MANAGEMENT IN ACTION

Participatory Training For Development

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PARTICIPATORY TRAINING FOR DEVELOPMENT

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Although all the designs in this manual were developed and tested by EIL/Somalia staff, the ideas for many exercises originated from a great variety of sources. It is not always possible to trace an activity or idea back to its original source since effective training designs are passed from trainer to trainer over time and from place to place. The original published sources which could be identified and were found useful are listed in the Reference section of this manual.

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INTRODUCTION

This manual is the result of the Management Training Project conducted by the Experiment in International Living (EIL)* in conjunction with the Somali National Refugee Commission (NRC) and the U.S. Agency for International Development (USAID). From March 1983 to June 1986, EIL, functioning as the official training arm of the NRC, conducted numerous workshops and seminars throughout the Somalia. The purpose of this training was to improve the management capabilities and skills of Somali personnel employed by government and private refugee assistance agencies at both the field and headquarters level.

The aim of this manual is to share our experiences and materials with trainers engaged in similar training programs, especially with the trainers of those agencies whose employees participated in EIL's workshops. The manual is designed to serve as a reference in designing and conducting workshops. It also provides reading material to enhance trainer knowledge in the topics covered.

The nonformal participatory approach to learning was employed in designing and conducting all of the sessions included in the manual. This approach is based on the belief that adults learn more effectively when they are involved in activities that take their knowledge and experiences into account and are designed to meet their needs.

Theory and practice were incorporated into each session; practical activities include role plays, group discussions, working in pairs, individual work, fishbowl activities, etc. Activities, however, are not ends in themselves. Careful attention was paid to the "processing" of all activities, with a discussion following each activity or input from participants. The training was designed to meet the needs of a variety of participants, therefore, approaches to training and community development are included in addition to management and administration.

Six Somali trainers were the primary designers of all materials. For the first two years of the project these

* The Experiment in International Living is a non-profit voluntary agency with its headquarters in Brattleboro, Vermont USA. Begun in 1932 as the first educational exchange organization of its kind, today EIL implements diverse educational projects in many Asian and African countries.

trainers simultanously participated in a Training of Trainers course while designing and conducting training themselves. This approach offered trainers the opportunity to apply in practice what they were learning in the classroom. They really "learned by doing". To enhance this learning experience, sessions were constantly exchanged among trainers. Thus, all sessions benefitted from the improvements each trainer contributed.

Much time and effort was expended in putting this manual together and, therefore, many thanks are owed. During the life of the project, many individuals came and left their mark on our training, including Bob Hollister, Gail von Hahmann, Jana Glenn, Barbara Shipka, Joyce Stanley and Stanley Andrews. For their many contributions, we extend our thanks. The logistical support of the EIL/Somalia Administrative Staff was tremendous in producing the manual. Our utmost appreciation is extended to Saida Muhidin Omar, our typist who quietly accepted our numerous changes and efficiently produced another draft, which, of course, we changed again. The work of Katherine Bilos in editing the English version of the manual and drawing the graphics and the comments and suggestions of Bruce Martin were both invaluable. As our deadline drew near, the speed with which Suleiman Aden Ahmed edited the Somali version of the manual was deeply appreciated.

Finally, special thanks are expressed to the trainees who participated in the workshops in which this training material was used. Without their active involvement, comments, questions and feedback, this work would not have been possible. It is hoped that this manual will help to improve the management skills of staff working in refugee assistance projects, thereby improving the quality of life for refugees.

EIL Trainers
June, 1986

USING THIS MANUAL

Putting together a training event is exciting but it is also a lot of work. There are many things to consider - from what are the goals of the training to where will it be held and who will be coming. The material in this manual will serve as a valuable reference for you in planning a training workshop. The activities described have been used successfully over the past three years in a number of workshops with a variety of people. The majority of the material is designed for mid-level management staff, primarily supervisors.

Before planning any training event, you need to know what training is needed, for whom and why. The process of identifying training needs is used in order to:

- Make sure that training is the appropriate means to solve a problem

- Specify the knowledge, attitudes and skills the training program should address.

After identifying the training needs, make a general plan for your training. This plan should include an outline of training content areas as well as time estimates. Will your training be a series of half days, 5 full days or 10 days spread over 3 weeks? Sessions found in this manual can be combined in a variety of ways to design a complete workshop based on the needs of your participants.

Manual Design

This manual is comprised of 29 individual sessions and organized into four categories:

Training and Education
Management and Administration
Supervision
Community Development.

Each of the 29 sessions is divided into seven sections:

1. Goal
2. Objectives
3. Materials
4. Time
5. Design
6. Supplemental Materials
7. Trainer's Note Page.

You will notice that the titles for some sessions are followed by two astericks (**). This indicates that participants and trainers should have completed prerequisite training in related areas before participating in the session. The note at the bottom of the page states the suggested training requirements.

The purpose of each section is as follows:

1. Goal

This section is designed to state the overall purpose of the session. It is a brief, clear statement of the session intent. This purpose and that of the following objectives should be carefully reviewed with participants to ensure their understanding and gain their commitment to the session content.

2. Objectives

These are brief statements of what the training content will be, the steps or activities that help you reach your goal. They are usually statements which are realistic, observable, measurable and directed toward specific participant needs. The objectives are written in order and establish the sequence of activities. Objectives, like goals, must be reviewed with the participants to ensure understanding and commitment.

3. Materials

This section identifies the supplies, worksheets and readings needed for a given session. The section is intended to be a ready reference for pre-training preparation. Newsprint is listed as a requirement for every session. It is simply large sheets (34in. x 27in.) of plain white, inexpensive paper. If it is not available, any large paper or even a chalkboard will do.

4. Time

The overall time indicated for each session has been determined through past experience. Group size, trainer style and degree of trainee participation will, however, effect the delivery time to some degree. Some activities indicate a specific time to facilitate your planning - when putting together individual sessions into one training event, always plan some "slack" time in order to allow for the unexpected and for breaks.

5. Design

The design section establishes the sequence of activities. Each section has been designed to maximize learning and skills development. Depending upon the overall workshop plan, your might want to start the session with a warm-up activity. The purpose of warm-up activities is to set the tone for the training, to help participants feel relaxed and to encourage free discussion and sharing of opinions among individuals. Some sessions in this manual have specific warm-ups included. For other sessions, be creative in designing your own activities. It is beneficial to start each day with a warm-up, getting participants "loosened up". Since this type of activity takes only a short time, you can also insert one in your design any time you feel participants need a quick break or change of pace.

The next step is to review with the participants the goal and objectives to ensure their understanding of the session content. At this stage, be willing to make modifications to your design, if possible, to accomodate trainees' needs.

Many sessions introduce the main body of the content with a short presentation on a new topic, followed by activities designed to practice new skills. Where presentations are required, background readings are provided. Use these background readings to increase your own knowledge of the subject. Then make the required presentation in your own words. Try to avoid reading to your trainees - they will lose interest.

Many activities require you to break your large training group into small groups, twos or threes. Try to avoid using the same groups throughout an entire workshop. Encouraging participants to mix will provide a better exchange of ideas and information.

In the design, opportunities are included for "processing" new information or group experiences. Use these opportunities - they are important times in the learning cycle for helping individuals to apply what they have experienced to their own lives.

Terms that are considered critical to the design are indicated by a plus (+). These terms are defined alphabetically in the glossary. Any special preparation, suggestions or observations are indicated by NOTE.

The last step of any session is to review the goal and objectives to determine if they were achieved. If an objective says "to describe" or "to explain" something, ask for a volunteer to describe or explain it. This method informs you what participants understood and will remember. It may also aid you in planning any future training.

6. Supplemental Materials

This section contains all the reference materials and readings for the trainer's presentation. The needed materials are referenced by an identification number (example: 13.I. or 22.IV.). This identification is listed on the top of the materials as well as in the appropriate place in the design.

The individual sessions, while covering discrete subject areas, have a number of common materials which may be adapted for use in other sessions. You will notice that some sessions and materials are cross-referenced for ease in adaptation.

Make copies of all worksheets and case studies to distribute to your participants. If you desire, make copies of background readings for participants to take home and read. Duplication of any of this material for non-profit training is permissable.

7. Trainer's Note Page

This section is provided for you to record all changes, revisions, new thoughts and ideas on session content and delivery. A record of notes and observations is often useful when reviewing the session at a future time.

Other Considerations

When beginning any training, certain introductory items need to be included, usually on the first day. These include:

- Reviewing the overall purpose and schedule of the training

- Getting-acquainted activities, if participants are strangers to each other

- Sharing participant and trainer expectations for the training.

Opening comments by prominent individuals connected with the training organization or trainees can be included, if desired.

To make the training more enjoyable and interesting for the trainees, here are some things the training team should consider:

- Space and furniture
- Light and ventilation
- Breaks
- Transportation
- Food and refreshments

- Sleeping accomodations, if required
- Expenses
- Other consultants/trainers.

At the completion of the training, certain formalities should be considered, including:

- Awarding of certificates
- Closing ceremonies
- Exchanging farewells.

Finally, all training should be evaluated. It is important to know if the training is really meeting the goals and objectives identified in the needs assessment. It is also important to ascertain if your general training plan and arrangements facilitate the meeting of these objectives.

Two types of evaluations are recommended. First, conduct a daily "quicky" verbal evaluation to determine how things are going. Examples of "quicky" evaluations include asking participants to:

- give one word to describe how they feel about the day's activities

- select one number, on a scale of 1 to 10 (10 being the highest), to rate the day's sessions

- state the most useful new idea they learned during the day.

The second evaluation is conducted at the end of the training workshop. This evaluation often takes the form of a written questionnaire to determine what new knowledge, attitudes and skills the participants acquired. In order to ascertain accurately what changes occurred as a result of the training, use the same questionnaire before and after the workshop on a pre- and post-test basis. The differences in results that occur give you a better picture of what the trainees learned.

GLOSSARY

Account: the basic storage unit for accounting data; a precise list of monetary transactions.

Accounting: the art of recording, classifying and summarizing financial transactions and interpreting their results.

Active Listening: attending to and understanding both the facts and feelings of a speaker.

Asset: an economic resource that is expected to benefit the future activities of an organization.

Behavior: a person's actions or reactions that can be perceived by another.

Brainstorm: the group process of listing whatever comes to mind on a particular topic.

Budget: a financial plan that shows what income and expenditures you expect over a certain period.

Capital: the net wealth of a business; the remaining assets of a business after all liabilities have been deducted.

Case Study: group discussion and problem-solving from material about a real or fictional situation.

Communication: a two-way process that involves a transfer of understanding.

Content: the subject matter; in a group, the activity its members are discussing or doing.

Delegation: the assignment or entrustment to subordinates of responsibilities and obligations along with appropriate authority and rights.

Development: (human) a multi-dimensional process involving major changes in popular attitude to decrease dependency and enhance people's ability to grow and control their lives.

Double-Entry System: an accounting procedure in which all events of economic importance have two aspects that off set or balance each other.

Evaluation (program): an integral part of a development project in which a project's strengths and weaknesses are identified and the project's impact on its beneficiaries is assessed.

Expenditure: cash paid for an asset purchased or services acquired.

Facilitation: the process of helping a group to accomplish its goals.

Feedback: the process of providing information through which an individual may discover the impact of his/her actions and words upon others.

Filing: a method of storing records for an office or organization in a systematic way.

Fishbowl: the technique in which one group observes the behaviors of another group but does not actively participate in the behaviors being observed.

Formative Evaluation: a review conducted during a program in order to identify problems and plan their solutions.

Goal: a long-range positive statement of something you want to accomplish.

Group: a collection of persons.

Interpretation: an explanation of another person's behavior.

Judgment: a belief that may not be supported by fact; an estimation of existing conditions.

Leadership: the ability to convince others to follow you and to do willingly the things you want them to do.

Liability: a financial obligation or debt.

Maintenance-Oriented Behaviors: actions that focus on improving or maintaining relationships among group members to keep a group running smoothly.

Motivation: the process that impels a person to behave in a certain manner in order to satisfy highly individual needs.

Need: something wanted or required.

Objective: a step or an activity that helps you reach your goal.

Observation: the act of noticing, paying attention; the result or record of this notation.

Perception: the process in which our senses take in messages from the environment.

Performance Appraisal: the evaluation of a person's work.

Personnel Administration: a system of providing support services to employees and maintaining all employee records and files.

Personnel Management: creating an environment in which people can use their strengths effectively, including staff development, staff welfare, employment and personnel administration.

Planning: thinking, determining and scheduling the tasks and achievements required in order to attain work objectives.

Problem: the gap between an actual and desired situation.

Process: a series of actions, changes or functions that bring about an end or result; in a group, how members handle communication and tasks.

Revenue: an increase in assets from delivering goods and services; income.

Role Play: a design for learning in which participants act out a situation through assigned parts that they play.

Self-Oriented Behaviors: actions that focus on an individual's personal needs rather than the needs of a group.

Solution: the method or process of solving a problem.

Summative Evaluation: the identification of program outcomes, comparing certain conditions at the beginning and end of the program; also called impact evaluation.

Supervision: the management responsibility for directing employees to carry out the plans and policies of an agency.

Task-Oriented Behaviors: actions that focus on getting group tasks accomplished.

Team: a group of people with common goals and objectives, specific roles, interdependent relationships, open information flow and a commitment to each other.

Transaction: a financial activity.

Trial Balance: an accounting procedure to periodically check the equality of debit and credit balances in a ledger.

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I. TRAINING AND EDUCATION SESSIONS

INTRODUCTION TO ADULT EDUCATION

GOAL: To introduce the principles and methods of adult education.

OBJECTIVES:

* to describe at least 3 conditions under which adults learn best
* to describe the principles of adult education
* to identify activities to use in a training workshop

MATERIALS: Newsprint, markers and masking tape.

TIME: 1 1/2 hours

DESIGN:

1. Best Learning Experience Activity

- Ask participants to remember (reflect as individuals) the best learning experiences they ever had, considering the following questions listed on newsprint:

  "Who was there?"

  "What was the teacher saying or doing?"

  "How did I feel?"

  "How was the teacher treating the 'student'?"

- Ask participants to share their experiences with the whole group, noting down key words or phrases on newsprint.

- Then ask them to respond to the following question:

  "If you were going to tell someone how to teach adults effectively, what would you say?"

- Note their suggestions on newsprint.

2. Principles of Adult Education

- Give a presentation on adult education, incorporating and referring to participants' best learning experiences. Principles of adult education:

  °Respect
  To show consideration for or appreciation of adult opinions and ideas.

  °Experience
  To acknowledge and utilize in training the accumulated knowledge and skills of adults.

  °Immediacy
  To ensure that all new knowledge and skills are usable now in addressing their adult needs.

  °Shared leadership
  To involve adults in all leadership areas.

