HUBERT H. HUMPHREY FELLOWSHIP PROGRAM

INDIVIDUAL PROGRAM PLAN

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Humphrey Year - Summary

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The real voyage of discovery consists not in seeking new landscapes, but in having new eyes – Marcel Proust or Lroust

Change does not necessarily assure progress, but progress implacably requires change. Education is essential to change, for education creates both new wants and the ability to satisfy them. Henry Steele Commager

**Year at a glance - What I achieved**

- Demonstrate a positive linkage between development & environment management
- Be part of the policy maker to develop sustainable forest management and environmental policies
- Establish an institute focusing on renewable energy, environmental management & climate change
- Finance the development project focusing on women education, poverty alleviation & environmental management

**What I need?**

- Power to influence
- Determination to make a difference

**What ingredients do I need to get power?**

- Knowledge
- Exposure
- National and international understanding
- Linkage/network
- Experience
- Leadership skills
- Passion to make difference
- Position and THE CONFIDENCE

**How does Humphrey Year Made a Difference?**

- Able to collect most of the ingredients and most importantly build the CONFIDENCE and DREAM to be a leader
1. Participation in University Courses

A. Fall Quarter

i. ARE 115A Economic development: Agriculture and Resource Economics, Professor: Travis J. Lybbert
Major issues encountered in emerging from international poverty, problems of growth and structural change, human welfare population growth and health, labor markets, and internal migration. Important issues of policy concerning international trade and industrialization. (UCD regular course)

Audited the course: This course examined the process of economic development, including the determinants of underdevelopment and poverty. It focused on describing and understanding the many problems faced by developing countries and their citizens. Throughout the course, discussion on policy implications of the topics was done. It began with an overview of economic development and models economists use to understand the process of economic development and why some countries develop faster than others. After which it covered several domestic development issues including population growth, migration, education, agriculture, and environment. Although official development assistance (i.e., "foreign aid") gets a lot of attention, most investment and economic growth is driven by the private sector. Considerable discussion was focused on topics related to the broad theme of business and poverty.

This course gave me broader understanding of global priorities of the development, economic perspective of the development, Millennium Development Goal and challenges of adapting such complex monitoring framework, opened eye towards innovation for getting support for poverty reduction process from developed countries.

ii. 168A Methods of Environmental Policy Evaluation:
Professor Joan Ogden, Environmental Science and Policy, UC Davis.

Evaluation of alternatives for solution of complex environmental problems, impact analysis, and benefit cost analysis, distributional analysis, decision making under uncertainty and multi objective evaluation. (UCD regular course)
Audited the course. This course enlightened on many aspects of environmental policy making. Learned how to formulate the methods for environmental analysis & decision-making. It also provided good opportunity to understand how environmental decisions are made in US.

iii. UCD Extension: Introduction to Project Management

Using the Project Management Institute’s A Guide to the Project Management Body of Knowledge (PMBOK® Guide), learn the basic characteristics of projects and project management, with emphasis on the five process groups of initiating, planning, executing, controlling and closing. (UCD extension course)

Provided insights into the Project Management Body of Knowledge and improved the understanding of systematic project management.

iv. UCD Extension: Pacific Southwest Organic Residuals Symposium and Field trip to Jepson Prairie Landfill

Focusing on innovative treatments and uses of organic residuals: manure, bio-solids, food-waste, green-waste, and other non-hazardous organic residuals. Dialogue amongst industry, researchers and other stakeholders. Discover the options that best serve to reduce greenhouse gas emissions provide local sources of fuels and fertilizers, help restore soils, ensure food safety, and protect public health and ecosystems.
Understanding on how food waste and green waste are converted into manure. Details of the technical aspects of technologies and policy issues of waste management and energy and some innovative technological perspectives. Provided opportunity to understand about the waste management, recycling and reduce greenhouse gas emission, local sources of energy and the organic manure.

B. Winter Quarter

i. “The Economics of Energy Efficiency and Climate Change Mitigation”, TTP 289B-003, Energy Efficiency Center, Credit, Professor Alan Meir

Future decisions to save energy or to mitigate climate change will be heavily based on the perceived costs and benefits of those actions. For that reason, it is important to understand the markets, the mechanisms, and decision-making processes behind the demand for energy. This course explored factors that can accelerate (or derail) an energy-efficient, low-emissions future. The course focused on energy use and efficiency, as energy use is the dominant source of climate impacts.

This course in particular looked at market failures that may impede the realization of more energy-efficient technologies and actions. Provided in depth knowledge and skills to drill down to the “principal agent” (PA) problem, what it is and why it is important. Explored specific PA problems, how they arose, and their implications for carbon taxes and other policies to mitigate climate change.

ii. Global Climate Change, ATM 005, Audit, Prof. Bryan C. Weare, Atmospheric Science, Department of Land, Air and Water Resources

Scientific concepts needed to understand climate and climate change. Principles of regional variations in climate and understanding observed seasonal, decadal and millennial changes. Analysis of the topics:

- Introduction to the climate system,
- Warming the atmosphere,
- Radiation and energy balances,
- Atmospheric moisture and precipitation, Ozone hole,
- Montreal Protocol,
- Atmospheric pressure and forces,
- Atmospheric motion,
- Ocean currents and climate,
• El Niño/Southern Oscillation (ENSO),
• Climate Drivers,
• Understanding and Attributing Climate Changes,
• Climate Projections,
• Global Warming - Responses.

iii. SAS 25 Global Climate Change; convergence of biological, geophysical and social sciences, Audit, Professor Arnold J. Bloom, Department of Vegetable Crops, UC Davis

Explored the geophysical factors that influence climate and assess the biological and sociological consequences of climate change. Topics included methods used by different scientists, complexity of international affairs, decision making under uncertainty, and cultural views of risk.

