS activities in my work schedule,
• encourage all people across all sectors to go for routine and voluntary testing,
• investigate “What is it that we are not doing right?”,
• “I am more confident to lead my team”,
• enlightened on dealing with issues pertaining to HIV/AIDS in a more comprehensive and effective manner.

New opportunities captured were:

• raising urgency to act, amongst peer educators and the organisation as a whole,
• breaking the ground of relatedness,
• harness available resources/manpower to run HIV/AIDS programmes at the workplace,
• use listening for possibility as a way to develop action plans,
• change society mindsets,
• include HIV/AIDS programmes in my organisations’ strategic plan,
• regard the epidemic as a management challenge not a health challenge,
• explore the government’s commitment to halt the epidemic,
• identification of partners in order to strengthen collaboration and collective action,
• commitments for agreement and contracts.

The Learning Environment – the following was recorded:

• excellent,
• super,
• good, lively and interesting,
• fine,
• fuse the information with cultural specifics,
• more practical exercises than lectures,
• link activities to the major topic and to the epidemic,
• change of venue,
• review time management,
• one facilitator is monotonous,
• facilitator must consider participants’ experiences,
• have a local facilitator who is conversant with HIV/AIDS issues in Botswana, and able to relate them to participants in simple, understandable language,
• need for a focal trained, skilled back-up local resource person,
• more literature on the subject matter is required,
• close gap between note/handouts and discussion and a logical linkage between materials,
• inadequate space in terms of break away rooms
Affirming Commitment

In affirming their commitment the following issues emerged:

- initiate implementation of planned activities,
- solid team work/spirit,
- work on my Emotional Intelligence,
- partnership with co-facilitators,
- review current practice/approaches in dealing with the subject matter,
- sharing information with individuals at workplace,
- spearhead activities on HIV/AIDS in my region,
- plan some research work in the area of commitment,
- encourage community to take initiatives in fighting stigma and discrimination,
- commitment to responsibility and accountability,
- to go for voluntary testing and encourage others to follow suit,
- ensure change in attitudes in HIV/AIDS programmes,
- create a conducive environment to speak,
- develop and maintain effective lines of communication,
- aim at seeing the grassroots communities being committed to the same,
- give full support to the infected,
- work on community misconceptions,
- involve community leaders,
- conduct meetings regularly to review progress,
- identify those living with HIV/AIDS and train them to change sexual behaviour and engage them in our breakthrough goal initiative.
- draw up an individual plan from the common group plan, support any group wherever you meet people.

Other comments

Other comments were very helpful and will assist to enhance efforts to continue the process. These are recorded verbatim below:

- the workshop was well organised and time managed well,
- I appreciate workshop for strengthening skills related to HIV/AIDS matters,
- facilitator should listen to participants,
- facilitator should not be destructed by participants’ comments and questions,
- simplify the concept considering the different levels of comprehension,
- provide reports to each team,
- use culturally sensitive language,
- change venue,
- some lessons were not conclusive/concluded,
- I will change my mindset and walk the talk,
- none,
• need for a local person in the field to start developing TOTS, the local person will understand the national response to HIV/AIDS so that institutional/group response can be enhanced.
Recapping the Sessions

“HOORAYS HOPE ISLAND IS HERE”

THE LIGHT DRIZZLE

The clouds gathered and the light refreshing drizzle felt comforting;

It was a must, we had to look up to the all caring, for gratitude and spiritual connectedness, Sunshine Sally connected us with our redeemer.

The journey was to be a long one, conversations were just the right ingredients to reach Hope Island.

The atmosphere needed a filter for antipollution, to encourage bonding and good relations. A whole boss in the robes of all of us did the trick.

“Those who will successfully converse until we reach Hope Island will be rewarded”. This will be a real comfort, comfort said, certificates are great things.

We settled well in an immaculate ship heading for Hope Island. A fine community indeed. That’s what we became.

“How do we govern people and conversations? The governance path needs to be clear”, one occupant asked.

“Love their neighbour as you love yourself, a loaded biblical caution for great conversations. The community signed the contract to uphold the rules.

THE SERIOUS DRIZZLE

Rain was eminent, which caused LG to break the ice. “The crew is a vigorous and rigorous one, they reflect the true warriors to fight the raging war”. Can we delve into the richest of conversations? LG said.

The next bang sounded like his masters voice, singing about listening, shifting and managing little voices and conversations, which empowers liberates and brings hope. As long as you manage the shift, towards breakthroughs you have caught the fish, and you will catch many more. LG continued.
REWINDING HIS MASTERS VOICE

Her lady’s voice continued to click the buttons, a new technology to manage conversations. “It's time to generate power for action”. The pot is filled with goodies. Capacity for awareness of our own moods and the moods of others. Creating conditions that will reverse the epidemic, sounds great. Emotional Intelligence is your fort.