  °Self-evaluation
  To allow adults to assess their own learning and achievements.

3. Training Activities

- Ask participants to brainstorm+ the techniques they would like to use in a training workshop. Write their ideas on newsprint.

- Present a prepared list of techniques (activities) on newsprint (e.g. brainstorming, group discussion, role play-, case studies+, paired activities, etc.) and note similarities between the two lists. Explain new techniques, occasionally asking for volunteers to explain a technique.

- Compare their list of desired training techniques to their list of best learning experiences and then ask participants to discuss how what they've learned from this activity relates to their own best learning experiences.

4. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

EXPERIENTIAL LEARNING CYCLE

GOAL: To increase participant awareness of the relationship between learning and living.

OBJECTIVES:

* to describe the experiential learning cycle
* to correlate the problem-solving process to the experiential learning cycle

MATERIALS: Newsprint, markers, masking tape, Case Study (2.II.) and readings.

TIME: 1 1/2 hours.

DESIGN:

1. Presentation on "Misconceptions of Learning"

   - Ask participants what comes into their minds when they hear the word "learning" and write all their responses on newsprint. (If, however, the list didn't include classroom, teacher, textbook, add them.)

   - Give a presentation on the Experiential Learning Cycle (2.I.).

2. Case Study Activity

   - Divide participants into groups of 5 and distribute the case study (2.II.) allowing participants to study it for 5 minutes.

   - Instruct them to analyze the case as a group and note down the similarities between the supervisor's problem-solving process and the experiential learning cycle.

   - Ask each group's spokesperson to explain the similarities their group discovered; lead a discussion of their findings.

3. Closure

   - Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

2.I.

EXPERIENTIAL LEARNING

There are misconceptions that learning and life are separate processes. Most of us associate learning with teachers, classroom and a text book. School years taught us that the primary responsibility for learning lies with teachers, that learners are passive, just read, observe and memorize what is taught by teachers. They (teachers) set requirements and objectives for learning. So the classroom symbolizes the assumption that learning is a special activity cut off from the real word, unrelated to one's life. (You will hear a student saying, "Now I'm finished with learning, I can begin living".)

As a result of these assumptions, learning seldom seems relevant to us in our daily lives and work. That is not so in a world where the rate of change is increasing rapidly every year and few will end their careers in the same jobs or even the same occupations that they started in. The ability to learn from our experiences is an important, if not the most important, skill in adapting to our changing world. Therefore, learning and living are not separate processes. Every day as we live we learn.

How can we generate lessons from our experiences to guide our behavior in new situation? This process can be summarized in four stages demonstrated in the experiential learning methodology circle.

Experiencing
(Activity, "doing")

Processing
(Sharing and discussing reactions and observations)

Generalizing
(Inferring from the experience truths about the "real world")

Applying
(Planning more effective behavior)

Experiential learning is exactly what the name implies - learning from experience. Effective training strategies which incorporate experiential learning approaches build upon this belief by providing learners with situations/settings/ environments that stimulate the process of experiencing. Within the context of a training workshop, learning experiences may take the form of classroom activities, simulations, or "real life" activities. Experiential learning occurs when a person engages in an activity, reviews this activity critically, abstracts some useful insight from the analysis and applies the result in a practical situation.

Experiencing

This is both the initial activity and the data-producing phase of the experiential learning cycle. Experiencing is, in fact, an everyday element of living. In experiential learning, however, this activity of experiencing is linked to a process which includes interpreting the experience, drawing generalizations from it, and determining how to make use of the learning.

There are a wide range of activities and exercises for providing trainees with experiences from which they may extract the data to process and make generalizations. Individual and group activities used to facilitate the "experiencing" step include:

- role plays
- case studies
- films and slide shows
- sharing descriptions of specific experiences
- placing trainees in actual situations requiring them to react and/or perform
- allowing trainees to train one another.

During this phase it is not possible to control or to structure precisely the experiences which will occur. This is not a problem. Since experiential learning is a process comprised of several phases, the function of the "experiencing" phase is merely to establish the initial data upon which the overall process is based.

Processing

This is a crucial step in the experiential learning cycle. During this phase, individuals share with others the specific experiences they had during the previous phase. This may happen on an individual basis, in small work groups or in a full training group. Individuals share both their cognitive and affective reactions to the activities in which they have been engaged and during sharing, try to link these thoughts and feelings together in order to derive some meaning from the experience. Initially, the experience may or may not appear to be meaningful to the trainees. However, this phase of the cycle allows them to think through the experience and conceptualize the reasons for coming to such conclusions. The trainer's role as facilitator is very important during this phase of experiential learning. S/he should be prepared to help the participants to think critically about the experience. In addition, it is the trainer's responsibility to help the participants discuss their feelings and perceptions as well as draw attention to any themes or patterns which appear in the trainees' reactions to the experience. In short, the trainer's role involve helping the trainees conceptualize their experiences so that they have some concrete data upon which to draw conclusions and generalizations.

Processing establishes the context for the next phase of the experiential cycle which is "generalizing". Therefore, an experiences which trainees have during the training, whether they are films, role plays, field experiences, etc., should be "processed". That is, trainees should be given time to reflect on such experiences in order to assess whether they help facilitate their learning.

Techniques used to facilitate the processing step include:

- group discussion of patterns and recurring topics and themes which arise as a result of individual experiences

- generating and analyzing data

- reporting

- interpersonal feedback

- interviewing

- trainees functioning as process observers.

Generalizing

This phase involves drawing inferences from the patterns and themes which have been identified. Trainees determine how the patterns which evolved during the structured learning experience of the training sessions relate to their unstructured experiences of everyday life. In other words, the participant in the experiential process have the opportunity to identify similarities between the experiences within the training session and experiences which they can cite from the "real world". They are given the chance to see the relationships between training, their own personal goals and the life they will have after training.

Activities used to facilitate the generalizing step include:

- summarizing learning into concise statements or generalizations

- group discussions of and agreement upon definitions, concepts, key terms and statements

- individual and group responses to questions like: "How do you think what you have done and learned in this session relates to your activities as a health worker?"

Applying

If learning is defined as a relatively stable change in behavior, it is the "applying" step in the experiential learning process that helps learners to modify future behavior. Drawing upon insights and conclusions they have reached during the learning process, trainees incorporate their learning into their lives by developing plans for more effective behavior.

Techniques and activities used to facilitate the "applying" step include:

- individual and group responses to the question, "How might you use this learning to be more effective within the specific geographic and cultural setting of your job?"

- reviewing lists generated during preceding training sessions and making revisions which reflect new insights, plans, and behavior

- modifying and/or developing plans of action, personal goals, and strategies for personal behavior modification.

2.II.

CASE STUDY

Magan, a health worker, was transfered to HALBA I & II refugee camps in Lugh to supervise health programs completely run by RHU-trained CHWs and TBAs. Magan didn't have prior experience in the field. Recently graduated from Mogadishu Medical School, he acquired only a couple of months' practical experience in Mogadishu Health Centers. At school his performance was quite satisfactory; his academic credentials inspired RHU to second him from the Ministry of Health.

When he got to the camp Magan held a meeting with all CHWs and TBAs. He introduced himself and congratulated them, noting that their competency and commitment to work were frequently spoken of at RHU HQ. Giving them that credit, he then pointed out major tasks ahead.

After a month in the field, although the health programs were going smoothly, Magan felt that he was not earning the respect of his subordinates. People were indifferent to him, he gathered. He felt that CHW heads of Halba I and II (Arays & Sugule) were enjoying high respect and attention. CHWs went to them often for consultations and the refugee community respected them very much.

On the pretext of re-organizing the health program's structure, he discharged the two CHW heads and centralized the authority. He also critized the already established pattern of rotating roles among CHWs in running the Under - 5 clinics, TB center and feeding center. He assigned some CHWs to those positions indefinitely.

Consequently the performance of the rest of the health worker deteriorated. Their cohesiveness and team spirit diminished. Despite Magan's orientation and one-to-one consultations with CHWs, their work never rated as high as before. At some point he issued some reprimands, but that didn't make it any better. Community participation in the health programs (like sanitation) lagged behind.

After 3 months of work, Magan had become frustrated. He approached the Regional RHU Coordinator and requested a transfer. The prudent coordinator had already assessed the situation in the two camps. Contrary to what Magan was expecting, he suggested Magan remain in his place and reassign the CHW heads to their original positions. The coordinator pointed out to Magan that he had been naive several times; first in dismantling the locally respected structure and second in getting discouraged so easily instead of probing into the situation.

After discussing with the Regional Coordinator, Magan went back to his office. He thought about what the Coordinator had said and the reasons why he had not earned the respect of his subordinates. Magan examined how he would feel if he had been one of the CHWs who was transferred.

Magan immediately convened another meeting. In the meeting, CHWs suggested that a council of 4 people be created to assist Magan in this time of crisis and they unanimously suggested that Arays and Sugule be restored to their positions. Magan accepted both their suggestions. Soon the performance of health workers improved. Magan had earned their respect and attention.

DESIGNING A TRAINING PROGRAM**

GOAL: To increase participant knowledge of training methodology and improve skills in designing and conducting training.

OBJECTIVES:

* to describe at least 4 basic principles of Adult Education
* to explain Experiential Learning Methodology
* to describe steps to follow in designing a training program
* to develop a general training plan
* to identify the trainer's role

MATERIALS: Newsprint, markers, masking tape, General Plan Activity (3.II.) and readings.

TIME: 2 1/2 hours

DESIGN:

1. Activity "What Learners Remember"

- Ask participants the following question prepared on newsprint:

  " There are different ways to learn new things. What effective learning methods can you name?"

- List participant responses on newsprint.

- Write on another piece of newsprint the following:

  Assign percentages to what learners remember about

  ° Things they hear %
  ° Things they see %
  ° Things they hear and see %
  ° Things they discover by themselves %

** Prerequisites for this session include Session 1 - Introduction to Adult Education and Session 2 - Experiential Learning Cycle.

- Divide participants into groups of 5 and have each group discuss and reach consensus about the percentages.

- Ask each group spokesperson to report findings; comment on commonalities among the groups.

- Take the average of the groups' responses; common percentages given to these items are as follows:

  Learners remember -

°Things they hear	20%
°Things they see	40%
°Things they hear and see	60%
°Things they discover by themselves	80%

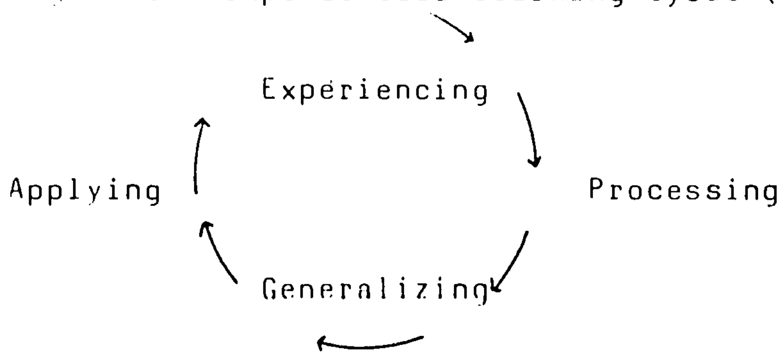
2. Brainstorming on Principles of Adult Education

- Ask participants to define and to identify what they think are the basic principles of adult education; jot down participant ideas on newsprint.

- Ask them to group their ideas into major basic principles.

3. Presentation on Experiential Learning Methodology

- Introduce experiential learning methodology, focusing on the experiential learning cycle (2.I).



4. Training Program Design Activity

- Divide participants into groups of 5 and ask each group to discuss and list the steps which might be used in designing a training program.

- Ask each group spokesperson to report findings; display and discuss a list of common steps (3.I.):

  ° Step 1. Assess training needs
  ° Step 2. Formulate training goals and objectives

- Step 3. Construct a general plan
- Step 4. Design detailed sessions
- Step 5. Make arrangements for delivery of training.

5. General Plan Development Activity

- Divide participants into small groups and distribute General Plan Activity sheets (3.II.).

- Ask groups to discuss and come up with:

  - General plan (schedule, who does what, sequence of topics, etc.)

  - Arrangements for delivery of training (workshop place, materials, travel, cost, etc.).

- Ask each spokesperson to report on plan; allow feedback from all groups.

6. Presentation on the Trainer's Role

- Start the presentation by saying:

  "Each trainer must find his/her own style. It may help to remember that training is a sharing of experiences. Trainers should behave in ways that demonstrate this for the group."

- Explain and discuss the following Guidelines for Trainer's Role prepared on newsprint:

  - Give your own opinions and feelings
  - See yourself as a helper rather than the leader
  - Flow with the group
  - Respond to situations as they arise
  - Watch what is going on and try to understand it and incorporate it into the goal of the course.

7. Practicing Presentation Skills

- Divide participants into the same groups used earlier.

- Have someone from each group (see NOTE) practice

NOTE: Ask in advance for volunteers who will practice a presentation. Give them a chance to prepare and come up with whatever materials they might need.

presentation skills using trainer's role. The rest of the group is to observe the presenter and give feedback at the end as to how s/he practiced the role.

- Conclude activity by asking both observers and presenters to share their discoveries.

Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

DESIGNING TRAINING

Five steps are involved in designing a training program:

Step 1. Assess Training Needs (see Session 26: Needs Assessment)

Needs assessments enable training managers to design training programs. Often managers overestimate the effectiveness of training to reduce or solve an agency's problems. Some problems identified in the needs assessment can be solved by a change in procedure, a redefinition of policy, a reorganization of staff or the like. It is the responsibilities of trainers to determine which needs can best be met through training. An appropriate need is one which:

- a majority of the group requests
- can best be met in a participatory group setting
- deals with a desired change in skill level, factual knowledge or attitudes.

Trainers should respond to the most pressing needs first.

Step 2. Formulate Training Goals and Objectives (see Session 5: Goals and Objectives)

Each need is translated into a written statement which clearly indicates what is to be accomplished in training. This is called a training goal. Written goals provide the guidelines which determine the training program. Training goals are general and should be written from the trainer's point of view, stating what s/he expects to do or hopes to accomplish.

Specific objectives should be developed from the training goals. Objectives are written in terms of anticipated change which will be observed in the trainee's behavior. Such specific objectives are very useful and help the trainer to:

- focus on the actual needs expressed by the trainees
- design effective participatory training sessions
- evaluate the training.

To ascertain whether an objective has been met, you can either test the trainees or observe them. The evaluation indicates what should be covered in future sessions.