• Introduction, History of Global Change Research
• Earth’s Past Climate
• External and Internal Causes of Climate
• Earth’s Climate in the Future
• Climatic Effects on Plants and Animals and ecosystem
• Mitigation Strategies;
• Environmental Economics and Decisions under Uncertainty
• Kyoto Accords and International Law
• Cultural Views of the Future and Political Action
• Critical Uncertainties

UCD Extension Courses
i. Developing People, February 4, 2009, UCD Extension

This one day comprehensive course provided opportunity to explore what the world’s most talented managers do. The learning helped to understand what it takes in today’s ever-changing business environment to help staff become more capable, flexible, engaged and innovative. Furthermore, it enabled to identify personal strengths as well as those of other staff, other managers and organization itself.

It provided practical insights into how to relate to people, whose style is different from your own; learning on how to support them by building on their strengths. Also, the course was helpful to discover strategies for improving productivity and suggestions to add value and create opportunities.
ii. Coaching and Mentoring: Developing Employees and Getting Results

Examined the attitudes and attributes of successful coaches and mentors, and develop your own action plan to help lead and empower others. One of the keys to success is ability to lead and coach staff. Coaching is not just telling people what to do; it is helping them achieve their fullest potential. A successful coach plays a variety of roles, including leader, counselor, listener, facilitator and director. Learn a five-step coaching model and the basics of training, listening and providing feedback.

iii. Effective Negotiation Strategies

Anyone negotiating with others who have strong opinions knows how difficult it can be to reach a mutually beneficial resolution. Through the use of skill-building exercises, case studies and simulations, examine the interest-based negotiation model through practical and theoretical perspectives. Focus on the interest-based process to address the different values, priorities and goals of each party. Discover how to create effective strategies and achieve win-win solutions.

Examine the principles that won President Jimmy Carter his Nobel Prize for Peace with the Camp David Accords and that create successful labor/management negotiations and enable complex multi-party, decision-making situations to be successful.

iv. Strategic Marketing Planning

Organizations often mistake marketing tactics for strategy. This focused on communication and marketing plans long before they know where to find their customers, what might intrigue them, and whether or not they’re even listening. A well-developed strategic marketing plan clarifies position in the marketplace and differentiates dramatically from competitors.

Provided good knowledge to strategically think about marketing campaigns. Specifically, knowledge to analyze target audience and their needs, create a SWOT analysis, positioning product or service intelligently and develop your messaging appropriately. Group exercises to practice the theoretical aspect were rich and challenging and include outside reading and preparation.
v. Project Time and Cost Management

This course allowed examining time management processes so in projects deliver on time and perform as expected. It covered activity breakdown, estimation, sequencing and scheduling. Provided better understanding of network diagrams and critical paths, and how they can help to manage time better. Knowledge and skills to develop realistic project schedules and how to efficiently complete projects within a projected timeframe.
Similarly, knowledge and skills on how to plan and budget projects so you achieve project goals within the expenditure allocated.

Examined techniques for estimating costs and the relationships among project schedules, Work Breakdown Structures and cost estimates. Understanding of the differences between project cost estimates and budgets, and how to use contingency and management reserves. Examined various factors involved in budget reviews and approvals, and techniques for identifying cost variances and budget baselines. It also allowed skills to recover cost overruns and explore in-depth the concept of earned value management: how to set up an earned value management system and calculate Estate At Completion project costs using earned value management.

B. Spring Quarter

Professional Affiliation in the Global Environment Facility (GEF), Washington, DC

It gave an opportunity to understand how the global climate change and development agenda is addressed at Global level. I build good understanding of how financing mechanism for environmental projects works, in particular GEF and the World Bank. The emerging challenges and opportunities from climate change at the Global level and how it will impact developing countries. Some highlights of key learning’s are:

- Familiarization of the GEF policies, procedures and working area
- Experiencing to be part of multi-lateral organizations works (GEF and World Bank)
- Access to wide resources including various projects that GEF financing
- Communication and networking with various experts in GEF and the World Bank.
Opportunity to participate in important and relevant seminars, training, workshops in the World Bank and the GEF.

Opportunity to work on draft project development for Nepal with feedback from GEF staff. The project focuses on integrating carbon sequestration through plantation in public land, management of such carbon stock and creating economic incentives to poor communities through agro-forestry, income-generating activities. This will be followed up once I return back to Nepal and worked with Ministry of Forest and Soil Conservation, UNDP and other relevant organizations to finalize and formally submit.

Participated training/seminars in The World Bank and GEF during Professional Affiliation:

i. World Bank Energy learning week, Designing and implementing large-scale energy efficient lighting programs, April 9 2009
   - Energy efficient lighting, strategies, Technologies and program experience,
   - Incorporating Carbon Finance into Large Scale program, (Rwanda and India, Energy efficient lighting projects, Ashok Sarkar, ETWEN, Energy, Transport and Water Department

This program provided good understanding of energy efficient lighting program design, approached, issues and lessons with illustrative examples. Also it covered carbon financing for such projects for developing countries.

ii. Climate Change and Equity: From Principles to Practice, A Social Development Department Roundtable on climate vulnerability and resilience, Wednesday, April 22, 2009, World Bank Group, Washington DC

Equity is fundamental to our understanding of climate change, is key to shaping policy responses across governance scales, and is critical to ensuring that the substantive outcomes protect populations that are most at risk from negative impacts. Inequity, on the other hand, enhances sensitivity to climate risks and exacerbates vulnerability.

Session 1: From Vulnerability to Resilience – How do we move from a position of inequity and vulnerability to equity and resilience in climate change interventions?
   - Vulnerability to climate change is more than exposure to climate risks; it also involves sensitivity to these risks, which is substantially increased as a result of numerous intersecting inequalities.
Replacing inequality with equity is key to moving populations from a position of vulnerability to one of greater resilience as it provides a framework to correct governance deficits as well as socio-economic and resource imbalances. The Equity Principle going beyond ethics to a functional approach to equity.