His masters voice sounded again in the tone of her Lady’s voice

The buttons kept clicking in anticipation for inspiring and sustaining action.

TORRENTIAL RAIN

The rain came down with unrelenting force.

Reviewing the conversation to reach Hope Island, was held in high esteem, while enjoying the torrents.

Conversations for committed action, harnessing adversity, turning breakdowns into breakthroughs requires the individual, the teams and the organisations.

To put the occupants of the ship at ease, their concerns were acknowledged and a promise made for the turn around strategies.

Hierarchies don’t seem to get buried, her ladyship continued,

“Hierarchies are good, but can not be as good as good”;

We make them healthy in many ways. Sometimes descending from the ivory towers helps to develop people and organisations.

Hijacking conversations may be the order of the day,

The clever leader bows down, comes down to mother earth, respects the hijacking because its real, its normal and its historical.

Concentrate on conversation for possibility manages the relationship, because HIV/AIDS is emotional.

The goodness in conversing is knowing yourself, knowing others and using self discipline to win the war.

Stories and laughter rocked the ship, conversations heightened and excitement soared;

- Is it money or getting work done?
- Is it people in buildings or the buildings themselves,
- Stop or handle the hijacking,
- Do as I say and not as I do, is it not interesting,
• Moving from rigidity to a perspective cloud is so good
• Together we shall overcome.

Landing in Hope Island;

The rain subsided, the sun was bright, the crew was also bright.

Contracts and pledges came alive, and were signed

We walked through the thicket, to the other side of town. We broke through, and we will tell our stories to the rest. Those that missed the ship to Hope Island.

“It was time for Hugs and goodbyes a time to get back to doing business not as usual”.
Group Skits

SKITS/ROLE PLAYS

Group Two

Title: *Do as I say, not as I do!*

*“Challenges of HIV/AIDS testing in the workplace”,*

**Objective:** To lead by example is one of the solutions in the fight against HIV/AIDS.

**Storyline:** A Chief Executive Officer (CEO) of a certain company agrees with the board of directors that all employees be tested for HIV/AIDS, so that they may be offered assistance in the form of ARV’s where necessary. However, the CEO instructs the Human Resources Manager to pass the message to the staff.

The Human Resource Manager feels embittered that the CEO is “dumping” the dirty work on her lap, instead of doing it himself. In fear of being charged with insubordination, she convenes a general staff meeting, where her announcement is received with mixed feelings. The majority of the employees agree that this is not only a good idea, but is also a good show. At the back of their minds, they all know very well that every employee is unwilling to test. The company’s decision on one hand is viewed as a way of trying to get rid of those who test HIV positive.

**Lessons learnt:**

- For HIV/AIDS programmes to be successful in the workplace, management should be seen to take the lead in facing this challenge.
- Management should be transparent at all times and adopt an open door policy, to clear off any suspicions that may arise from decisions related to HIV/AIDS matters.

Group Three

**Title:** *Stigma and Discrimination*

**Objective:** To demonstrate that leadership can fuel issues of stigmatisation and discrimination in HIV/AIDS related issues.

**Storyline:** A certain Chief Executive Officer (CEO) of one Ministry prefers to attend a meeting at the Office of the President over another meeting scheduled to discuss the World AIDS Day. The CEO shuns the latter and delegates a subordinate to attend this meeting. Ironically, he instructs the officer to reserve some T-shirts on World AIDS Day for him and his family. The CEO did not see any value in attending the meeting, however, he would like to be identified with the World AIDS Day.
Lessons learnt:

- HIV/AIDS related issues should not be relegated to a particular section in the workplace. It should be seen to be all involving and driven from the top.
- Misconceptions are rife so much that HIV/AIDS concerns only relate to the economically disadvantaged and highly-placed officers are the least affected.

Group Four
Title: *Stigmatisation and ARV*

Objective: To demonstrate the effects of denial and stigmatisation.

Storyline: Mmapula is silent about her HIV status to her family, and allows her parents to take her from one traditional doctor to another. When her parents realise that her condition is not improving, they decide to consult at a local clinic, where the nurse discovers that Mmapula had long been diagnosed. With Mmapula’s consent, the parents are then informed of Mmapula’s status who is then referred to Nyagagbwe Referral Hospital (NRH).

The family experiences a lot of delays before Mmapula could be put on ARV. To start with, the ambulance can only transport Mmapula from the village to Francistown the following week. At NRH the doctor takes Mmapula’s blood for the CD4 count and viral load. He makes an appointment to discuss the test results in three weeks time. Unfortunately Mmapula passes away prior to even getting the ARV.