Step 3. Construct a General Plan

The task here is to design a sequence of events or actions which will accomplish the objectives. To do this, first think of the subject matter or content areas to be emphasized during the training and their logical sequence. Next consider which activities would be most effective in conveying these subject matters to the trainees. Variety makes a general training plan more interesting. Change focus at times from activities centered on knowledge or information to those centered on skill; from small group participatory activities to large group discussions or films, etc. Finally, remember practical considerations: how much total time is available for the training program; how long participants can be released from their work; what are the transportation requirements; what funds are available for materials, renting facilities, food, etc. The end result of making your general plan will be a training schedule which lists all individual sessions.

Step 4. Design Detailed Sessions

After constructing a general plan, the trainer needs to plan in detail each day or session. Much of this might be done while making a general plan. Often it is not possible to complete an overall plan without filling in some details. The less experienced trainer, however, will find it easier to consider the two steps separately.

The design for each session should incorporate the ideas of the experiential learning cycle (see Session 2: Experiential Learning Cycle). Each session should provide a learning experience to the trainers. Then time should be given for trainees to identify and analyze the experience and generalize their learning back to their own environments. Timing is important. In doing your detailed planning, allow enough time for all the stages to occur. Finally, develop or adapt any material or equipment needed to support your planned activities.

Step 5. Make Arrangements for Delivery of Training

Obviously every training situation is unique. But in almost every case the following areas will need to be considered when making arrangements:

- Place
  When choosing a place consider such aspects as:
  Is it conveniently located?
  Is it available at the appropriate time?
  Are there extra rooms, places for small groups?
  Are rest rooms available?

Is there possibility of distracting noise or activity?
Can seating arrangements be changed?

When setting up a place consider:
seating arrangements
drinking water/tea, etc.
ventilation
flipchart stand, chalk board.

- Supplies
'rrange to have necessary items on hand, such as:
name tags
pencils/pens/magic markers/chalk
newsprint pads
paper cups, tea, sugar, etc.
masking tape.

- Materials
Prepare or obtain materials you plan to use:
diagrams
questionnaires
background readings
evaluation forms
charts
models
case studies.

- Transportation
Arrange transportation for participants, if necessary, or provide instructions for reaching the training place. Be sure instructions are understandable to everyone, and that they can get to the place at the appropriate times.

- Consultants/Other Trainers
All resource people you plan to use during the training should be contacted well in advance. Make certain they understand the role they are to play and can fulfill your expectations. Discuss their part in the training with them and offer assistance, if necessary, in planning what they will do and how it will fit into the overall design you have in mind. Dates, times, transportation and fees should be confirmed in writing.

3.II.

GENERAL PLAN ACTIVITY

The director of training has asked you to develop a training program for the field staff of your agency. You have conducted a needs assessment and developed the following training goals:

1. To increase participant knowledge of and improve skills in management and project development.

2. To improve participant supervisory skills.

The following topics might be appropriate to address in the workshop:

- Problem solving
- Filing
- Budgeting
- Supervision
- Performance appraisal

Based on this information, plan a three day workshop:

- Constructing a general plan (schedule, who does what, sequence of topics, etc.)

- Making arrangements for delivery of training (workshop place, materials, refreshments, travel, costs, etc.).

DELIVERY OF TRAINING

Each trainer must find his/her own "style", his/her own way of behaving with a group. If he/she is uncomfortable, this will be communicated to the group and will influence the climate. It may help to remember that training is a shared experience. Behave in ways that demonstrate this for the group. Support people who try things out. If someone becomes critical or ignores the feelings of other people, describe what you see happening. Explain your concern about its effect on the climate. Don't criticize people who criticize; your behavior will contradict your words.

Guidelines for the Trainer's Role

1. Give your own opinions and feelings. Be a person. Let people realize that you feel a part of the group and care about their problems.

2. See yourself as a resource person, a helper rather than the leader or key person. The people have to go back to their jobs and function without you. If you become dominant, they won't be capable of applying what was learned to their own situation. Avoid over-directing the group, speaking before other group members have collected their thoughts.

3. Flow with the group. Let members have as many chances as they can to experience success. Experiencing, Identifying, Analyzing and Generalizing improve their skills. The more EIAG-ing they do, the more they will carry this approach to their jobs.

4. Respond to situations as they arise. Your feelings are your best guide. Trust your own ideas and do what seems right at the time. Later, go back over what happened to figure out why or what else you could have done. You are a learner, too.

5. Watch what is going on and try to understand it, even while you are participating. Mentally step back and try to view the session as it progresses, including your behavior and feelings. You may spot something (or someone) blocking people from learning. Keep an eye on the climate. Watch for what subjects come up again and again, who talks and who doesn't at different times, how people sit, what their faces express, what their hand motions mean, how much people really listen to each other and the trainer and how the group as a whole makes decisions and solves problems.

In general, concentrate on what happens and how it happens, rather than on judging what is happening.

II. MANAGEMENT AND ADMINISTRATION SESSIONS

INTRODUCTION TO MANAGEMENT

GOAL: To increase participant knowledge in general management.

OBJECTIVES:

* to define "management"
* to list management duties
* to explain management functions
* to relate daily management duties to management functions

MATERIALS: Newsprint, markers, masking tape and readings.

TIME: 2 hours

DESIGN:

1. Introduction to Management

   - Clearly describe the field of management and how it differs from other technical areas (4.I.).

2. Management Duties Activity

   - Divide participants into groups of 6-8 people, all with the same job, if possible.
   - Let each group discuss (for about 30 minutes) and develop a list of their management duties.
   - Ask each group's spokesperson to explain what their management duties are and how they differ from the actual work to be done.

3. Presentation on Management Functions

   - Explain what the functions of management are and list each function on newsprint (4.II.).

4. Matching Management Duties With Management Functions Activity

- Ask each group's spokesperson, with the help of the group, to identify under which management function each of the group's duties fall.

- For discussion you may ask each group questions like:

  "Why have you put down this duty under that function?"

  "What do other groups think, do they agree?"

5. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

4.I.

INTRODUCTION TO MANAGEMENT

Practically everyone has some concept of the meaning of the word "management". Everyone is also aware to some extent, that management requires abilities distinct from those needed to do the work that is being managed. Thus, a person may be a first-class engineer but unable to manage an engineering project successfully. This is common knowledge and most people have seen or heard about cases in which a project failed, not because its manager did not know his/her field but because of its poor management.

When a person becomes a manager, s/he may or may not continue to do part of the actual work. The manager, however, takes on new duties that are entirely managerial in nature. S/he must lay out the work for others, decide which part of the total job each group or individuals under him/her should do, influence them to put forth their best efforts and check on their work.

Knowledge of the technical work is required but something more is needed. Even when a person knows exactly how to go about doing the job, s/he still might be unable to manage the job effectively.

Therefore, it is necessary to study management itself. Management is working with and through people. It is very important to know at this stage that management is not an inborn ability but a growing body of knowledge that one learns and applies.

It is sometimes said that "management is decision making and leadership". If a manager is getting things done through other people, the manager must decide first of all what s/he wants the employees to do, who can best do each part of the job and how s/he can ensure that each person does a good job. If the study of management is to learn better decision-making, the job of management must be broken down into areas or functions in which different types of decisions are made. Only then will it be possible to see what knowledge and skills the manager needs to make the required decisions.

MANAGEMENT FUNCTIONS

The field of management can be broken down into the following areas or functions.

A. Planning - is the managerial function of determining in advance what should be done. It consists of determining the objectives, policies, budgets procedures, methods and rules for the agency or organization.

B. Organizing - is the function of defining, grouping and assigning job duties. It consists of designing a structural framework within which various duties are performed; grouping work and workers by jobs and departments for carrying out the assigned activities.

This important management duty can be effectively performed with the help of the principles of organization. The principles of organization are:

1. Unity of command - This simply means that one person should have one boss. The workers report to their first-line manager and so on.

2. Span of control - This means that in order to control the operation, there must be limits as to the number of individuals whom a manager controls.

3. Homogeneous assignments - Everyone the manager controls must have a common or similar assignment.

4. Delegation of authority - This means that whenever a person is given a responsibility to do a job, s/he must also be given the necessary authority to accomplish it.

C. Staffing - is keeping the job filled with the right people. It is important to have a good organizational structure, but it is even more important to fill the job with the right people. This consists of recruitment, selection, transfer and training.

D. Directing - involves the ability to guide and motivate subordinates to achieve the objectives of the organization. It includes building an enduring, satisfying relationship between the subordinates and the organization. This important function includes:

leadership, motivation and communication.

E. Controlling - is defined as the managerial function of following-up to determine whether or not employees are adhering to established plans, ascertaining if proper progress is being made toward meeting the objectives and taking appropriate actions where necessary to correct any deviations.

F. Evaluating - is measuring progress toward a target. It can also be described as a systematic assessment of actions in order to improve planning and organizing of current and future activities. It is a function which is closely related to the controlling function.

These functions are called sequential functions because every function is dependent upon the one preceding and succeeding.

GOALS AND OBJECTIVES

GOAL: To increase participant knowledge of and improve skills in setting goals and objectives.

OBJECTIVES:

* to define a goal and an objective
* to describe 3 criteria for setting clear objectives
* to distinguish between clearly written objectives and unclearly written objectives
* to write work-related goals and objectives

MATERIALS: Newsprint, markers, paper, pencils, masking tape and readings.

TIME: 2 hours

DESIGN:

1. Definition of Goal and Objective

   - Ask participants to define the words goal+ and objective+. Write their responses on newsprint.
   - Compare the definitions, underlining the commonalities.
   - Give a brief description of what goals and objectives are, the relationships between them and their importance (5.I.).

     ° Goal: A long-range positive statement of something you want to accomplish.
     ° Objective: A step or an activity to help you to reach your goal.

2. Presentation on Objective-Setting Criteria

   - Give a presentation on the criteria for setting clear objectives (5.I.).

     Objectives should be:

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- Specific
- Measurable
- Observable.

- Show participants several objectives which you have already written on newsprint (5.II.). Instruct them to identify the objectives which are clearly written and those which are unclearly written.

3. Personal Goal and Objectives Activity

- Group participants into pairs. Ask each participant to write one personal goal and 3 related objectives and to share these with their partner.

- Ask the pairs to discuss how their objectives meet the criteria discussed in 2.

4. Work-Related Goal and Objectives Activity

- Divide participants into small groups according to their work sites. Ask each small group to come up with a work-related goal and at least 3 related objectives.

- Each small group will present its goal and objectives to everyone. Discuss with the group whether the objectives contain all the criteria for setting clear objectives.

- Ask participants to discuss what they have learned from the session.

5. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

5. 1.

INTRODUCTION TO GOALS AND OBJECTIVES

Virtually everyone working for an agency or project today has heard of goals and objectives. Unfortunately, understanding the thinking behind workable goals and objectives is not as common as the frustration of trying to write them. At agency or program levels, goals and objectives are quite simply statements of purposes. On the surface it seems to be simple enough for an agency to write a set of goals and objectives, since surely it should know what it is doing. In reality, however, while we may each be able to describe accurately what we are doing in terms of our daily activities and responsibilities, we cannot always explicitly and specifically state what our activities are intended to accomplish. Think a moment what your work-related activities have been today. That is not a difficult thing to do. However, explicitly stating what your goals and objectives were for a given day would most likely require some thought.

What is a Goal?

It is a long-range positive statement of something you want to accomplish. Goals are purposefully stated in a general and abstract form. Goals are reflections of what society could be, given unlimited resources and capability. Therefore, they serve to provide direction, purpose and continuity to the planning process. Agencies, organizations and government ministries have goals to reach. Everyone of you has his/her own goals but usually they remain hidden in one's behavior. It's preferable for every one of us to state his/her goal clearly.

Why is Goal Setting Important?

It helps if one's goals are made public, stated clearly or written down instead of keeping them hidden to oneself. Personal and work goals are more useful and effective if they're stated clearly rather than remaining within oneself.

Thinking which is purposive is more effective than thinking which is random and disjointed. Goal-directed behavior is more efficient and more effective than behavior which is completely spontaneous, unplanned and unorganized. Having clearly stated goals also helps a person in developing a sense of accomplishment.

Objectives

As often as we talk of goals, we surely must talk about objectives. Quite often people get confused between the two as there are many inconsistencies and contradictions among the definitions. They are also used in many different contexts. Some people use them interchangeably. Others use objectives as sub-goals. Following is the definition we will use in this session: An objective is a step or an activity to help you reach your goal.

There are three criteria for setting sound objectives.

Specificity: Specific objectives are more useful than general ones because they imply the exact steps to be done or the behaviors that need to be changed. Example: "to eat a balanced diet" is specific to help you reach the broad goal of "to be healthy", but an objective like "to lead a more healthy life" is very general and does not tell you the exact required behavior.

Attainability: "Providing 1-2 hec. of irrigated land" is an attainable objective to help you reach a broad goal like "to improve life for the refugee population". But an objective like "providing 20 hec. irrigated land to every family" is not attainable.

Observability: If you or someone else cannot observe what you are trying to accomplish, then no one will ever know if you have succeeded. An example of a non-observable objective would be "to attract a group's attention". An observable objective would be "to raise one good point in every group discussion". That objective would help you reach your broad goal "to gain a good reputation among a group".

Applying these three criteria to one's own personal growth objectives should result in a greater understanding of where one is going. The more specific, observable and attainable your objectives are the more likely it is that you will reach your goals.

5.II.

MODEL OF RWSD GOALS AND OBJECTIVES

The Refugee Water Supply Division has had a long-standing problem of water waste by the refugee community. Children and mothers often leave water taps open or spill much water. The technical staff of the division discussed the issue for a long time and finally drafted their goal to overcome their problem and a set of objectives to help them reach their goal. However, some of their objectives were not sound and didn't follow the criteria for good objectives. It is for us to distinguish between the bad ones and the good ones.

Goal: To reduce the waste of pure water in the camps.

Objectives:

* To use social workers in each camp to instruct mothers in the proper ways to use water taps

X * To reduce misuse of water taps.

* To demonstrate to all primary school children how to open and close water taps.

X * To make mothers want to economize water use.

* To install automatic shut-off valves in places were water is wasted.

X * To educate the entire camp population on the importance of pure water.

The objectives marked with an X in front of them are those that don't show the criteria required for good objectives. The participants should distinguish these objectives from the others. The facilitator should let the participants explain why these objectives are not good.

PROBLEM SOLVING

GOAL: To increase participant knowledge of and improve skills in problem solving.

OBJECTIVES:

* to describe the steps in the problem-solving process
* to identify problems and write problem statements
* to describe methods of decision-making
* to use force field analysis in decision-making

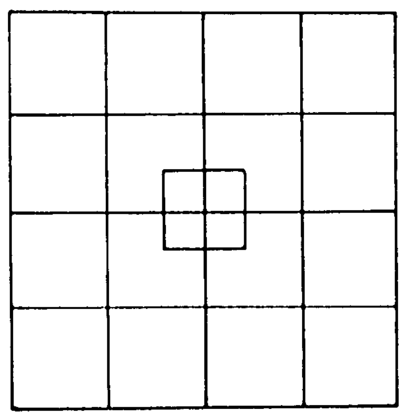
MATERIALS: Newsprint, markers, masking tape, pencils and readings.

