



# Appendix E

Instructions for  
training exercises

## **INSTRUCTION SHEET: Role Play Interviews - “TRIADS”**

**Work in groups of three. Each person will rotate the three roles: interviewer, informant, and observer. About 20 minutes will be needed for each role-play: 15 min. for interview and 5 min. for feedback and switching roles. The tasks for each role are:**

**Interviewer:** interview informant about his/her typical day, probing on eating habits, how food is cooked, and sources of food; keep raw notes of the interview in notebooks; receive feedback with open mind, sense of humor, desire to learn

**Informant:** be cooperative, answering questions as well as possible; give feedback on interview: how it felt to be interviewed

**Observer:** take notes on quality of the interview: techniques, questions, probes (lack of probes); give feedback on quality of interview [use probing handout as a checklist]

**INSTRUCTION SHEET: TEAM CONTRACT EXERCISE**  
(From PL&A Training Guide)

**In your study teams, answer each of the following questions. Come to an agreement as to how your team will respond in the following situations. Your agreement is your “Team Contract”**

**What would you do if...**

- 1. In a group interview the informants are very silent, unresponsive and reluctant to answer your questions?**
- 2. Part way through a group interview, some informants say they must leave to attend to other matters?**
- 3. A team member is over-enthusiastic and keeps interrupting the informants when they are speaking?**
- 4. In front of a group of informants, one member of your team contradicts what one of the informants says?**
- 5. An informant calls you over as you are walking back to the vehicle just as you are looking forward to having something to eat and drink?**
- 6. The information on fuelwood received from the women largely contradicts that received from men?**
- 7. One team member is taking a condescending and patronizing attitude towards the informants and tends to lecture rather than listen?**
- 8. You arrive in the community planning to begin a group activity, but the team is nervous and unsure how to start?**
- 9. One team member is frequently giving negative criticism in team discussions or not participating at all?**
- 10. During a matrix ranking exercise, the more articulate and better dressed of the men informants dominate the discussions about community problems and most vulnerable groups in the community?**

## **INSTRUCTION SHEET: DEVELOP FEEDBACK PLAN**

**1. Your task is to develop a feedback plan for your assigned target audience, either (a) the community, or (b) policy makers/donors. Record the answers to this assignment on chart paper for presentation to the other group and trainers.**

**2. Develop your feedback plan by considering the following issues:**

**HOW?** Select how you will conduct the feedback session. Select the appropriate presentation style to encourage analysis and reflection on the information collected. Options include: (1) verbal; (2) written; and (3) visual.

**WHO?** Decide on (1) who should present the findings at the feedback meeting; and (2) who should be given a chance to react and discuss the findings.

**WHERE?** Based on your decisions about HOW and WHO, decide on the best place to hold the feedback meeting. Note that the place where feedback takes place may influence the quality of participation and the subsequent discussion.

**WHEN?** Based on your decision about HOW, WHO and WHERE, decide the best time for a feedback meeting time that allows maximum participation of your assigned audience.

**WHAT?** Decide, from of all the kinds of information collected, what will be presented. First, decide on the kinds of information should be included in the presentation. Should the presentation include details about the methods used? How informants and sites were selected? Answers to each study objective/question? A summary of each functional area of the study? Recommendations for action?

Second, decide on the agenda for the feedback meeting with a sequence of activities and estimated times for each activity.

**3. Prepare to present one key finding from our training study based on your decisions about HOW, WHO and WHAT above. For example, prepare to communicate a key finding with the appropriate presentation style based on your decision about HOW.**

## INSTRUCTIONS SHEET FOR EXERCISE: DESIGN A QUALITATIVE STUDY

1. *Re-form* into 'study design' groups from before (yesterday);
2. If not completed, *finish selecting* one or two study objectives/questions to help make the assigned program decision;
3. *Select* an appropriate mix of methods to *answer* the study objectives/questions and *neutralize* method biases.
  - < For each objective, identify several methods useful to gather information on the topic;
  - < Select preferred methods for the study. Consider not using methods that have limited utility in terms of the number of objectives. This is a starting point to help with scheduling (During the study be flexible as new topics and other methods may become more desirable); and
  - < Choose the types of informants preferred for each method selected.
4. *Choose* a method for selecting study sites to *improve* representativeness of data.
5. *Determine* the number and size of study teams.
6. *Develop* a proposed schedule for the study (not including time for training) showing sequence of methods to be used, time for data management, analysis, feedback and report writing.
7. *Prepare* a presentation that includes the following:
  - < Study objectives/questions and the methods to be used to answer each objective/question (e.g., develop a matrix: objectives on y-axis on left, selected methods on x-axis on top);
  - < For each method to be used: type and number of informants
  - < Proposed method of selecting study sites
  - < Number and size of study teams
  - < Proposed study schedule