**Session 2: From Principles to Practice** – How do we integrate equity into climate responses post-Copenhagen?

- How do we integrate equity into climate change operations and practices at the World Bank, other international organizations and government?

These issues were explored by a range of prominent participants from government, civil society, the UN system, academia and from across the World Bank Group.

- Featured Roundtable Participants included:
  - H.E. Cheick Sidi Diarra, Under Secretary General in the Office of the High Representative for LDCs, LLDCs and SIDS and UN Secretary General's Special Advisor on Africa
  - Romina Picolotti, Former Minister of Environment of Argentina
  - H.E. Dessima Williams, Permanent Representative of Grenada to the UN and Chair of the Alliance of Small Island States (AOSIS)
  - H.E. Ismat Jahan, Permanent Representative of Bangladesh to the UN and Chair of the Least Developed Countries (LDC) Group
  - Elizabeth Gibbons, Associate Director, Gender Rights & Civic Engagement - Division of Policy & Planning of UNICEF
  - Professor Daniel Magraw, President of the Center for International Environmental Law (CIEL)
  - David Waskow, Climate Change Program Director Oxfam America

**iii. Seminar on Practical Approaches to Addressing Climate Change in the Forest Sector**

The World Bank Forests Team and IFC jointly with FINPRO, April 27, 2009, International Finance Cooperation, Washington DC

This Seminar provided an opportunity to understand recent development in forest sector and the climate change. Following discussions were very relevant for my work and interest.

**Role of Forests in Climate Change**
World Bank Monitoring of National and Regional Carbon Balance of Forest, Based on National Forest Inventories and Remote Sensing Professor Pasi Puttonen and/or Anssi Pekkarinen, Metla, the Finnish Forest Research Institute, www.metla.fi

Advanced Remote Sensing Tools for REDD Monitoring – Piloting High Resolution Satellite Images and LiDAR in Laos Mr. Tapani Oksanen, Managing Director, Indufor www.indufor.fi

Use of St Lucia Forest Inventory for Validating REDD Credits, Jorma Peltonen, Project Director, FCG International www.fcginternational.fi

Involving Small-Scale Out-Growers in Local Forest Management – A Key to REDD Success, Ritva Toivonen, Director, Tapio www.tapio.fi

Keynote Presentation, Rachel Kyte, Vice President, Business Advisory Services, IFC

Forest Industry and Climate Change Session

- Measuring the Carbon Footprint of Forest Industry, Reid Miner, Vice President, NCASI
- Pilot Case in Applying the NCASI Methodology: Botnia Pulp Mill in Uruguay, Raili Koponen, Director, Environment, Botnia www.botnia.com
- How Socially and Environmentally Responsible Forest Industry Investments Can Alleviate Poverty and Combat Climate Change; Experiences from China and Brazil, Markus Rauramo, CFO, StoraEnso www.storaenso.com
- Sustainable Technologies for Pulp & Paper Industry, Marko Hakovirta, CTO, Metso Corporation www.metso.com

iv. USAID's New Forest Carbon Calculator, April 27th, Patrick Smith (USAID), Sandra Brown & Nancy Harris (Winrock International), GEF Secretariat Main Conference, Washington DC

In cooperation with the USAID Global Climate Change Team, Winrock International has developed a set of web-based carbon calculation tools for forest sector projects. This will give USAID Missions and partners an easy way to comply with USAID's
policy of mainstreaming CO2 as an Agency-wide results indicator. The calculator has four components: 1) Forest Protection (include reducing deforestation, stopping fires and illegal logging), 2) Forest Management (includes reduced impact logging or stop logging), 3) Afforestation/reforestation and forest restoration, and 4) Agroforestry. To our knowledge, this is the first and only web-based calculator that has global coverage default values, but also allows overriding those values with user data, and does this using the latest web design approaches for ease of use. The Calculator is currently in user testing and peer review stages. It is not meant to provide the level of accuracy needed for carbon financing, but may provide early indication of areas that have potential for such financing.

V. Global Environment Facility (GEF) Familiarization Seminar, 28-30 April 2009, Inter American Development Bank, Washington DC

Participated in three days The Global Environment Facility (GEF) Familiarization Seminar in Washington, D.C. from April 28 to April 30, 2009. The Seminar was an initiative to provide a broader group of stakeholders with an opportunity to gain a more in-depth perspective of GEF operations and to network with GEF Secretariat staff, in particular climate change negotiators. The participants were from around the world and were either UNFCCC focal points or GEF focal points.

The three-day intensive seminar was able to familiarize with GEF strategies, programs, policies, and procedures. The Seminar was interactive and informative and lively with diversity of perspectives brought to it by its participants.

This was a rare opportunity for me to understand not only about the GEF but also about the global perspective of how developing countries are moving ahead in relation to climate change and what are the opportunities, barriers and way forward to address emerging challenges from climate change.

v. The Economics of Ecosystems and Biodiversity & Green Economy Initiative, GEF Brown Bag Lunch Series, Speaker: Pavan Sukhdev, Study Leader – TEEB & Project Leader - Green Economy - UNEP-WCMC, World Bank, Washington DC,

An overview of "TEEB", covering the rationale and characteristics of this study, some key themes and results from Phase 1 being carried through in Phase 2, some key areas of exploration in Phase 2, progress updates on each of the deliverables of Phase 2.
A description and an update on the 'Global Green New Deal' proposal and its next steps, and an overview of the 'Green Economy Report' currently under preparation, and some of the engagement strategies being considered to operationalize "green economy" thinking.

2. Other Seminars and Workshops

i. 6th Annual Chico Organic Farming and Food Conference, CSU Chico, November 5, 2008
The workshop provided great amount of information on organic farming challenges, opportunities and procedure. It also many information on the organizations involved, innovations by farmers and included Field Tour of CSU Farm.