TIME: 5 hours

DESIGN:

1. Warm-up Activity (Squares Within a Square): How to Approach Problems

   - Ask participants the following questions about this figure drawn on newsprint:



"What is this?"

"How many squares do you see?"

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NOTE: There are at least 40 squares within the square. If you combine two cross squares and two down squares they will make one square. If you combine three down squares and three cross squares they will again make one square and so on.

- Relate the activity to problem solving by talking about how to approach problems, not reaching quick decisions for solutions but spending most of the time determining what the problems are. Demonstrate how many squares there possibly might be.

2. Introduction to the Problem-Solving Process

- Give a brief overview of the problem-solving process by writing the following steps on newsprint and explaining what they mean (6.I.):

   - Identifying problems
   - Setting goals
   - Identifying alternative strategies
   - Choosing the best strategy (decision-making)
   - Implementing
   - Evaluating.

- Give a presentation on how to identify problems+ by analyzing the gap between ideal and real situations. Give examples: the typist making errors is the real situation; no mistakes from the typist is the ideal situation. Drinking dirty water is the real situation; drinking clean, boiled water is the ideal situation.

- Write on newsprint the basic elements that should be included in a problem statement:

   - What the problem is
   - Approximate size
   - Who it affects
   - Where it exists.

- Give an example of a problem statement that includes the above elements (6.I.).

3. Problem Identification Activity

- Divide participants into small groups according to their work sites or positions and instruct them to prepare a list of general problems that exist in their common areas.

- Ask each group to select one problem that they would like to work on. Problems should be clearly stated, including all the basic elements described in 2.

- Each group will present their identified problem on newsprint to everyone.

- Have participants discuss whether each problem was clearly stated or not and suggest possible improvements.

4. Goal-Setting Activity

- Explain how to set goals by defining goal+ and the difference between a goal statement and problem statement.

- Instruct groups to change their problem statements into goal statements and have groups discuss the differences between the two.

5. Identifying Alternative Strategies Activity

- Instruct the groups to brainstorm as many strategies or solutions to their problems as possible. Explain the ground rules for brainstorming+:

  - No criticism or evaluation of ideas
  - Far-fetched ideas are encouraged
  - The goal is quantity.

- Each group presents their brainstormed list on newsprint to the large group.

6. Decision-Making Activity: Selecting the Best Strategies

- Instruct each group member to select 3 strategies or solutions s/he thinks are the best; the group then chooses the 3 best strategies or solutions to their problem.

- Each group presents their identified strategies; ask them how they reached that decision as a group.

- Participants discuss the various solutions proposed by each group and what they have learned from the activity.

- Give a brief overview of the types of decision-making procedures:

- "Plop" decision
- Self-authorized decision
- Decision by majority rule
- Unanimous decision
- Decision by consensus
- Decision by poll.

7. Force Field Analysis Activity

   - Give a presentation on force field analysis and how to use it for making decisions in solving problems (6.II.).

   - Instruct the groups to identify the hindering and helping forces of their chosen strategies and list them (referring to the Force Field Analysis diagram you have prepared on newsprint) and discuss their discoveries.

   - Each group presents their work and receives feedback+ from the rest.

   - Ask participants to discuss what they have learned from the activity.

8. Closure

   - Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

6.1.

PROBLEM SOLVING

Effective problem solvers often spend a lot of time in trying to understand a problem and a relatively small amount of time in attempting to find an appropriate solution. In other words, if we understand the problem very well, it will usually take less time to come up with a workable solution. The systematic approach to problem-solving consists of the following steps:

- Identifying the problem
- Setting goals
- Identifying alternative strategies
- Choosing the best strategy (decision-making)
- Implementing
- Evaluating.

Identifying Problems

A problem exists when there is a gap between the present situation and the desired or ideal situation.

GAP

Present Situation Ideal Situation

Removing the discrepancy or closing the gap is problem-solving. Analyzing the gap leads to identifying the problem. When problems are identified each problem statement should contain the following basic elements:

- What the problem is
- Approximate size of the problem
- Who it affects
- Where it exists.

Setting Goals

After identifying the problem, we have to change it into a goal statement. Your goal will include the same what, where, who and how much elements as the problem statement. However, there are a few differences between the problem statement and the goal.

- The problem states the situation in negative, undesirable terms, while the goal states a positive, desirable situation.

- Since problems can rarely be completely eliminated, the size of the situation or condition is smaller in the statement of the goal. You will be limiting the goal to a realistic level that is considered acceptable by the people in your organization.

Example

Problem: If nothing is done 3 months from now the typing errors of the organization's 3 senior secretaries will increase by 20%.

Goal: To improve the three senior secretaries' typing skills during the next 3 months.

Identifying Alternative Strategies

When identifying alternative strategies, use the following ground rules for brainstorming:

- No criticism or evaluation of ideas is allowed
- Far fetched ideas are encouraged - they may trigger other ideas for someone
- The objective is quantity not quality.

Choosing the Best Strategy

The following types of decision-making are often used in choosing the best strategy.

1. Plops

   A decision suggested by an individual to which there is no response. "I suggest we shelve this question," followed by silence.

2. Self-Authorization

   A decision made by an individual who assumes authority. "I think we should all write our ideas on the blackboard," and proceeds to be the first to do so.

3. Majority Rule

   A decision made by some form of voting in which more than half of the group agrees.

4. Unanimity

   A decision made by overt and unanimous consent, often without discussion.

5. Polling

A decision made by a form of voting in which someone inquires, "Let's see where everyone stands," and then proceeds to tabulate the already expressed majority decision.

Consensus

A decision made after allowing all aspects of the issue, both positive and negative, to be put forth to the degree that everyone openly agrees it is probably the best decision. This is not necessarily unanimity, but it constitutes a basic agreement by all group members.

Which decision-making method do you think is best?

FORCE FIELD ANALYSIS

This tool helps you to identify the best strategy to solve your problem. In every situation that needs to change, the following factors are involved: cultural, socio-economic, political and organizational. In problem-solving, you need to analyze these factors to determine their effect on your strategy. Some cultural factors might help your strategy be effective, while others hinder your strategy's success. When you analyze these helping and hindering forces, you are doing a force field analysis. To solve your problem, you need to chose a strategy that will make most use of the helping forces while weakening the hindering forces. But remember, for every action there is an equal and opposite reaction.

Strategy

Helping Forces	Hindering Forces
----------------->	<-----------------
----------------->	<-----------------
----------------->	<-----------------

A group of forces as shown in the figure is called a "force field". The length of the arrows in the force field describes the relative strength of the forces: the longer the arrow the stronger the force. For descriptive purposes, the forces in the figure are shown as equal in strength, but a force field can be made up of forces of varying strengths. A group or organization stabilizes its behavior where the forces pushing for change are equal to the forces resisting change. The equilibrium can be changed into the required direction by:

- Strengthening or adding forces in the direction of change
- Reducing or removing some of the restraining or hindering forces, or
- Changing the direction of the forces.

Any of these basic strategies may bring change but their secondary effects may differ depending on the method used.

PLANNING

GOAL: To improve participant knowledge and skills in planning their work.

OBJECTIVES:

* to explain the purposes of planning
* to describe different levels of planning
* to prioritize management tasks into must, should and can be done items
* to plan the tasks in terms of who, what, when, and where
* to develop a daily planning schedule

MATERIALS: Newsprint, markers, masking tape, pencils, Planning and Prioritizing Tasks Worksheet (7.II.), Planning Tasks Worksheet (7.III.), Daily Schedule Worksheet (7.IV.) and readings.

TIME: 2 hours

DESIGN:

1. Presentation on Planning

   - Introduce the session by explaining:

     ° Definition of planning+
     ° Purposes of planning (7.1.).

   - Explain how planning fits into management functions. (See Reading 4.I. Introduction to Management.)

   - Discuss with the participants the following items you have already prepared on newsprint:

     ° Levels of planning
     ° Requirements of realistic planning
     ° Prioritizing tasks into must, should, and can be done items. (Illustrate this with the help of Bull's Eye Diagram of 7.I.)

2. Planning Activity

   - Distribute Planning and Prioritizing Tasks Worksheet

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(7.II.) to each participant.

- Ask participants to plan their tasks using the following format:

  - List the major tasks of your job
  - Identify resources needed (time, money, material, people)
  - Prioritize and sequence tasks into must, should, and can be done items.

- Ask 1 or 2 volunteers to share their plans with participants. Participants can comment and give feedback on how well they planned their tasks.

- Distribute Planning Tasks Worksheet (7.III.) and instruct participants to plan their tasks in terms of who is going to do what, when, where and the resources needed.

- Again ask volunteers to share their plans and receive feedback+ from participants and yourself.

- Ask participants to develop a Daily Schedule for some of the tasks using the worksheet provided (7.IV.).

- Conclude the activity by asking participants' reactions to what they have learned.

3. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

7.I.

PLANNING

Definition of Planning

Planning is thinking, determining and scheduling the tasks and the achievements that are required in order to attain work objectives.

Purposes of Management Planning

The future of a project, agency, community, or nation is directed by the thinking and the planning that is done by the people who govern its affairs. We already said that the most important function in management is the planning function, so what's the purpose of planning?

Some of the most important purposes of management planning are:

1. To clarify the end results desired, the criteria for measuring performance, and the overall plans and schedules, so that everyone knows what is expected of the organization as a whole and from his/her department.

2. To determine and interpret what each segment of the organization must do (what, why, and when) so that every function is integrated with all related activities, and to reduce all duplications insofar as possible.

3. To provide clear-cut policies for the guidance and coordination of all personnel who are accountable for day-to-day decisions.

4. To anticipate problems and take corrective action before they become critical and to coordinate all significant activities so that personnel, facilities, and materials are available as required and assignments completed on schedule.

5. To establish and maintain the minimum administrative controls necessary to assure the attainment of desired results in conformity with approved objectives, policies and programs.

Levels of Planning

In every large organization there are three major levels of planning:

1. Planning Strategies

   - Long-range objectives and policies
   - Where the organization is going and why
   - What budgets require approval and what resources are required
   - Who controls what, who is accountable for what
   - Results expected, when and where.

2. Planning Over-all Direction

   - How to attain established objectives
   - What over-all resources and facilities are required
   - When approved programmes are carried out
   - Where major activities are coordinated
   - Who supervises what operations.

3. Planning Activities

   - Individual assignments, work layout
   - What specific schedules are required, when, where, why
   - Facilities required
   - How to instruct and motivate employees
   - Progress reports and remedial actions
   - Adjustments required to complete assignments.

Requirements of Realistic Planning

Realistic planning is based upon an accurate analysis of:

- Resources available
- Past performance
- Present situation
- Setting future goals.

Setting Priorities

Unless you are on guard, it's only natural to first do things that you like to do or find easy to do and to put off until tomorrow the more difficult or disagreeable one. To make the best use of your time and tasks, try to set up some priorities and make plans whether they're monthly, weekly, or daily.

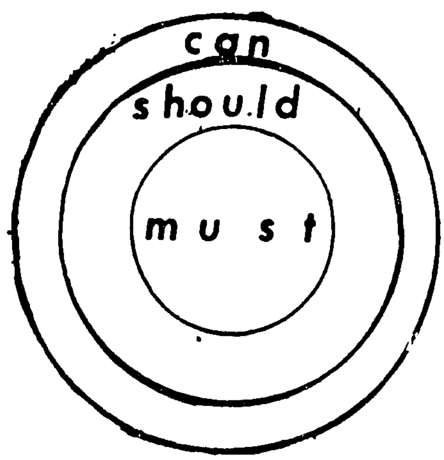
List all tasks or items that you have to carry out and assign to each item one of three general weightings:

1. Must be done - things absolutely essential to the

work or the success of future plans, prompt action needed.

2. Should be done - activities that require attention, less urgent than the must items.

3. Can be done - less essential details that can be handled as time permits. If emergency arises, these activities can be postponed rather than must or should items.



7.II.

PLANNING AND PRIORITIZING TASKS WORKSHEET

INSTRUCTIONS:

1. List your management tasks and the resources each task requires.

TASKS	RESOURCES
____________________	____________
____________________	____________
____________________	____________
____________________	____________
____________________	____________

2. Prioritize your list of tasks or activities into:

A. MUST BE DONE

____

____

____

B. SHOULD BE DONE

____

____

____

C. CAN BE DONE

____

____

____

PLANNING TASKS WORKSHEET

Activity(what)	Who	When	Where	Resources Required

DAILY SCHEDULE WORKSHEET

DATE................

Time	Tasks or Activities	Who	Remarks

INTRODUCTION TO PROJECT BUDGETING

GOAL: To increase participant knowledge of and improve skills in preparing project budgets.

OBJECTIVES:

* to define a budget
* to explain the steps in drawing up a budget
* to construct a personal budget
* to describe at least two uses of budgets
* to draft a project budget

MATERIALS: Newsprint, markers, masking tape, pencils, Budget Worksheet (8.II.), Project Description (8.IV.) and readings.

TIME: 4 hours

DESIGN:

1. Introduction to Budgeting

   - Introduce the session by asking participants to define budget; write their definitions on a flipchart and compare this to your own definition written on another sheet.

     Budget+: A budget is a financial plan that shows what income and expenditures you expect over a certain period.

2. Personal Budgeting Activity

   - Distribute the short story on personal budgeting and read it aloud (8.I.).

   - Show participants the following table of Mr. and Mrs. Ali's personal budget that you have already put on newsprint.

Previous Page Blank

I. Income		So.Shs.
Salary - Mr. Ali		3,000
Salary - Mrs. Ali		2,000
	Total	5,000
II. Expenditure		
Food		2,500
Rent		500
Water and electricity		150
Clothes		350
Bus fare		200
Books and recreation		200
Medical		250
Help to relatives		150
Unforseen		200
	Total	4,500
III. Savings		500

....

- Ask participants how Mr and Mrs. Ali came up with their personal budget. What things have they considered when drawing up the budget?

- Introduce the following steps for drawing up any budget:

  - List all possible sources of income
  - Estimate the amount of income from each of these sources
  - List all possible areas of expense
  - Estimate amount of each expense.

- After a discussion of these steps, remind participants of the key factors to keep in mind in order to arrive at realistic estimates.

  - What happened in the past? Where did you get and spend money?
  - What is the present situation? Any change from the past?
  - Assess things outside of your control like inflation, devaluation, etc.
  - What is the future situation?

3. Personal Budgeting Activity

- Hand out Budget Worksheet (8.II.).

- Instruct each participant to construct a monthly personal budget with the help of the worksheet provided. Participants are free to choose or exclude any line items.