Lessons learnt:

- Denial is enhanced by stigmatisation and discrimination,
- Logistical problems can also contribute to the escalation of HIV/AIDS deaths.

Group Five
Title: *Delays in approving funding proposals*

Objective: To demonstrate how funding support mechanisms can work against HIV/AIDS projects.

Storyline: A Community Based Organisation (CBO) submits a proposal to the South East District AIDS Coordinating Officer for the setting up of a garden project to assist the AIDS patients with nutritional diet. The proposal goes through a number of committees and finally gets rejected for a variety of reasons. The CBO is disappointed and feels that there is no way they can halt the epidemic in the face of funding constraints.
Lessons learnt:

- Inadequate information on funding requirements and procedures, is a constraint in the effective management of HIV/AIDS,
- Lack of prioritisation and perspective approaches regarding HIV/AIDS programmes and activities,
- Inability to raise conversations for possibility.

Group Six
Title: *Attitudes*

Objective: To emphasise the negative attitude that is prevalent in the workplace towards HIV/AIDS related issues.

Storyline: A manager calls a meeting without an agenda and attempts to discuss HIV/AIDS as a side issue. The meeting fails completely. This depicts the negative attitude that is rife in this particular workplace, where HIV/AIDS issues are ignored. When the manager reprimands his subordinates regarding the complacency that characterised the meeting, one of the junior officers remarks how her looks will speak for her, when she has to face the manager’s wrath. This suggests the presence of relationships that work against the fight against HIV/AIDS.

Lessons learnt:

- The leadership must be in the forefront of the fight against HIV/AIDS,
- In the workplace, HIV/AIDS should be viewed as a managerial challenge and not a health one.

Group Seven
Title: *Handling of project proposals by funding sources*

Objective: To show the inefficiency of funding organisations that water down CBO initiatives.

Storyline: Many a times CBO’s write project proposals to request for funds from funding organisations. Little attention is paid to these proposals. Several follow-ups are made by CBO’s and often they are told that their proposals are under consideration and that the officers handling their proposals are either in a meeting or attending a workshop. There are no systems in the funding organisations, for following up proposals or lodging complaints about the mishandling/loss of proposals at the organisational level.

Lessons learnt:

- That much attention should be paid to CBO’s project proposals,
- That perhaps HIV/AIDS funders and others are more concerned about attending countless meetings/workshops than the needs of the stakeholders,
- That the work done by CBO’s in raising proposals never get priority attention,
• A lot of conversations are through telephones and there is rarely a person-to-person relationship.

Group Eight
Title: *Team work/spirit*

Objective: To show that team spirit is vital for the success of HIV/AIDS programmes in the work place.

Storyline: The play depicts that favouritism and a closed door management will always result in low staff morale and productivity. This ultimately impacts negatively on the organisation’s programmes, including HIV/AIDS mainstreaming.

Lessons learnt:

• The critical nature of team spirit,
• The danger of hidden agendas and lack of transparency,
• The effects of interpersonal and human relations.

Group Nine
Title: *Management crisis*

Objective: To show that pivotal to the development of any organisation is good communication and leadership.

Storyline: The chairperson of department X does not respect his colleagues in meetings. She/he does not value their contributions towards the development of the organisation.

Lessons learnt:

• The quality of performance in any organisation is highly compromised by poor leadership and communication.

Group Ten
Title: *The hijacking boss*

Objective: To demonstrate that the success of HIV/AIDS programmes depends on everybody at all levels in an organisation.

Storyline: Employees of company X decide to form an AIDS committee to educate and disseminate HIV/AIDS information to the general staff. However, this programme can only take off with the approval of the management. When the manager is approached, she/he displays reluctance and indicates that she/he does not have time and will only be available for discussion after two weeks. This is a manager who needs to set his priorities straight and to change her/his attitude towards HIV/AIDS issues.
Lessons learnt:

- Some HIV/AIDS programmes fail simply because of managerial sabotage.

**Group Eleven**
**Title:** Support structures

**Objective:** To demonstrate that initiatives should not only be from the leadership, and that where there is support and team spirit HIV/AIDS programmes can be successful.

**Storyline:** BDF recruits are usually divided into groups that commune. They are expected to support each other in any manner and are responsible to discipline each other.

In commune X, one member suspects that he is developing some signs and symptoms of HIV/AIDS. He discloses his fears to the other group members. In support of their colleague, the group realising that he lacks strength to go for testing, decide to accompany and support him and to go for testing too. The senior officers use the group’s experience to influence other groups to act likewise, and within a short time a larger group goes for voluntary testing.