The summit was informative in many aspects in particular improved the knowledge on: how to communicate in the 21st century, land use planning and transportation, water quality and quantity, and youth and the outdoors. Provided insights into the community design, transportation management, water management in the context of global warming and carbon footprint reduction. The role of media and campaign and running successful campaign. Got information about the organization working in the sector.

ii. Local Food Economies: Meeting the Needs of Producers and Consumers, December 2-3 2008, UC Davis Beuhler Alumni Center.
Learned about new county and regional food systems activities. Share and discuss lessons learned, challenges overcome and tools developed by these and other food systems enterprises


The seminar was important to improve my understanding on emerging trends in food, water and energy, future challenges and what we as a leader could do to avoid the impact on World. It was also important to build a network with Fulbright visiting scholars working in this area. Apart from that it was great opportunity to travel to beautiful place of California the Monterey Peninsula. Presenters in the
workshop were: Paul Marcotte, UC Davis, Adjunct Professor College of Agriculture and Environmental Sciences, Malini Ranganathan, PhD candidate at UC Berkeley, Institute for Energy and Resources, and Jonathan Berkley, Monterey Institute for International Studies, Adjunct Professor, Natural Resource Project Management and International Environmental Policy. Discussion was very lively on how these important resources will impact world and developing countries in particular.


The interrelations between energy consumers, energy suppliers and Government and their effect on energy demand reduction from the UK residential sector.

v. Blum Center Spring 2009 Faculty Speaker Series “Climate Change and the Poor”, January 27 2009,
“Super-CDM: Market Transformation for Combined Solutions to Climate Change, Poverty and Health Inequality”, Robert Van Buskirk, Program Manager, Lawrence Berkeley National Laboratory

A strategy for producing scalable, economically efficient combined solutions to climate change mitigation, poverty, and health inequity. The first element of this strategy is creating a development credit market that can complement carbon credits by efficiently funding verified, ancillary poverty reduction and health improvement benefits. A next step is the creation of the systems for producing, selling, distributing, and financing the production of these new social and economic commodities. The production and distribution systems for development credits need to decrease transaction and distribution costs so that the poorest, most isolated and most marginalized communities can actively participate in the market without a majority of proceeds going to high-paid middle-men. After describing the concept and strategy, presentation was made on an update on a set of demonstration projects, preliminary conclusions from our implementation experiments, and ideas on the way forward.

vi. Green California Summit, 16-18, 2009, Sacramento Convention Center, California
Under the theme "Green Solutions for Tough Economic Times," the Summit offered a host of events and programs addressing major issues and challenges facing California, from implementation of the state’s landmark Global Warming Solutions Act and green building codes to accessing billions of federal stimulus dollars targeting green job creation, infrastructure projects, renewable energy research and development and education. Thousands of government leaders and the nearly 300 companies that participated all agreed on one thing about the 2009. "The Summit was an excellent example of how far California has advanced in the development of green and sustainable products and services," said Dave Walls, executive director of the California Building Standards Commission. "From eco-friendly artificial grass systems to electric cars, it had excellent opportunities for everyone to view the latest green technologies and attend valuable workshops and training seminars.

vii. The California Wind Energy Collaborative 6th Annual Forum on March 4, 2009. The Forum was held at the Buehler’s Alumni & Visitors Center at University of California, Davis.

The Forum focused on two major issues: growth and development; and education and training. Several experts and managers from various parts of US participated in the workshop.

1) Growth & Development
The state has long been a pioneer and leader in renewable energy. Recently wind development has slowed, but the industry continues to grow. Speakers addressed hurdles in wind development and provided insight on how these hurdles may be overcome to advance wind energy growth.

2) Education & Training
The U.S. wind industry is expected to experience long-term growth creating numerous job opportunities and providing some strength to the weakening economy. A need for qualified technicians and engineers has caused many universities and colleges to create new educational programs to fill this void. Panel speakers introduced their programs and discussed how additional educational opportunities are needed to provide the industry with skilled workers.
Institutional and Governance Failures Driving Conflicts over Tropical Resources

- Betwixt and between customary and state imposed regulation: the political ecology of deforestation in Meghalaya, India, Chetan Kumar Department of Geography, University of Cambridge
- Forest tenure security and Brazil nut gatherers in Bolivia’s Northern Amazon: Adaptive challenges from land reform for customary livelihoods, Center for International Forestry Research (CIFOR), Forests and Governance Program, Peter Cronkleton
- Community Participation in Tropical Forest Governance, Organizer: Ben Blom
- Institutions matter the most: Effect of participatory forest resource governance in Nepal, Bharat Kumar Pokharel
- Complexity and community forestry in West and Central Africa, Erik Streed, US Agency for International Development (USAID)
- Constraints and options for decentralized forest management in Cambodia, Iben Nathan, Danish Centre for Forests, Landscapes, and Planning (FLD)

International Frameworks for Improving Tropical Forest Governance

- Forest governance down the supply chain: Commodities trade and the role of coherent demand-side policy models in addressing environmental crime and institutional corruption, Andrea Johnson, Environmental Investigation Agency, Inc.
- REDD’s applicability in Ecuador from a forest governance perspective, Carolina Zambrano-Barragan, World Conservation Union, South America
- Reducing Emissions from Deforestation (RED) in Southern Amazonas: challenges and caveats related to land tenure and governance, Mariano C. Cenamo, Institute for Conservation and Sustainable Development (IDESAM)

The Role of the State and NGOs in Forest Governance: Opportunities and Challenges

- Governmental and Non-Governmental Policies for Sustainable Forest Management in the Tropics: Policy Outputs, Execution, and Uptake in Costa
Rica, Kathleen McGinley, Guatemala, and Nicaragua, USDA Forest Service, International Institute of Tropical Forestry

- Preparing for REDD: Forest governance challenges in Peru's Central Selva, Joel Scriven Environmental Change Institute, University of Oxford
- Transboundary Forestry and Water Management for Economic Development in Nicaragua and Honduras, Jordan Macknick, Yale School of Forestry and Environmental Studies

Keynote: A Tropical Forest Transition? REDD, Regrowth, and Conservation Opportunities, Thomas Rudel, Rutgers University

3. Presentations and Experience Sharing

**Presentation to International Agricultural Development** graduate group seminar series: Development from the Bottom Up: Grassroots Initiatives in Poverty Reduction and Sustainable Agriculture, September 30, 08.