- When individuals finish their task ask the following questions:

  "What was the difficult part in the activity?"

  "What was most interesting part?"

  "Why was it interesting?"

4. Presentation on Project Budgets

- Talk about project budgets and relate them to their personal budgets. Explain the following three things that should be considered for project budgets (8.III.):

  - Capital budget
  - Operational budget
  - Reserve.

- Show them a model of a project budget (8.III., 27.IV.) and ask them to comment.

- Give a brief presentation on the uses of budgeting, focusing on:

  - Budget as a planning tool
  - Budget as a controlling tool.

5. Project Budget Activity

- Divide participants into small groups according to their jobs. Instruct each group to prepare a group budget for their projects.

- Group spokesperson will present the budgets to everyone for critique.

- Ask participants to discuss what they have learned in the session.

6. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

NOTE: If any groups do not have a project that involves a budget, give them the project information in 8.IV.

There often were heated discussions while individuals constructed their personal budgets. Participants said that their expenses did not match their incomes. They argued whether "shaxaad" (getting money out of people regularly) should be one line item for their incomes.

8.I.

BUDGETING

Financial management is one of the most important parts of management. It is the management of money. Money is a vital resource for any organization. It is powerful because it can buy equipment and materials as well as people's time and skills. For many organizations, money comes from different sources with special requirements on how this money should be used, controlled and reported. The starting point for the financial management of a project begins when you have to work out a budget for your project.

A budget is a financial plan that shows what income and expenditures you expect for the period you are planning for. The period can be one month, a year or more. Besides being a starting point, budgets can serve as a target and limit to all the project activities. If your budget is cut, you probably have to eliminate some of your planned activities.

BUDGETING - THE GREATEST HELP IN MY LIFE

Two friends, Awale (single) and Ali (married with two children) attended an EIL sponsored Budgeting Workshop in October, 198[illegible]. At the end of the workshop each participant was given handouts about budgeting.

Awale went home with the handouts. He didn't give the least consideration to them, deciding that budgeting had nothing to do with individuals but it is something for organizations and their accountants. On the other hand Ali saw the workshop as something useful for his daily life and his family's future. He told his wife what he learned about budgeting and how they could apply it to their home economy. They started to plan their financial activities deciding what income and expenditures they were expecting and how they would save some of their earnings.

Once the budget was complete, Ali began to think about how he could check his performance against his budget. He worked out a self-check sheet containing the budgeted figures and actual figures to enable him at any time to see how far he is within his limits.

A year later the two friends met at a party. After the party was over the two had a short chat. During the conversation, Awale brought up the subject of budgeting, referring to the last time they had met. Awale said how he thought the workshop was boring and irrelevant to him. To his surprise Ali told him that budgeting had been the greatest help in his life. With it he and his wife had been able to save money for a new house.

How do you think Awale felt when Ali told him about his budget?

If you want to reach your objectives and live within your means, you need the discipline and control of a budget. There are two essential elements to a budget:

- an estimate of expected income
- an estimate of expected expenditure.

There are also key factors to be remembered in order to arrive at realistic estimates. They are:

1. past historical events
2. evaluation of the present situation
3. careful assessment of key factors outside your control
4. a clear understanding about future needs.

8.II.

BUDGET WORKSHEET

Directions

Estimate your income and expenditures for the month. Take into account the key factors for realistic estimates. Enter your figures in the appropriate spaces below.

		So.Shs.
I. Income		....
	Salary	....
	Other income	....
	Total	....

		So.Shs.
II. Expenditure		....
	Food	....
	Rent	....
	Water & Electricity	....
	Clothes	....
	Help to relatives	....
	Maintenance & Repair of the house	....
	Books & Recreation	....
	Medical	....
	Mail	....
	Transport	....
	Total	....

		So.Shs.
III. Savings		....
	Cash at bank or in hand	....

8.III.

PROJECT BUDGETS

Overview of Project Budgets

Project budgets are similar to personal budgets except on a larger scale. When talking about project budgets, there are three things that should be considered:

1. Capital budget - This refers to items that are used over a long period of time; big, one-time purchases like vehicles, equipment, furniture and buildings.

2. Operational budget - This is the budget that covers all the income and expenditures for the normal operations of the project. It is sometimes called recurrent budget.

3. Reserve - This is the amount allocated to be saved from each budget. Since projects are not truly self-reliant until they can meet all their capital and operational expenditures out of their own income, there must be a means to accumulate savings. This means is the reserve.

This session focuses on operational budgets. Following is a example of one using the Jalalaqsi Vegetable Project.

JALALAQSI VEGETABLE PROJECT 1985 BUDGET

I.	Income		
	Grant from ILO		300,000.-
	Sales		267,700.-
		Total	567,700.-
II.	Expenditure		
	Salaries		240,000.-
	Fertilizers		60,000.-
	Pesticides		48,000.-
	Hand tools (shovels, etc)		30,000.-
	Seeds and seedlings		52,000.-
	Fuel		26,000.-
	Land preparation		20,000.-
	Office supplies		20,000.-
	Miscellaneous		19,000.-
	Contingency		40,000.-
		Total	555,000.-
III.	Reserve		12,700.-

Below are some questions that may faciliate your understanding of the importance of budgeting.

1. Can you transfer from the salary line item money you need for fertilizers if you find that you spent all the money estimated for fertilizers?

2. Which line item would you use if you found you needed to buy some ribbons for your typewriter?

Uses of Budgets

Why budget? We budget to effectively and efficiently use our limited resources (labour, finance, time, etc). Budgets are very valuable tools to us personally. They also are invaluable in helping project managers became more effective. Budgets are used as a planning tool and as a controlling tool since they set targets and limits.

1. Budgets as a planning tool. Since budgets are designed to show your anticipated income, expenditure and the financial position of the project at some future point in time, it forces you to think through in very specific terms what you are going to achieve.

2. Budget as a controlling tool. By the very fact that a budget contains line items with specific amounts, it also becomes a useful control for limiting expenditures that were not planned for.

8.IV.

A POULTRY PROJECT TO INCREASE THE INCOME OF BURDHUBO WOMEN

Goal: To start an income-generating poultry project in Burdhubo.

Objectives: By the end of 1985:

* There will be a cooperative of 10 women working on a poultry project.
* Land will be available for the project and a chicken house will be constructed.
* There will be 50 chickens producing eggs.

Action Plan:

Identifying Resources

1. Money
2. Chickens
3. Chicken food
4. Chicken medicine
5. Land and house for chickens
6. Office materials/supplies
7. 10 women
8. Trainer in accounting

Tasks

1. To get land
2. To build office and chicken house
3. To buy 50 chickens and office supplies
4. To buy chicken food and medicine
5. To get trainer
6. To care for the chickens
7. To sell eggs.

With this information prepare a budget for the project.

BASICS IN ACCOUNTING**

GOAL: To increase participant knowledge of and improve skills in accounting.

OBJECTIVES:

* to define accounting
* to describe rules for debit and credit
* to practice recording transactions
* to prepare a trial balance

MATERIALS: Newsprint, markers, masking tape, Transactions from Jalalaqsi Farm (9.II) and readings.

TIME: 2 1/2 - 3 hours

DESIGN:

1. Presentation on Accounting

   - Introduce the session by asking the participants the meaning of the term accounting+ (9.I.).

   - Explain an account+, a transaction+ and the double entry system+.

   - Describe how to analyse and record transactions.

2. Analyzing and Recording Transactions Check List Activity

   - Divide participants into groups of 6-8.

   - Hand out "Transactions from Jalalaqsi" (9.II.) and instruct participants to analyze and record the amounts in the appropriate T accounts on newsprint and to choose one person to report.

   - Ask each group to share their findings; offer comments on their compliance to the rules of debit and credit.

** Since this session uses many technical concepts, it will be advisable for a trainer with an accounting background to conduct it.

3. Presentation on Trial Balance

- Explain the trial balance+, its significance and the steps involved in its preparation (9.I.F.).

4. Trial Balance Activity

- Ask volunteers, one at a time, to enter the balances from the accounts in step 2 onto the trial balance format you have already prepared on newsprint.

  "What is the use of the trial balance?"

  "What was the most difficult part and why?"

- Draw a diagram of the accounting cycle (9.I.G.) on newsprint while explaining its steps and purposes.

5. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

INTRODUCTION TO ACCOUNTING

A. Budgets set targets as well as limits. Therefore, to be within these limits requires the discipline of accounting. Let us discuss a few terms related to accounting that some people confuse, like accounting and bookkeeping, as well as management information systems.

Accounting is the art of recording, classifying and summarizing transactions and events which are in part at least of a financial character, and interpreting the results thereof.

Bookkeeping, which is a part of accounting, is the means of recording transactions and keeping records.

Management Information System consists of the interconnected communication systems that provide the information necessary to operate an organization. The accounting information system is an important subsystem because it plays the primary role of managing the flow of financial data to all parts of an organization.

B. It is obvious that when a large amount of accounting information is gathered, a method of storage is required. In another words, there should be a filing system to sort out all transactions. This filing system consists of storage units called accounts. An account is the basic storage unit for data in accounting. An accounting system has separate accounts for each asset+, liability+, capital+, revenue+ and expenditure+. In its simplest form, an account has three parts:

1. Title
2. A left side which is the debit side
3. A right side which is the credit side.

This form of the account is called a T account because of its resemblance to the letter T. It appears as follows.

Title

Left or Debit	Right or Credit

The collection of these accounts is called a ledger.

C. The double-entry system is the basic method of accounting. This system is based on the principle of duality, which states that each transaction affects at least two accounts: (e.g. asset account, expense account, revenue account,etc.). Therefore, each transaction is recorded at least twice, in such a way that total debits and total credits are equal. This principle is drawn from the accounting equation:

Assets = Liabilities + Capital

If the assets are increased (the left side of the algebraic equation) the right side is also increased. And if the liabilities and capital are increased (the right side of the algebraic equation) the assets are also increased. In applying these rules, recall that revenues increase capital and expenses decrease capital.

Now we are in a position to state a procedure for analyzing transactions. As an example let us assume that Jalalaqsi Vegetable Project received a 100,000/= So.Shs. grant from ILO in cash on 2 January 1986. The analysis procedure is as follows:

1. Analyze the effect of the transaction on the assets, liabilities, capital, revenue and expenses. (In this case both assets and capital are increased.)
2. Apply the appropriate double-entry rule. Increases in assets are recorded by a debit. Increases in capital are recorded by a credit.
3. Make the entry. The increase in assets is recorded by a debit to the cash account and the increase in capital is recorded by credit to ILO grant account.

D. Jalalaqsi Vegetable Project Accounts

Assets	Liabilities	Capital
Cash	Accounts payable	ILO Grants
Office supplies		
Seeds		
Fertilizers		
Insecticide		
Fixed assets		

Revenue	Expenses
Vegetable sales	Salaries
	Supplies
	Rent
	Farm costs

Example of their T accounts.

Cash	

ILO Grant	

Seeds	

Example Transaction - The project received 100,000 So.Shs from ILO as a grant

Cash	
100,000	

ILO Grant	
	100,000

E. Recording transactions. Thus far, the analysis of transactions has been illustrated by recording directly into the T accounts. This method was used because of its simplicity and its usefulness in analyzing the effect of transactions. However, when this method is used it is very difficult to follow individual transactions with debits recorded in one account and the credits in another. When a large number of transactions are involved, errors in analyzing or recording transactions are very difficult to find. The solution to this problem is to make a chronological record of all transactions by recording them in a journal. This is sometimes called Book of Original Entry. It shows the transactions for each day and may contain explanatory information. There are actually three steps to be followed in the recording process:

- Analyze the transaction from the source document
- Enter the transaction into the journal (a procedure usually called journalizing)
- Post the entry to the ledger (a procedure usually called posting).

Sample Journal

General Journal Page ______

Date	Description	Debit	Credit
2.1.86	Cash	100,000	
"	ILO Grant		100,000
	(grant from ILO)		

The Ledger. So far, we have used the T account form of an account as a simple and direct means of recording transactions. In practice, a somewhat more complicated form of the account is needed to record more information. After the transactions have been entered in the journal, they must be transfered to the ledger.

Sample of Ledger Account Format

Name of Account: Cash				Account No.	
				Balance	
Date	Item	Debit	Credit	Debit	Credit
2.1.86	Grant from ILO	100,000		100,000	

F. The Trial Balance. The equality of debit and credit balances in the ledger can be tested periodically by preparing a trial balance. Steps to follow in preparing a trial balance:

1. Determine the balance of each account in the ledger.
2. List each account in the ledger that has a balance, with the debit balance in one column and the credit in another.
3. Add each column.
4. Compare the totals of each column.

No.	Account	Debit	Credit
1.	Cash	100,000	
2.	Typewriter	30,000	
3.	Grant, ILO		100,000
4.	Bank Loan		30,000
		130,000	130,000

The significance of the trial balance is that is proves whether or not the ledger is in balance. "In balance" means that equal debits and credits have been recorded for all transactions. If it is not equal, errors would be:

1. A debit was entered in an account as a credit, or vice-versa.
2. The balance of the accounts was incorrectly computed.
3. An error was made in carrying the account balance to the trial balance.
4. The trial balance was incorrectly added.

G. Summary of the Accounting Process or the Accounting Cycle

Documents or records involved	Transaction source documents ---------->	Journal -------->	Ledger ------>	Work sheet ----->	Financial statement --------->
Actions involved	Analyzing ---------->	Recording --------->	Posting ------>	Adjusting --------->	Preparing --------->

H. Overview of the Accounting System. The accounting system encompasses the sequence of steps followed in the accounting process, from analyzing transactions to preparing financial statements and closing the accounts. This system is sometimes called the accounting cycle. The purpose of the system, as illustrated above, is to treat business transactions as raw material and develop them into the finished product of accounting - the financial statement - in a systematic way.

Transactions from Jalalaqsi Farm from Feb. 1986 to May 1986

Instructions:

- Analyze the transactions and record the entries in T accounts on newsprint.
- Calculate the total of each T account.

List of Transactions

1. The last grant installment of 200,000 So.Sh. was received on 1 February.

2. On 2 February, 11,000 So.Sh. was paid for January salaries.

3. Seeds were purchased in cash at 10,500 So.Sh. on 7 February.

4. Purchase order for 11,540 So.Sh. was prepared by the accountant on 18 February for insecticides to spray the seedlings.

5. Four chairs were purchased in cash at 840 So.Sh. on 20 February.

6. Office supplies, received on 25 February, for 3,700 So.Sh. were paid for on the same day.

7. On 4 March, 8,900 So.Sh. was paid for fertilizers.

8. On 23 March, inventory was taken of the office supplies; it became clear that office supplies costing 1,200 So.Sh. were consumed so far.