Lessons learnt:

- HIV/AIDS issues should be a concern for everybody and not only for the leadership,
- In facing the HIV/AIDS challenge, we are all leaders in our own right and need to stand up for the initiative.

**Group Twelve**
**Title:** Resource allocation

**Objective:** To determine the priority given to HIV/AIDS as compared to other units.

**Storyline:** The planning management committee of department X received and analysed various project proposals from different departments. The department then allocated the available funds amounting to P20 million according to priorities as follows:

<table>
<thead>
<tr>
<th>Department</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Research</td>
<td>P7 million</td>
</tr>
<tr>
<td>Information Technology</td>
<td>P5 million</td>
</tr>
<tr>
<td>Personnel</td>
<td>P4 million</td>
</tr>
<tr>
<td>Admin.</td>
<td>P3.2 million</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>P800 000.00</td>
</tr>
</tbody>
</table>

In reaction to the above allocation, the AIDS Coordinator is surprised to realise that the HIV/AIDS programme has been allocated the least funds. She points out to the chairperson that even their clientele such as farmers are equally affected. Therefore HIV/AIDS programmes require a lot of funds. In response the chairperson argues that their department is not the only one
dealing with the HIV/AIDS issue. Other departments will deal with the other parts. He concludes that the AIDS Coordinator could still solicit funds and support from other sources.

Lessons learnt:

- Despite the fact that “Ntwa e bolotse” (declaration of war on HIV/AIDS), many departments still feel that HIV/AIDS does not fall in their mandate. It is viewed as the responsibility of NACA, clinics and the AIDS STD Unit,
- Some government departments still give HIV/AIDS less priority in terms of resource allocation.

Group Thirteen
Title: Commitment and support

Objective: To demonstrate that the prevalence of the lack of leadership commitment and support can lower the morale of officers and escalate HIV/AIDS.

Storyline: A young, inexperienced social worker is frustrated, by the lack of support from her supervisor, who is often too quick to inform him that helping home-based care HIV/AIDS clients is not her profession because she has a degree in adult education only. This lack of support from seniors results in the social worker’s low performance at work. The clientele and community at large are affected by such behaviour.

Lessons learnt:

- Leadership support and commitment is vital for the success of HIV/AIDS programmes.

Skit presented by two resource persons.

Title: A balanced mixture of organisational levels

Objective: To demonstrate the critical approach of engaging the different organisational levels to obtain the expected outcome.

Storyline: A conversation occurred between a supervisor and a programme coordinator, which captured the following issue:

Request for purchasing 5000 saliva kits to be used in a survey starting February 2004, costing P350 000.00.

The supervisor posed the following questions:

- Did I hear you say you need 5000 saliva testing kits in a week’s time?
- Have you advertised for tendering?
- Who responded to the advertisement?
- Do you have a maximum of three quotations from reputable companies?
• Are you aware that it takes up to three months for the Public Procurement Asset Disposal Board (PPADB) to approve tenders of this nature?

The programme Coordinator in response argues that since the President himself has declared HIV/AIDS a national emergency, probably the PPADB could grant a waiver to procure the saliva kits.

The supervisor points out that it may be advisable to use the National AIDS Council or the Special Ministers Task Force on HIV/AIDS to short circuit the procurement procedures. She further inquires from the Coordinator whether she has set up a reference group to review the study protocol and whether human rights research ethics have been taken care of. The supervisor posed another question: who is actually participating in this study?

In response the Coordinator mentioned that a highly-powered body has been constituted as a reference group and has approved the study protocol. Funds have been mobilised from different donors. She is confident that a lot of groundwork has been done at policy level. She further emphasises that this study is in line with the National Strategic Framework (NSF), Vision 2016 and National Value Systems. It is also critical in addressing HIV/AIDS concerns in Botswana, in terms of statistical information. Reminding the supervisor, she articulated that this is the first ever population prevalence study.

In response the supervisor emphasises as follows:

Having listened to you, I feel strongly that the study is important and very critical to Botswana’s HIV/AIDS response. However, I will do a bit of groundwork on this and organise some consultations with other critical stakeholders and I will revert to you by the end of business today. I agree that while we are adopting the procedures, we should not compromise our principles. We have to be accountable and transparent and at the same time be results oriented.

Lessons learnt:

• The ability of people to shift conversations from one level to another,
• To demonstrate that conversations for possibility emerge from effective communication,
• To emphasise the importance of the power of listening in achieving results,
• To reveal the emotional intelligence attached to achieving results,
• To demonstrate an understanding of rules/regulations and procedures in order to have the perspectivist view.
### FACILITATORS LIST

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