Community based natural resource management - experience from Nepal

**Forum on perspective of culture:** Participated with other Humphrey fellows to meet UC Davis community to discuss our experiences. Different questions on culture were asked and each fellow given their perspectives.

**Talk on introduction about Nepal and the community based forest management** to International House Davis Docents and Members of the Public on Monday March 2nd 2009

**Humphrey Year End Retreat:** Quest to understand climate change and what it means to Nepal: Opportunity to get a complete experience of the world climate change.

4. Special Workshops including Professional Enhancement Workshops

The main goal of my Humphrey year was to acquire skills such as:

- Leadership skills
- Conflict resolution and negotiation skills
- Working with difficult people
- Public speaking and presentation skills
- Executive management skills
- Writing skills

The overall program provided such skills enhancement opportunities right from the beginning of the program. Orientation week – public speaking and presentation,
Humphrey seminars (Goals for Leadership: Self Assessment and Sharing/Building, Call for a lead, Executive leadership), IIE enhancement workshops, Global Leadership Forum etc provided opportunities to enhance the skills throughout the year. Humphrey program itself provides a platform to improve the skill by working group of 11 different countries exposing to experience on working with multicultural context. The Humphrey seminars provide wonderful opportunities to learn these skills for example “Working with Cross-Cultural Conflict Dynamics”.

1. Orientation

i. General orientation (September 8-12): Familiarization to the US society, basic living issues, establishment and welcome to University.

ii. Academic and Professional Orientation (September 7-15)
- Public speaking and power point skills enhancement.
- Refining writing of academic and professional purpose.
- Improved understanding of the academic and presentation skills.
- Opportunity to mix up with group other members and Humphrey family in UCD. Tried to be specific on what we are going to do here for rest of the year. Developed biography and the Individual Program Plan.
- Introduction to the university, academic life, other opportunities in Davis and guidance on how best we could use our time here along with introduction to academic advisors

iii. Introduction about academic and professional area (September 22-26)
Orientation on university program, the enrolment systems, possible options for Humphrey Fellows. Awareness about possible mistakes, what could be best options and sharing experiences from past.

iv. Retreat at Granlibakken Resort in Lake Tahoe, (October 3-5)
Travel to the Lake Tahoe and the nature walk provided an opportunity to understand the diverse landscape and rich bio-diversity of California. Creating the Principles of Community by all Fellows. Presentation on leadership skills by Paul provided importance of difference between leader and manager. The workshop strengthened the team spirit and broke the ice amongst fellows and Humphrey staff. Valuable points outlined for essentials for success in Humphrey:
  1. Self direction
  2. Trust/listen
3. Be open  
4. Explore  
5. Engage in the learning  
6. Take classes  
7. Give  
8. Affiliate  
9. Network  
10. Professional Development


The workshop was unique in itself where 163 Humphrey fellows participated from 90 different countries with a common objective to be a leader in their respective fields. It provided tremendous opportunity to network with Humphrey fellows from around the world. This workshop provided insights into how to be strategic in planning the year and achieving as much as possible. The coverage was wide – ranging from enhancement of negotiation skills to exposure to education system, change America needs on election, and importantly the promising presentation by experts on leadership skills to strategic planning. Not to mention the “unforgettable State Department Dinner”.

The Global Leadership Forum provided opportunities to:
1. Meet all colleagues in the Humphrey 2008-2009 cohort, establish professional connections, and begin new friendships.
2. Visit Washington, D.C. and learn more about American culture and society. The hotel is located across the bridge from historic Georgetown and Smithsonian in D.C.
3. Arrange professional meetings with people in Washington.
4. Learnt about experts from Center for Strategic and International Studies foresee will be the challenges the world will confront in 2025. Worked with Humphrey colleagues to develop the leadership skills of long-term strategic planning and consensus building that may help you address those challenges.
5. Understand more about Hubert H. Humphrey and his legacy that resulted in the creation of the Humphrey Fellowship Program.
6. Participated in diplomatic reception hosted by the U.S. State Department.
7. Visits to area high schools and shared about our work and culture.

3. Humphrey Friday Seminars
The Humphrey Seminar is a core part of the Fellowship. It's organized by the Directors and takes place throughout the year. During the Fall quarter seminar series was focused on orientation, settling in, organizing Humphrey year, communication, cross-cultural conflict and leadership skills. In the Winter quarter, the series focused on Executive Leadership covering several important topics, with presentations from instructors at UC Davis Extension Schedule of the Humphrey Seminar. The brief summary is given in Annex – 1. Below is the highlight of some seminars

i. Mental Models
This seminar was able to enhance my skills understanding the possible reasons for conflict without knowing or understanding the mental models of the person. It is in fact very powerful tool to analyze own behavior, personal traits, to see how often we do have misunderstood the discussion and led to conflict or bad relation. It is quite important concept that provided a framework for analyzing these factors. I will be using this model and reflection procedure in every part of my life to improve my personal behavior.

All leaders have "mental models" that shape their thinking about the organizations they lead and those their competitors lead. These mental models also structure how we work with people, both the people inside the organization and the customers/clients outside the company, agency, firm or business.

Becoming more aware of own mental models, or preconceptions, can help become a more nimble project manager. It focused on how to make own mental models more conscious and explainable so that both side could understand the mental model of speaker.