9. On 30 March, the office rent for the last 3 months at 3,000 So.Sh. per month was paid.

10. Fertilizers costing 2,300 So.Shs. were burnt accidently on 2 April.

11. On 15 April, vegetables were transported from the farm to Mogadishu and sold at 36,500 So.Sh. on 16 April.

12. On 20 April, 23,000 So.Sh. was paid for salaries/wages.

13. Vegetables were sold at 3,700 So.Sh. on 1 May, in Jalalaqsi market.

REPORT WRITING

GOAL: To increase participant knowledge and improve skills in report writing.

OBJECTIVES:

* to describe the uses and types of reports
* to describe the format of a report
* to explain the steps that help in outlining the body of a report
* to construct a report outline

MATERIALS: Newsprint, markers, masking tape, pencils and readings.

TIME: 3 hours

DESIGN:

1. Telephone Game

   - If the group is very large, just the first row of participants can be used for this activity. Write a short message on a piece of paper and give it to the first person in the row. That person will whisper what s/he reads to the next person. This continues until the message is passed on through the whole row. There is one important rule - the message cannot be repeated. Each person must only whisper it once.
   - Ask the last person in the row to report what message s/he heard.
   - Read the original written message aloud and ask participants what happened.
   - Lead a discussion on the difference between written and oral reports.

     This is what comes usually from this discussion:

Oral reports	Written reports
° Easy to forget	° Can't forget because you have a copy

° Changeable	° Unchangeable
° Can't be kept for a long time	° Can be kept for a long time

2. Presentation on Report Uses and Types

- Give a presentation on the uses of written reports and types of reports, elaborating on report types (10.I.).

- Uses of Reports:

    ° Reports are the basis for decisions.
    ° Reports are read as evidence of how well you are doing a job.
    ° When you write a report that will travel up through your organization, you have a great opportunity to demonstrate your abilities as a good manager.
    ° Reports help to identify problems and obstacles.

- Types of reports:

    ° Proposal reports
    ° Progress reports
    ° Monthly reports
    ° Evaluation reports
    ° Feasibility study reports.

3. Presentation on How to Write a Report

- Give a brief presentation on how to write a report; focus first on the format of the report. Here is one format (10.II.):

    ° Title
    ° Introduction
    ° Acknowledgements
    ° Body of the report
    ° Sum-ary or conclusion
    ° Recommendations.

- Ask participants for their comments.

- Introduce how to outline the body of a report using the following five steps:

    ° Brainstorm+
    ° Select major ideas
    ° Group the information
    ° Organize the information
    ° Get criticism.

- Show participants a typical report outline on newsprint (10.11.).

4. Report Outline Activity (3 options)

A. - Divide participants into small groups. Let each group choose a topic for making an outline or give them one. Tell the group to outline the topic using the above steps in 3.

B. - If time allows, you can also give participants the assignment to construct the complete body of a report.

C. - This session often was on the last day of the workshop when participants were asked to outline and make a report on the activities of the whole workshop.

- Ask a spokesperson from each group to describe their outline development.

- Ask participants to give feedback+ on the other groups' outlines and to discuss what they have learned in the session.

- Review the session with the help of the following diagram:

<u>Format and Outline of a Report</u>

Title:

Introduction:

Acknowledgements:

Body: -----------------> Brainstorm
Select major ideas
Group information
Organize information
Get criticism

Summary/Conclusions:

Recommendations:

5. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

TYPES OF REPORTS

1. Proposal Report

   It is a report that describes an idea and why it is a good one. It also explains why an organization or a donor should pursue it. It describes the work to be done, sets schedules and estimates costs. It urges action, that is, it encourages the reader to take the lead and approve the idea immediately.

2. Progress Report

   It is a report that is submitted to authorities showing the progress of a programme, project or activity.

3. Monthly Report

   It is a report that shows the activities of the month. It shows what has been done, what is going on and what is planned.

4. Evaluation Report

   It is a report that evaluates an activity, programme or project. It indicates whether the goal and objectives of a project are being met.

5. Feasibility Study Report

   It is a research report about the "do-ability" of a proposed project or activity. It analyzes a situation or geographic area to determine the suitability of a programme or project.

HOW TO WRITE A REPORT

Format of a Report

Title:	Write the title of the report, the name of the person and organization writing the report and the date.
Introduction:	State why the report is being written, who asked for the report and the objectives or terms of reference of the report. Describe how the report was prepared, what sources of information were available and who was responsible for its preparation.
Acknowledgements:	Thank all those who helped you prepare the report.
Body of the Report:	The body of the report is where you present your information in detail. The body is the proper place for you to discuss your views and opinions. Use headings and sub-headings to outline your ideas.
Summary/Conclusions:	Without elaborating on them, summarize the main points of your report. Include also any conclusions that you want to draw. Many readers will only read this part of the report so make sure you include all important ideas.
Recommendations:	List all the recommendations or actions that you think should be taken. Take time to write them effectively.

Making an Outline

Since the body of a report contains the majority of your information, special attention has to be paid in order to organize your thoughts and information in a logical way. The best way to do this organizing is to first make an outline of the body of your report.

What does an outline mean? To outline means to show the framework, to expose the structure of your information and/or ideas. How do you make an outline? There are five steps to follow.

1. Brainstorm: Make a list of everything that comes into your mind that relates to the report.

2. Select Major Ideas: Think through what you have written and select the major ideas. These will become the main sections of your report.

3. Group the Information: Now sort the information into groups that focus on each major idea. This helps you make sub-divisions for each of your major sections. Anything that does not fit into the major ideas is usually rejected.

4. Organize the Information: Each sub-division now needs to be organized so each paragraph has one main idea. The order of the sections, sub-divisions and paragraphs must be worked out.

5. Get Criticism: Show your outline to a friend or fellow worker. Seek his/her criticism and comments then re-write the outline.

Prepare outline

↓

Seek Criticism

↓

Rewrite

<u>Sample Report Outline</u>

Here is an example of an outline of the body of a report on bird damage in a project's maize fields. Each number within the following sections represents a new paragraph.

1. Introduction

   1-1 Who requested the report
   1-2 A brief history of the bird problem
   1-3 The objectives of the study
   1-4 Who carried out the study.

2. Economic and Social Damage

   2-1 Extent and cost of loss from crop failure
   2-2 Measures and cost of control

2-3 Loss of motivation for development.

3. Bird Damage to Crops

3-1 Brief survey of bird damage in the district
3-2 Detailed information on the birds who damaged the maize
3-3 Methods of control.

4. Summary/Conclusions

A condensed review of the main information. A statement that actions that must be taken to prevent the project's collapse.

5. Recommendations

6-1 Employ bird scarers
6-2 Change crops
6-3 Change planting time
6-4 Recommend that all these methods be tried on different plots to measure effectiveness.

BUSINESS LETTER WRITING

GOAL: To improve participant skills in letter writing.

OBJECTIVES:

* to explain how to plan letter writing
* to plan writing a business letter
* to outline a business letter
* to write a business letter

MATERIALS: Newsprint, markers, pencils, masking tape, Sample Business Letter (11.II.), Letter Planning Worksheet (11.III.), Letter Outlining Worksheet (11.IV.) and readings.

TIME: 2 hours

DESIGN:

1. Introduction

   - Briefly explain the importance of writing sound business letters (11.I.).

2. Presentation on Planning and Outlining Business Letters

   - Give a presentation on:

     ° Planning check list, emphasizing outlining a letter
     ° Business letter format
     ° Sample business letter (11.I. and 11.II.).

   - List the planning check list and parts of a letter on newsprint.

3. Letter Planning Activity

   - Distribute the Letter Planning Worksheet (11.III.) and explain the instructions written on the top.

   - After participants have filled out the worksheets, ask them about their reactions to planning a letter.

4. Letter Writing Activity

- Instruct participants to prepare an outline of a business letter (II.IV.).

- Using information from both worksheets, instruct participants to write their business letters.

- Ask participants how their letter writing skills have improved from this activity; what points do they recognize as helpful to their work?

5. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

11.I.

LETTER WRITING

Letters are an important way to communicate with people, to express your feelings and to pass on information. Therefore, you must know what to say and how to say it. You must understand your readers and have a clear structure and framework for your letters.

Planning Check List

Stop and think before you start writing; good planning is the foundation for good writing. Here are four points to think about when you are planning your writing.

1. Understand why you want to write; in other words, what is the purpose of your writing?

2. Understand what you want to write. What is your subject?

3. Understand the readers who will read what you have written:

   - their education level
   - their knowledge of you
   - their knowledge of the letter's subject
   - any barriers to communication due to age, background, interest, etc.

4. Prepare an outline of your letter. Every piece of writing needs a structure. An outline will contain:

   - Introduction - giving the purpose of the letter
   - Main Content - describing the information and giving reasons for any request or recommendation
   - Conclusion - summarizing what has been said and clarifying suggested action.

A Business Letter Format

1. Date: Every letter should be fully dated. Write the date either on the top right or left side of the letter. Be sure to indicate: day, month, year.

2. Address: The address of the receiver, including receiver's name and title, must always appear on the letter on the left side. It must be typed fully on both the letter and on the envelope. The sender's address normally appears in the letterhead which

includes agency's name, address, telephone and telex numbers; if you do not have letterhead stationery, be sure to include the return address on the upper right-hand of the letter and on the upper left-hand corner of the envelope.

3. Reference: The reference is the file number and date for the organization or the number and date of the previous letter to which you are replying.

4. Subject: The main subject of the letter should be stated and underlined before you begin to write the body of the letter in detail.

5. Salutation: The salutation is a form of greeting and appears before the main part of the letter. The usual form is "Dear Mr.:" or "Dear Mrs.:" or Dear Miss:" when the letter is being sent to an individual. You can use other titles; it depends on to whom you're sending the letter.

6. Content: The main part or the body is contained here. Remember to keep one main idea to each paragraph. For special emphasis you can use headings or underline words.

7. Closing: This indicates that the information in your letter is now complete. Usual forms in an official letter include "Yours truly," or "Yours sincerely," or "Sincerely,".

8. Signature: All letters must be signed by the person who is writing them. Sign it above the name and title, typed at least five lines below the closing.

9. Envelope: The envelope should have the full addresses of the sender and recipient typed on it.

11.II.

SAMPLE BUSINESS LETTER

(Date)	July 2, 1986
(Address)	Mr.Jama Ali Manager of Forestry Project P.O.Box 223 Jalalaqsi
(Reference)	Ref: Reply of letter #314, dated June 2,1986
(Subject)	Sub: Shipment of seedlings
(Salutation-use first name only if a close associate)	Dear Jama:
(Content)	We are going to send you the seedlings next Saturday by the UNHCR shuttle. We wish you a successful planting. Please let me know if you encounter any problems with the shipment.
(Closing)	Yours sincerely,
(Signature)	A. Omar Ahmed Omar Team Leader P.O.Box 26 Mogadishu

LETTER PLANNING WORKSHEET

Make a plan for a letter to the DRC, requesting his help in organizing the community to build pit latrines.

Answer these questions to make your plan:

1. What is the purpose of your letter?

____

____

2. What is the content of your letter - the ideas, information, questions, etc?

____

____

____

____

____

____

____

3. What is your reader like?

A. educational level:

____

____

B. knowledge of you:

____

____

C. knowledge of the subject:

____

____

11.IV.

LETTER OUTLINING WORKSHEET

Prepare an outline for a letter to the DRC requesting his help in organizing the community to build pit latrines.

1. Introduction:

____

____

____

____

2. Purpose:

____

____

____

____

3. Content:

____

____

____

____

4. Summary or Conclusion:

____

____

____

____

FILING SYSTEMS

GOAL: To improve participant filing skills.

OBJECTIVES:

* to describe 5 of the various types of filing systems
* to practice using a filing system
* to identify the basic requirements of a good filing system

MATERIALS: Newsprint, markers, masking tape, pencils, Filing Systems Worksheet (12.II.), Worksheet Answers (12.III.) and readings.

TIME: 1 1/2 hours

DESIGN:

1. Introduction to Filing Systems

- Define filing+ (12.I.·).
- Introduce common filing systems, giving examples.
- Ask participants:

  " What makes a filing system a good one?"

- Note responses on newsprint; show a prepared newsprint with the elements of a good filing system.

2. Filing Activity

- Divide participants into groups of 5 and hand out Filing Systems Worksheet (12.II.).
- Instruct them to review the file index on the worksheet and to fill in the appropriate responses for the list of items to be filed.
- After everyone finishes the activity, ask them to share their responses with each other; display the correct responses (12.III.) on newsprint and ask for any questions and/or problems concerning the exercise.

3. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

12.1.

FILING SYSTEMS

Filing is a method of storing records for an office or an organization in a systematic way.

It might be that you have come up with your own filing system through trial and error, but if you are losing things and taking too long time to find them, it is probably time for you to select one system from the most common systems and follow it correctly. Some of the most common types of filing systems are:

- Geographical System. Under the geographical system, materials to be filed are often classified according to the names of regions, then cities, towns, villages, etc.

- Numerical System. This system requires numbers on the file folders which are arranged sequentially.

- Alphabetical System. A filing system in which materials are classified according to names and they are filed alphabeticaly.

Example: File Index of Numerical Filing System

100 Correspondence
- 101 - Incoming letters
- 102 - Outgoing letters
- 103 - Monthly reports

200 Personnel
- 201 - Administrative staff
- 202 - Expatriates
- 203 - Applications for vacancies

300 Transportation
- 301 - Fuel coupons
- 302 - Vehicles
- 303 - Repairs

400 Inventory
- 401 - Office machines
- 402 - Office furniture
- 403 - Instruction manuals

Regardless of which system you choose for your organization, these are three important elements it should contain to be an effective filing system:

1. The classification must be distinct, so that it is clear to which classification a document belongs.
2. The classification must be comprehensive, so that all the documents fit in and you are not left with a miscellaneous file.
3. The system should be capable of expansion and adjustment so that it allows for changes as the office or the organization grows.

FILING SYSTEM WORKSHEET

INSTRUCTIONS:

Suppose you are back in your office and find a pile of papers and documents on your desk that need to be stored or filed. Below is the file index for your office filing system.

100 Correspondence
- 101 - Incoming letters
- 102 - Outgoing letters
- 103 - Monthly reports

200 Personnel
- 201 - Administrative staff
- 202 - Expatriates
- 203 - Application for vacancies

300 Finance
- 301 - Vouchers & receipts
- 302 - Financial reports
- 303 - Bank statements

400 Transport
- 401 - Fuel
- 402 - Vehicles
- 403 - Repairs

500 Inventory
- 501 - Office machines
- 502 - Office furniture
- 503 - Instruction manuals

Using the filing system above, fill in the appropriate file index number in the spaces provided.