The seminar was able to improve understanding of how mental model shapes relationship with people and hence impacts in everyday life. Particularly, skills of inquiry and advocacy are powerful tools for understanding the mental models, which could help solve very difficult problems.

To improve inquiry skills:
- Use the skills of active listening.
- Ask others to share the reasoning behind their conclusions.
- Use nonaggressive language to ask your questions.

To improve advocacy skills:
• Make your thinking process visible to others by articulating how you’ve “walked up the ladder of abstraction.”

• Encourage others to explore your model, your assumptions, and your data.

• Freely acknowledge where you think there might be gaps in your reasoning. This will invite others to participate by helping you resolve these gaps and makes your position appear more open.

Mental model discussion

• Each Humphrey fellow shared a situation that was damaged due to not understanding of the mental model of the other person. Couple of good examples were discussed and provided more clarity about the concept. The group discussion also reflected to give each other suggestion on how we could solve our problems.

ii. Leadership Communication and Difficult Conversations

Men and women talk differently from one another, but the differences are often subtle and generally go unnoticed. The results of these faint differences, however, can be dramatic. For example, a male manager makes a suggestion and it has the ring of authority and is adopted immediately; a female manager, on the other hand, makes the same suggestion, but it sounds less authoritative, and it is deferred for further study. Become a more effective leader by examining some of the delicate, yet critically important, linguistic differences between how men and women use language and how these differences can often unconsciously shape outcomes, positively and negatively. cooperate and compete, and how these invisible shapers of thought create assumptions about independence and interdependence.

This seminar built skills to learn how difficult people think, feel and act; creating realistic expectations to avoid conflict; defusing emotion and creating rapport; handling complaints, saying "no" and delivering bad news; setting limits; and staying calm and confident under fire.

The book referred in the seminar is mostly based on the book Difficult conversation: how to talk what matters most.

Difficult conversations are anything that someone does not want to talk about, such as asking for a raise or complaining to a neighbor about his barking dog. People are usually reluctant to open a difficult conversation out of fear of the consequences.
Typically, when the conversation does occur the parties think and feel a lot more than they actually say.

Underlying every difficult conversation are actually three deeper conversations. The "What happened?" conversation usually involves disagreement over what happened, what should happen, and who is to blame. The feelings conversation is about the parties’ emotions, and their validity. The identity conversation is an internal conversation that each party has with herself, over what the situation tells her about who she is. The authors identify common errors that people make in these sorts of conversations. The key to having effective, productive conversations is to recognize the presence of these deeper conversations, avoid the common errors, and turn difficult conversations into learning conversations.

Some important practices we do in our regular life are:

Mistake #1: We start the conversation assuming that we are right, and the other person is wrong. The problem is that both people are "right" and difficult conversations are not about getting the facts right, but about conflicting perceptions, feelings and values.

Mistake #2: We don’t ask enough questions. Most difficult conversations are spent advocating for “our side” rather than inquiring about the other person's views.

Mistake #3: We assume that to solve the problem, we should stay rational and avoid feelings. If you're going to get to the heart of the problem, then feelings are central to the discussion.

Five-step checklist for navigating difficult conversations:
Step One: Prepare by walking through the three conversations. Sort out what happened. What impact has the situation had on you? What might have been their intention (don’t assume bad intent, ask questions). What have you each contributed? (Stop looking for blame and focus on contribution.) Understand emotions. Ground your identity. What’s at stake for you about you? What’s at stake for the other person?

Step Two: Check your purpose and decide whether to raise the issue. What do you hope to accomplish by having the conversation? Shift your stance to support learning, sharing and problem solving.

Step Three: Start from the Third Story
The third story is neither your point of view nor the other person’s point of view. It's the perspective a neutral observer might tell.
Step Four: Explore Their Story and Yours  
Listen to understand their perspective. Share yours. Keep reframing from truth to perception, from blame to contribution and from accusation to feelings.

Step Five: Problem Solving  
Invent options that meet both side’s most important concerns and interests. Talk about how to keep communications open as you go forward.

**iii. Ethical Leadership**

This seminar was very unique in itself as it touched upon very sensitive issue yet very important for a leader. Ethical leadership is knowing your core values and having the courage to live them in all parts of your life in service of the common good. Those who manage ethically also manage best. It provided insights on how sound personal ethics create an environment of trust and commitment, and how trust and commitment form the foundation upon which organizations succeed. Further, it related how individuals’ personal ethics affect their professional behavior, and how as a senior manager that behavior shapes the ethical environment in an organization or business.

The seminar was concluded with how ethical environment affects the bottom line—whether the measurement is profitability or productivity.

**iv. Working with Cross-Cultural Conflict Dynamics**

This seminar made us explore interpersonal and inter-group conflict, in which parties have substantially different cultural perspectives, based on nationality, ethnicity, race, gender, religion or other cultural dimensions. It also helped to identify your preferred conflict management style, and to recognize and implement alternative ways to frame and resolve conflict in situations where cultural differences impede understanding. It provided an opportunity to understand how experiential learning activities and intercultural communication theory serve as the foundations for reflection on own approach to conflict between individuals, and within organizations and communities. The various class exercises and experiential reflection we learnt to recognize cross-cultural conflict and develop constructive approaches for resolution. The increasing cultural diversity within communities and organizations requires that facilitators, mediators and anyone involved in negotiations have the knowledge and skills to work cross-culturally.
4. Enhancement Workshops

i. Sustainability Natural resources and Human Security, February 21-26, 2009, IIE-Rocky Mountain Regional Center, Denver Colorado
The purpose of this workshop was to explore current issues in sustainable development and human security from the perspective of professionals and academics in related fields. Specific areas of exploration and discussion include sustainable policies and practices related to the provision of basic human needs for food, water and energy. The workshop also touched on the control of infectious diseases related to food and water.