____ Letters from NRC

____ Contract of Administrative Officer

____ March bank statement

____ Letter from ELU-CARE about fuel consumption

____ Memo about the number of office typewriters

____ Application for Secretary position

____ Letter about Mr.Smith's experience

____ Repair request for Toyota BJ-45

____ Operating manual of photocopying machine

____ Fuel report

____ Payroll

____ Notice of termination of an Accountant

12.III.

ANSWERS TO FILING SYSTEM WORKSHEET

101	Letters from NRC
201	Contract of Administrative Officer
303	March bank statement
101	Letter from ELU-CARE about fuel consumption
501	Memo about the number of office typewriters
203	Application for Secretary position
202	Letter about Mr. Smith 's experience
403	Repair request for Toyota BJ-45
503	Operating manual of photocopying machine
401	Fuel report
301	Payroll
201	Notice of termination of an Accountant

PERSONNEL RECORDS

GOAL: To increase participant knowledge of personnel administration and improve record-keeping skills.

OBJECTIVES:

* to identify how to establish and maintain good personnel files

* to prepare and maintain employee attendance records

MATERIALS: Newsprint, markers, masking tape, Documents in Employees' Files Worksheet (13.II.), Answers to Workshhet (13.III.), Attendance Record (13.IV.) and readings.

TIME: 1 1/2 hours

DESIGN:

1. Introduction

   - Begin the session by giving a short presentation on Personnel Management+. (Use the analogy of running a house and the responsibility of personnel management (19.I.).

   - Continue the discussion by asking participants how they would define Personnel Administration. Share with them your definition: Personnel Administration+ is a system of providing support services to employees and maintaining all employee files. It is a part of Personnel Management.

2. Personnel Records/Files Activity

   - Ask participants what documents they would expect to find in an employee file and list their ideas on newsprint.

   - Present on newsprint six main sections that an employee file might be divided into and what documents might go into each (13.I.).

   - Distribute a worksheet (13.II.) to participants and divide them into pairs.

- Instruct everybody to match the list of documents in the right column of their worksheet under the six main sections in the left column, letting them know that the list of documents is in random order.

- Instruct pairs to trade worksheets; everyone should analyze the other's worksheet and critique missing or inappropriate matchings.

- Show participants an already matched worksheet copied on newsprint (13.III.).

3. Presentation on Attendance Records

   - Explain the function of the Attendance Record.

   - Hand out a copy of the Daily Attendance Record (13.IV.); ask participants to discuss the purpose of this record and its positive/negative aspects.

4. Closure

   - Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

13.I.

PERSONNEL RECORDS AND FILES

Do you keep personnel records and files for your staff? How do you keep these records? Keeping records is sometimes not a very interesting part of a job but it is a very important one. Good personnel records form the basis for performance reviews and can clarify issues about someone's employment. They also help in planning.

Personnel files form the basis of good personnel management and administration because they give all the details you need to know about an employee. As soon as an employee starts a job, a file is opened. All the papers, notes, etc. concerning this person are put into his/her file. Each file bears the name of the person whose records it contains. A good way to store files is in alphabetical order in a special section for personnel.

Following is the list of documents that should be found in this file. It is helpful to divide the files into six sections:

1. Contract

   - application letter and form
   - references and medical reports
   - employment contract and any later changes
   - job description and any later changes

2. Interviews

   - records of all interviews, specially the results of performance reviews

3. Training

   - records of all training

4. Medical

   - doctor visits

5. Leave

   - annual leave
   - sick leave
   - maternity leave
   - emergency leave
   - leave without pay
   - education leave

6. Payments

   - salary level

- overtime requests
- salary advances
- promotions

Attendance Record - This is normally kept on what is called a "Master Roll". It is a list of all the employees, with columns for each day of the month. The columns are filled in daily with appropriate coded letters to show if the person was present, absent, sick or on leave. Someone must be in charge of keeping this record. Another option is that employees may sign a book as they enter and leave.

13.II.

DOCUMENTS IN EMPLOYEES'FILES WORKSHEET

Match the list of documents on the right column under the six categories given on the left column of the worksheet.

A. CATEGORIES

1. Contract

   ____

   ____

   ____

2. Interviews

   ____

   ____

   ____

3. Training

   ____

   ____

4. Medical

   ____

   ____

5. Leave

   ____

   ____

   ____

6. Payments

   ____

   ____

   ____

B. DOCUMENTS CONCERNING:

Promotions

Job applications

Sick leave

Training records

Records of interviews

Doctor visits

Salary advances

References

Salary levels

Emergency leave

Education leave

Job descriptions

Overtime requests

Leave without pay

Employment contracts

Maternity leave

ANSWERS TO DOCUMENTS IN EMPLOYEES' FILES WORKSHEET

CATEGORIES

1. Contract

    References
    Job descriptions
    Employment contracts

2. Interviews

    Job applications
    Records of interviews

3. Training

    Training records

4. Medical

    Doctor visits

5. Leave

    Sick leave
    Emergency leave
    Education leave
    Leave without pay
    Maternity leave

6. Payments

    Promotions
    Salary advances
    Salary levels
    Overtime requests

13.IV.

Attendance Record for the Month of................198...

X=present
A=absent
S=sick
L=on leave

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Abdirahman																																
Ahmed																																
Bashir																																
Hassan																																
Zahra																																

SUPPLY RECORD KEEPING

GOAL: To improve participant skills in supply record keeping.

OBJECTIVES:

* to list reasons for having supply records
* to develop a supply record form

MATERIALS: Newsprint, markers, masking tape, Supply Records (14.I. and 14.II.) and readings.

TIME: 1 hour

DESIGN:

1. Introduction to Supply Records

   - Ask participants:

     "What is a supply record?"

   - Distribute the two different supply record forms and let them study them for 5 minutes (14.I.and 14.II.).

   - Ask them to brainstorm+ what purposes they think these forms serve and to comment on their usefulness. Put their responses on newsprint.

   - Briefly present the reasons for keeping supply records (14.III.).

2. Supply Record Forms Activity

   - Divide participants into groups of 6-8, preferably from the same agency or program.

   - Instruct the groups to discuss and study the forms already distributed to them and to develop a supply record form suited to their own program's supply system needs.

   - Let the groups explain what format they developed and why. Encourage them to give feedback+ to each other; include your own observations.

- Suggest that they use the newly developed forms in their own programs.

3. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

14.1.

SUPPLY RECORD A

Item Name: Price per Unit:

Date	Voucher No.	Description	Quantity		Ref.No.	Received by	Notes
			Received	Issued			

14.II.

SUPPLY RECORD B

Maximum level__________________

Minimum level__________________

Reorder level__________________

Date	Details	Ordered	In	Out	Balance

14.III.

PURPOSES OF SUPPLY RECORDS

Supplies are the lifeblood of any organization. They include office requirements such as paper, envelopes, stamps, etc., as well as project supplies like cement, fertilizers, seeds or whatever is needed to keep the project running smoothly. Keeping the right quantity and the right quality always available is an important task.

There is nothing more annoying than to run out of something just when you need it and discover that it is now out of stock and will not be available for weeks. There are always three main dangers surrounding supplies:

- They can run out.
- They can spoil.
- They can disappear.

The reasons for keeping supply records are:

1. To indicate the amount of supply of any item at any time without it being necessary for the stock to be counted physically.

2. To establish a link between the physical stock and the stores accounts. All receipts and issues entered in detail on the supply records are subsequently posted in value to the stores accounts (usually in totals). At anytime, therefore, if the records and accounts are both up to date, the sum of all the balances on the records, when priced and evaluated, should equal the value balance on the corresponding supply control accounts.

3. To provide a means of provisioning, i.e. determining how much should be ordered to maintain a supply at the required level. To do this, it is necessary for the records to include particulars of outstanding orders and quantities allocated or reserved for special jobs. Supply records of this type incorporate two records on one form - an allocation record and a supply record.

4. To supply information for taking an inventory in which the quantities of all items in the storehouse, ascertained by physical checking, are compared with the corresponding quantity balances on the records. If your records indicate supplies that are not physically there, you need to investigate to determine if supplies are being issued without being recorded, or if they are lost or stolen.

III. SUPERVISION SESSIONS

LEADERSHIP

GOAL: To increase participant leadership skills.

OBJECTIVES:

* to list problems that leaders face
* to describe the qualities of a good leader
* to rate leadership styles
* to discuss leadership problems

MATERIALS: Newsprint, markers, masking tape, Story "Mohcmed and His Disappearing Shoes" (15.II.), Notes for Discussion Leaders (15.III), T-P Leadership Questionnaire (15.V.), Scoring Instructions (15.VI), Profile Sheet (15.VII.) and readings.

TIME: 2 1/2 hours

DESIGN:

1. Introduction

   - Ask participants to define leadership+. Write down their ideas on newsprint and introduce the following definition:

     ° Leadership is the ability to convice others to follow you and to do willingly the things you want them to do.

   - Briefly speak about power: the importance in leaders understanding power, what it is, where it comes from and how it is used or abused (15.I).

2. Story - Mohamed and His Disappearing Shoes

   - Distribute a copy of the story (15.II) to each participant, then read it aloud.

   - Divide the participants into several discussion groups. Ask them to identify and discuss the leadership problems Mohamed faces in the story and write down the problems they identify on newsprint. Instruct each group to choose a discussion leader; give them Notes for Discussion Leaders (15.III.) to use as a guide.

- Regroup participants and ask each discussion group to report their findings. The other groups may comment on each group's report. Afterwards, comment on problems leaders usually face.

3. Presentation on Qualities of a Good Leader

- Begin your presentation with:

  "We have seen in the story some of the problems that leaders usually face; is it perhaps because they lack the qualities good leaders should possess?"

- Introduce the qualities of good leaders (15.IV.).

4. T.P. Leadership Questionnaire Activity

- Distribute a copy of the questionnaire (15.V.) to each participant and explain the instructions. When all the participants complete the questionnaire explain the scoring instructions (15.VI.) one at a time.

- Once the scoring is finished, distribute the Profile Sheet (15. VII.) to participants and ask each of them to draw his/her own profile.

- Briefly explain the three leadership styles and the profiles (15.VIII.).

- Ask volunteers to share their profiles with the participants; then conclude the activity by asking participants' comments on their feelings about the outcome of the activity.

5. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

INTRODUCTION TO LEADERSHIP

Everyone of you is a leader. Some of you are camp commanders and are in charge of camps and the refugees who live there. Others work for agencies and volags and are responsible for carrying out important projects like health, education, agriculture, water supply, etc. In all, you are responsible for thousands of refugees. Although your jobs are different, you all have one thing in common: you are leaders. Therefore you share common responsibilities of leadership - being good examples for others, decision-making, supervising people and work. You also share the same leadership problems - conflicting loyalties, pressure from groups with special interests, the difficulties of motivating people to do their work. While most of us carry out our jobs as leaders without much forethought, it is important to sit down every once in a while and think about what it takes to be a good leader. Let us discuss now how we define leadership.

What is leadership? It is the ability to convince others to follow you and to do willingly the things you want them to do.

Leadership is a basic requirement for all managers and supervisors. It involves power, influence, decision-making, conflict resolution and understanding group processes.

Leadership, perhaps more than anything else, involves the use of power. Leaders must understand what power is, where if comes from, and how its used or abused. To exercise power means to be able to:

- make things happen
- influence people
- create change
- produce results.

Not all leaders are 100% successful in what they do; some leaders are better than other. Some succeed in using their power while some fail. Why?

By looking at what it takes to be good leader and the problems leaders face perhaps it will help all of us to become better leaders.

15. 11.

MOHAMED AND HIS DISAPPEARING SHOES

Mohamed was the new Project Director for the shoemaking project in town. He was very excited about his new job and wanted to be a good Project Director. In his last job in another town he had been an assistant to the Director. He had done such a good job that he was promoted when this new shoemaking project started.

His first responsibilities included renting a building for an office and hiring some staff. Right from the beginning, however, he had problems.

His old school friend Ali lived in town and owned a building that he wanted to rent to the project. But it wasn't a very good building - it was located on the outskirts of town and it was rather small with poor lighting. Mohamed had found a better building that he really wanted to rent. But his friend Ali was really pressuring him to take his building - he said his wife was having another baby and Ali needed the rent money. Mohamed finally gave in and rented Ali's building although he knew he should take the other one.

Another problem was his vehicle and his driver. As soon as he arrived in town, Mohamed advertised that he has hiring a driver. He had several applicants whom he interviewed. He also gave each of them a short driver's test. He finally chose the one he thought would be the best driver. Well, the driver was a good driver when you could find him. But he was always disappearing with the vehicle. Mohamed thought that the driver was busy transporting things to his father's shop. Mohamed never really complained to the driver. But he wasn't getting much work done either. He could never find his vehicle and with his office being on the outskirts of town, it has a long walk when he had to go see someone.

Another problem was the hides he had to buy to make into leather for his shoes. He had trouble finding regular suppliers and setting standard prices. People would agree to deliver the hides the next day at a certain price. Then they wouldn't show up for almost a week and when they did come they would want more money. Meanwhile, the workers he hired would sit idle with no work to do. Even though he had a purchaser on his staff, Mohamed spent a lot of his time just running around trying to find hides to buy. Meanwhile, he had no time to write his reports or answer all the letters that were piling up on his desk.

After three months on the job Mohamed wasn't very happy. He did not like all the responsibilities and pressures that came with being the leader of the project. He had problems to face and decisions to make but he just started hiding from them. Sometimes he felt so discouraged that he didn't even go to his office every morning. So after a short time his workers started coming late or leaving early or not showing up at all. The townspeople were not surprised. They often saw projects start off strong and then fall apart.

NOTES FOR DISCUSSION LEADERS

The following are some of the leadership problems that Mohamed, the Project Director, faces in his job. Use them as a guide in leading your discussion groups.

1. Problems of loyalty - Mohamed rents the building from his friend though that was not the best for the project.

2. Supervision problem - Mohamed does not seem to be able to supervise his driver properly.

3. Delegation problem - Mohamed is spending much of his time buying hides when he really should delegate that responsibility to his purchaser.

4. Time management problem - Mohamed is not managing his time properly so he is falling behind in his work.

5. Motivation problem - Mohamed is becoming discouraged and, therefore, not getting his work done.

6. Leading by example - Mohamed is being a poor example to his staff so they are beginning to stop working.

7. Efficiency problem - Mohamed is not able to get a system set up for purchasing supplies, so his workers sit idle.

Your group might identify other problems or call these problems by other names. That is O.K. This paper is just a guide for you.

15.IV.

QUALITIES OF A GOOD LEADER

We said that not all leaders are 100% successful in what they do. Why do leaders fail in their work? Perhaps it is because they lack the qualities a good leader should possess. What are qualities of a good leader?