The workshop field visits were interesting particularly, the Engines and Energy Conversion Laboratory (EECL), where various innovations were observed. It provided idea on project development for developing countries. Technologies developed by Environfit for improved cook stoves; retrofit development for Indian auto-rickshaw and energy from algae were interesting examples. There were presentations on: global social and sustainable enterprise, international relation and global environmental policy, water conservation projects, micro-lending and drinking water health and hygiene. Such as:
Water for people on arsenic problem solution; Friendship bridge, Northern Colorado water conservancy district, Colorado state, Visit to USDA forest services
You can help stop poaching

The objective of seminar was to engage participants in a discussion of current international economic, financial, and development issues, to inform participants about the structure, policies, and programs of the IMF and World Bank, and to review together with participants the evolving nature of the IMF and World Bank.

Seminar topics included were the world economic outlook, global financial stability, development in emerging markets, international debt and financing for developing countries, poverty reduction, development challenges, social sectors, and privatization.

5. Year End Retreat
The Year End Retreat provided an opportunity to have a break and look back to what has been achieved so far during the year. It also was excellent way of networking amongst fellows, IIE and other Humphrey staff from different Universities. In particular the program brought former Humphrey fellows to share their post Humphrey experiences that put into context the preparation of going back. The program was also equally important as IIE organized exceptional reception and certificate distribution ceremony. The weight and value of the certificate that consists of President Obama and Secretary of State Hilary Clinton could not be expressed in words. Similarly, the opening of a new journey through the Alumni and networks around the world in itself is exciting and this retreat was successful to inoculate energy and coping strategy to get back to home countries.

6. AMA Seminar – 5 days MBA, 30 March to 3rd April, 2009, New York

The seminar provided comprehensive exposure to:
- discover how all components of a business fit together
- understand financial statements and analyze the financial health of a business
- gain insights into the economy and its impact on your business
- develop a business strategy and establish a sustainable competitive position
- learn the language of business and communicate effectively on business matters to any audience level
- develop an effective organization and successfully manage people
- enjoy an invaluable peer-to-peer learning experience

5. Community and Volunteer Activities
Participated in different community activities in Davis, on campus activities, shared culture, engaged in I house activities.

- Participate in Toast Master’s meeting
- Share culture and professional experiences
- Participation in I house activities
- Farmer’s market
- Fall convocation day
- Welcome reception
- Different festival and holiday involvement

**Farmer’s Market:** Visit to farmers’ market and knowing about its history was very crucial learning for me, who came with an idea that US focus independent society and industrialization. These markets are place for creating community feeling, social bonds and opportunities to talk directly with farmers and enjoy healthy and fresh food. It was great to observe people carrying reusable plastic bag and coffee mug.

**Putah Creek Coastal Clean-up, Winters, September 20, 2008:** Interesting trip to start the social service in US. The environmental management requires large public support. The event was remarkable as similar event goes around other countries as well and possibly next year 8 more countries will be clean up the creek looked small if thought it as individual attempt but it had a powerful meaning. It was exciting to see many people coming for the day including kids and seniors. Surprisingly, the creek was not that dirty I carried only one bag, possibly due to regular clean up work. This was our first field trip and it also provided us an opportunity to know each other as a group and enjoy very delicious Mexican food.

Also visited **Lake Berryessa** to see the upper watershed and **Monticello Dam** was good in understanding of history, culture and watershed management issues. Lake Berryessa has multiple uses including flood control, water for irrigation and hydro power and provides recreation for boats, fishing and swimming. The farm areas and research areas of UCD provided exposure to the understanding of what is commercial farming means. Finding very amazed with the technologies adopted (for e.g. the tomatoes harvested by machine) and the scale of the economics.

**Welcome from community:** Davis Mayor including many faculty members from university, people from I house and community were there to welcome us and Mayor provided us a certificate of citizen of Davis. Every member was extending their support and help and it really touched me and I highly appreciate their respect for us.

**Pumpkin Patch and pumpkin carving**
Visit to the pumpkin patch and participating in the pumpkin carving improve my understanding of the Halloween, which I used to just know from Google website.
**Toast Master’s Meeting**
Since 1924, Toastmasters International (TI) has helped millions of men and women become more confident in front of an audience. Participation in Toastmaster meeting in Davis provided skills and confidence to effectively express in any situation. It was efficient, enjoyable and affordable way of gaining great communication skills. By learning to effectively formulate and express your ideas, you open an entirely new world of possibilities. This forum also provided opportunity to mix with the community and make friends.

**Christmas potluck dinner:** Organized potluck in the one of member of Toast Master’s house as a Christmas party.

**IIE Gala Dinner** at the St. Regis Hotel, 125 Third Street, San Francisco. This provided opportunity to interact with world’s leaders, leading business people and participate in the noble work they do by contributing in fundraising for program like Fulbright. The chance to question Susan Decker, the President of Yahoo groups was overwhelming and great honor to have dinner with distinguished people from Silicon Valley.

**Visit to African American Museum** - San Francisco

**International House Davis - Talks**
Sahaya International, I-House Davis. Koen Van Rompay, on how Davis community is supporting children in India to pursue education and fighting AIDs. 24 Nov 2008.

**US Election Day 2008**
Participation in the evening celebration of Obama’s victory at Paul’s house with more than other 20 international people. It was quite emotional as well as exciting event. Also watched closely the presidential election debate that gave insights into many policy issues on United States and around the World.

**Thanksgiving dinner**
The dinner was great lot of food, turkey, mash potatoes, apple/pumpkin pie etc. We enjoyed the company with Letha’s mother's place where we understood about American culture and shared our culture.
Visit to Jelly Belly factory, Vacaville
Visit to San Francisco city and museum

Potluck dinner organized by Fellows: Potluck dinner was organized to thank all UC Davis staff & host families who helped us during our Humphrey year.

Future topics to be pursued with American peers
- Developed network with professionals from UC Davis and UC Berkeley on energy and development issues.
- Had met several professionals in different seminars on renewable energy systems, energy efficiency, and waste management etc, which will be important connection in future for developing projects in Nepal.
- Several innovative groups working on low carbon technologies to help developing countries.
- Working in the GEF – World Bank, immense information, knowledge about the climate change mitigation and adaptation financing for the global environmental benefit. People working in the climate change field.

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Topic</th>
<th>Learning /reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/12</td>
<td>Vice Provost Lacy</td>
<td>Welcome to UC Davis</td>
<td>An important event to be in the Chancellors’ office and get presentation from Vice Provost. It surprised me to know the existing opportunity ahead. The interaction with staff from the office and the meeting with advisors later provided me possible areas I should be looking at.</td>
</tr>
<tr>
<td>09/19</td>
<td>Humphrey Fellows</td>
<td>Individual Presentations</td>
<td>After orientation on presentation skills this provided an opportunity to demonstrate the skills learnt. In addition, it was opportunity to know and share each fellow’s interest, country and program</td>
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<tr>
<td>Date</td>
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<tr>
<td>09/26</td>
<td>Mark Bell</td>
<td>Settling In &amp; Communication Discussion</td>
<td>The workshop provided opportunity to share the experiences amongst fellows and try to discuss some other communication issues.</td>
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<tr>
<td>10/03</td>
<td>Paul Marcotte</td>
<td>Goals for Leadership: Self Assessment and Sharing/Building</td>
<td>The presentation on leadership was very informative and inspiring. The leadership task cycle, leadership characteristics, styles and management were important topics covered and I learnt a different perspective on leadership.</td>
</tr>
<tr>
<td>10/17</td>
<td>Mark</td>
<td>Communication in the 21st Century</td>
<td>This workshop covered various communication styles, barriers and importance of effective communication. The discussions on diversity of the communication styles across the different countries enlighten about importance of respecting others culture.</td>
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<tr>
<td>10/31</td>
<td>Wafa Nijmaddin</td>
<td>Working with Cross-Cultural Conflict Dynamics</td>
<td>Improved the understanding of the cross-cultural conflict and how to assess, tackle and manage such conflict.</td>
</tr>
<tr>
<td>11/7</td>
<td>Kate Powers</td>
<td>Answering the Call to Lead</td>
<td>This workshop was very important for me as it talked about the leadership. The tools used in the session helped to assess myself what are my strengths and weaknesses.</td>
</tr>
<tr>
<td>11/14</td>
<td>Paul</td>
<td>Food Crisis, Water &amp; Energy:</td>
<td>How food, water and energy is becoming important in future, with very useful facts and figures that helped me to understand the issues.</td>
</tr>
<tr>
<td>11/21</td>
<td>Humphrey Fellows</td>
<td>International Education Week Event: Humphrey Panel Discussion</td>
<td>Sharing our culture and differences to the campus faculty and student as panelist was exciting experience. Everybody shared their culture and had good interaction with audience.</td>
</tr>
<tr>
<td>12/05</td>
<td>Paul / Mark</td>
<td>Quarter Wrap-up &amp; Planning for Winter Quarter</td>
<td>Quarter Wrap-up &amp; Planning for Winter Quarter</td>
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</table>

**Winter Quarter**

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<tr>
<th>Date</th>
<th>Speaker</th>
<th>Topic</th>
<th>Learning/reflection</th>
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</thead>
<tbody>
<tr>
<td>01/9</td>
<td>Paul/Mark</td>
<td>Organizational Meeting Professional Affiliations</td>
<td>Goal of PA, its requirement, opportunities and procedures.</td>
</tr>
<tr>
<td>01/16</td>
<td>Mental Models</td>
<td>Carolyn Penny</td>
<td>This class under Executive program deals with behavioral minds of Human beings. Different persons have different mental models. Mental models of professional, leaders, activist.</td>
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<tr>
<td>01/23</td>
<td>Paul/Mark</td>
<td>Discussion of</td>
<td>Learning from the previous class. Action plans of</td>
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<tr>
<td>Date</td>
<td>Speaker(s)</td>
<td>Topic</td>
<td>Description</td>
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<tr>
<td>01/30</td>
<td>Wada Nijmeddin</td>
<td>Mental Models</td>
<td>Second class of Wada. It discusses further about global cultural union and its role in present global leadership. Management games and group exercises.</td>
</tr>
<tr>
<td>02/2</td>
<td>Paul/Mark</td>
<td>Discussion of cross cultural dynamics</td>
<td>Discussion on individual fellows learning from the previous class.</td>
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<tr>
<td>02/2</td>
<td>Carolyn Penny &amp; Gene Crumley</td>
<td>Leadership Communication/Difficult Conversations</td>
<td>This class discusses on 21st century global leaders communication requirement. A discussion on how to put difficult conversation in different situations. Management games and group exercises.</td>
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<tr>
<td>02/20</td>
<td>Paul/Mark</td>
<td>Discussion of Leadership Communication/Difficult Conversations</td>
<td>Individual Fellow’s perspective on leadership communication and difficult conversation. Presentation by Robert Van Buskreek</td>
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<tr>
<td>02/27</td>
<td>Chris Clark</td>
<td>Ethical Leadership</td>
<td>Place of ethics in leadership, requirement of ethics in leadership, ethical tests and group exercises and various management games on ethics.</td>
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<tr>
<td>03/06</td>
<td>Paul/Mark</td>
<td>Discussion of Ethical Leadership</td>
<td>Discussion on the previous class.</td>
</tr>
<tr>
<td>03/13</td>
<td>Paul/Mark</td>
<td>Wrap-up session</td>
<td>End of Humphrey seminars. Discussion on learning from US society and from university. Fellows’ future plans, Professional Affiliation and thank giving to the Us people, UC, Davis and Humphrey team and Humphrey group.</td>
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