<u>Integrity</u>: One quality that will make you stand out as a leader from others is integrity. Leaders with integrity are the ones who have integrated "what they say" with "what they do". They put their own theories into practice and lead by example. However, sometimes what people say and what they do are different. Look at these two pictures.

WHAT I SAY	WHAT I DO		WHAT I SAY AND DO

If these were pictures of two leaders, who do you think would be a better leader?

Because leaders lead by example, it is best for you to say and do the same thing, then you will be a good example for people to follow.

<u>Empathy</u>: Where sympathy is feeling for, empathy is feeling with. It's the ability to put yourself in another person's place, to walk in their shoes. It is good to say "we are all in the this thing together, so let us help each other along the road". It builds positive relationships.

<u>Sense of Humour</u>: Relations with others and your own mental health are greatly aided by a sense of humour. Not all of us possess a sense of humour to the same degree, but leaders should try to develop and maintain a sense of humour.

<u>Self-Control</u>: You must come to understand your own feelings and behaviors. To cope with

stress and pressure is one of the most important concerns of leaders today. When you begin to own yourself and control your own life you will develop an inner power that attracts others to follow you.

Effective Communication: Effective communication between two people that results in understanding is a unique experience; consider the importance of open and honest feedback. Listening actively to your subordinates is very helpful in your work as a leader or supervisor.

Self-Denial: This essential quality of leadership is too often down-played. It means a willingness to forego some of your own needs at times. It involves the ability to bear the headaches the job entails.

High Character: Few people become successful leaders unless they are honest with themselves and with others, face hard facts and unpleasant situations with courage, have no fear of criticism for their own mistakes, are sincere and dependable.

Job Competence: There is no denying the significance of technical job skills for the supervisor. A person who knows the job s/he supervises has one of the best foundations for building a good leadership base.

Good Judgment: This involves common sense - both the ability to separate the important from the unimportant and to exercise tact. The wisdom to look into the future and plan for it are also ingredients that make for good leaders.

Energy: Leadership at any level means rising early and working late. It leaves little time for relaxation or escape from problems. Good health, good nerves and boundless energy make this tough job easier.

Sense of Mission: This is a belief in your own ability to lead. It involves love for the work of leadership itself and devotion to the people and organization you serve.

15.V.

T-P LEADERSHIP QUESTIONNAIRE

Name ______________________________

Instructions: The following items describe aspects of leadership behavior. Respond to each item according to the way you would most likely act if you were the leader of a work group. Circle whether you would likely behave in the described way: always (A), frequently (F), occasionally (O), seldom (S), or never (N).

A F O S N 1. I would most likely act as the spokesperson of the group.

A F O S N 2. I would encourage overtime work.

A F O S N 3. I would allow members complete freedom in their work.

A F O S N 4. I would encourage the use of uniform procedures.

A F O S N 5. I would permit the members to use their own judgment in solving problems.

A F O S N 6. I would stress being ahead of competing groups.

A F O S N 7. I would speak as a representative of the group.

A F O S N 8. I would needle members for greater effort.

A F O S N 9. I would try out my ideas on the group.

A F O S N 10. I would let members do their work the way they think best.

A F O S N 11. I would be working hard for a promotion.

A F O S N 12. I would tolerate postponement and uncertainty.

A F O S N 13. I would speak for the group if there were visitors present.

A F O S N 14. I would keep the work moving at a rapid pace.

A F O S N 15. I would turn the members loose on a job and let them go to it.

A F O S N 16. I would settle conflicts when they occur in the group.

A F O S N 17. I would get swamped by details.

A F O S N 18. I would represent the group at outside meetings.

A F O S N 19. I would be reluctant to allow the members any freedom of action.

A F O S N 20. I would decide what should be done and how it should be done.

A F O S N 21. I would push for increased production.

A F O S N 22. I would let some members have authority which I could keep.

A F O S N 23. Things would usually turn out as I had predicted.

A F O S N 24. I would allow the group a high degree of initiative.

A F O S N 25. I would assign group members to particular tasks.

A F O S N 26. I would be willing to make changes.

A F O S N 27. I would ask the members to work harder.

A F O S N 28. I would trust the group members to exercise good judgment.

A F O S N 29. I would schedule the work to be done.

A F O S N 30. I would refuse to explain my actions.

A F O S N 31. I would persuade others that my ideas are to their advantage.

A F O S N 32. I would permit the group to set its own pace.

A F O S N 33. I would urge the group to beat its previous record.

A F O S N 34. I would act without consulting the group.

A F O S N 35. I would ask that group members follow standard rules and regulations.

T ____________________ P ________________________

SCORING INSTRUCTIONS FOR T-P LEADERSHIP QUESTIONNAIRE

1. Circle the item number for items 8,12,17,18,19,30,34, and 35.

2. Write the number 1 in front of a circled item number if you responded S (seldom) or N (never) to that item.

3. Also write a number 1 in front of item numbers not circled if you responded A (always) or F (frequently).

4. Circle the number 1's which you have written in front of the following items: 3,5,8,10,15,18,19,22,24,26,28,30, 32,34 and 35.

5. Count the circled number 1's. This is your score for concern for people. Record the score in the blank following the letter P at the end of the questionnaire.

6. Count the uncircled number 1's. This is your score for concern for task. Record this number in the blank following the letter T.

15.VII.

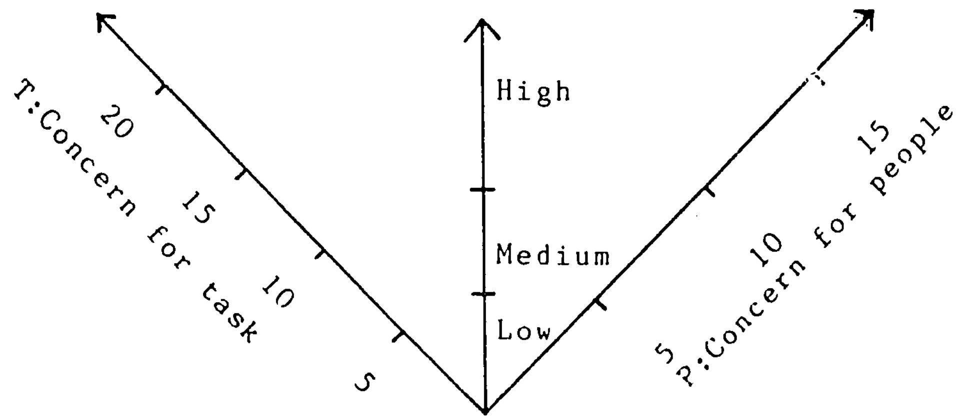
T-P LEADERSHIP STYLE PROFILE SHEET

Name: ______________________________

Directions: To determine your style of leadership, mark your score on the concern for task dimension (T) on the left-hand arrow below. Next, move to the right-hand arrow and mark your score on the concern for people dimension (P). Draw a straight line that intersects the P and T scores. The point at which the arrow crosses the shared leadership arrow indicates your score on that dimension.

SHARED LEADERSHIP RESULTS FROM
BALANCING CONCERN FOR TASK AND CONCERN FOR PEOPLE.

Autocratic Leadership	Shared Leadership	Laissez-Faire Leadership
High Productivity	High Morale and Productivity	High Morale



15.VIII.

LEADERSHIP STYLES

Autocratic Leadership - (Task Oriented): The leader makes the decisions and demands obedience from the people supervised; it's directive, impersonal, and allows no give and take with the followers.

Shared Leadership: This is very popular today. The leader discusses, consults, draws ideas from subordinates and lets them work cooperatively.

Laissez - Faire Leadership - (People Oriented): The leader gives followers complete autonomy and provides no structure, procedure or direction.

The shared leadership style seems to work best under the broadest set of circumstances. In any case, you have here three styles from which you can select one to use as a leader.

SUPERVISION

GOAL: To improve participant knowledge and skills in supervision.

OBJECTIVES:

* to explain a supervisor's job responsibilities
* to list five things that motivate people to become involved in an activity
* to explain delegation
* to list at least three qualities of a good leader

MATERIALS: Newsprint, markers, masking tape, pencils, Warm-Up Activity (16.I.), "What Motivates Me" Checklist (16.III.) and readings.

TIME: 2 1/2 hours

DESIGN:

1. Warm-up Activity

   - Begin with the warm-up "Giving Instructions" (16.I.) in order to set the tone for the session.

2. Introduction to Supervision

   - Ask the participants to define supervision+ and write their responses on newsprint. Share your definition already written on newsprint.

   - Give a brief presentation on supervision including the supervisor's job responsibilties, areas of concern and skills, writing key points, definitions and illustrating the supervisory position on newsprint (16.II.).

3. "What Motivates Me?" Activity

   - Give a short introduction to motivation+ (16.II.b.) and then divide participants into groups of 5-8. Hand out the checklist (16.III.) and ask each person to

Previous Page Blank

complete it; allow about 10 minutes.

- Ask participants to share their responses with others in their group and discuss similarities and differences. If possible, have them come up with a joint list.

4. Presentation on Delegation

- Introduce the process of delegation+ (16.II.c.) by asking participants the following questions:

  "What do we mean by the word delegation?"

  "When should you delegate some of your work?"

  "How can you do a better job of delegating?"

  "Should you delegate everything?"

  "What should you tell employees about jobs delegated to them?"

  "Why should employees accept a delegated job?"

- Write the questions and participant responses on newsprint. Summarize their responses by going through the questions again and sharing your responses.

5. Delegation Role-Play+

- Two supervisors will try to delegate some responsibilities using two different approaches: You play one supervisor and ask one participant to play the other and another participant to play an employee. Brief the participant and supervisor on the following approaches:

  - Approach I. "Abdi, up till now I have been handling this. From now on I am making it your responsibility".

  - Approach II. "Abdi since you have been making the decisions on this already, and I have just been signing off on them, from now on would you like to send it out directly without my looking at it?"

- Ask the employee/participant for his/her reaction to each approach and then ask everyone for their comments. You may offer the following observation:

"In the first case it sounds like more work, even a bit of a threat. In the second case it comes out as a reward for achievement, a recognition of acceptable performance, and an opportunity Abdi doesn't have to take if he doesn't want to."

6. Leadership Discussion

- Ask participants:

  "What is a leader?"

- List their responses on newsprint.

- Ask them:

  "What is a good leader?"

  "What qualities and skills does a leader need?"

- List their responses and discuss (15.I.).

7. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

WARM-UP ACTIVITY

Giving Instructions

Purpose: To set the tone for the session and create a friendly environment.

Process:

a. Divide participants into pairs and describe to them a working situation. (Examples: teaching in a rural school that has few supplies, working in the head office of a large voluntary agency, etc.)

b. After each pair understands the situation, explain that one person is a supervisor and the other is a subordinate. The supervisor should then instruct the employee to do a certain job. Each participant will take the role of supervisor one time and that of employee another time.

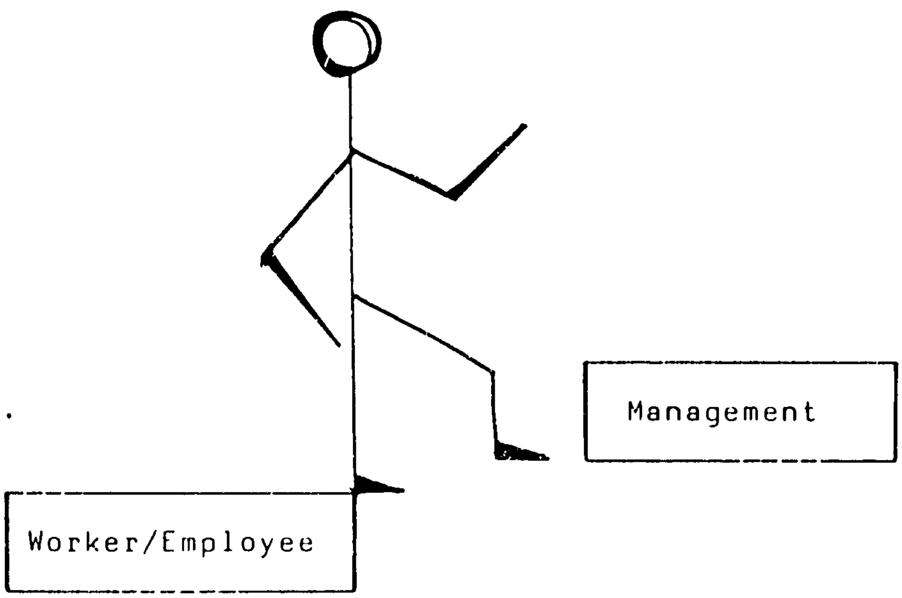
c. Ask one pair to volunteer to describe their experience to the large group.

d. Summarize the activity by asking relevant questions, comments and feedback about the activity.

SUPERVISION

Introduction

Anyone who has the responsibility of coördinating and overseeing the activities of a number of employees is a supervisor. Supervisors are an essentia part of the management process. They perform exactly the same managerial functions as all other managers (planning, organising, staffing, directing, controlling and evaluating). A supervisor's position falls between employees and upper management.



Supervisor's Job Responsibilities

Before becoming a supervisor, your responsibilities were restricted to handling your own job assignments, now it involves responsibilities to:

1. Management
2. Employees
3. Managing Resources.

To carry out all these responsibilities, supervisors perform the following tasks:

1. Set goals and objectives (see Reading 5.I Goals and Objectives)
2. Improve human relations and methods of work
3. Allocate human resources
4. Delegate work.

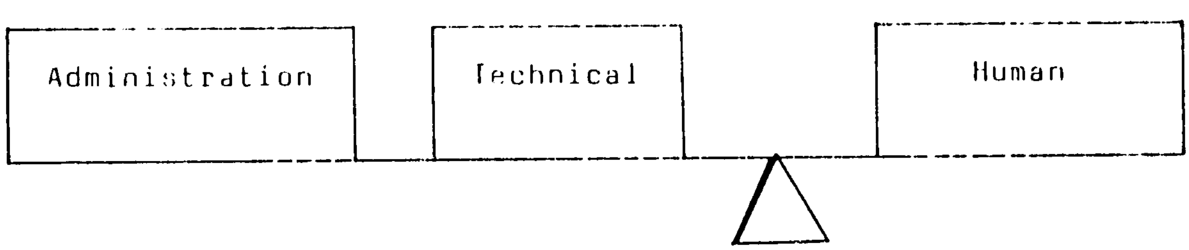
Areas of Supervisor's Concern

Supervisory roles differ from those of higher management only in degree. Higher management spends much time on planning and less on directing, while a supervisor spends more time on directing. Following are skills required from the supervisor:

1. Technical Skills. This involves job know-how and knowledge of the special work s/he is supervising (agriculture, industry, training, engineering, etc) and its procedures and problems.

2. Administrative Skills. This involves knowledge of the entire organization - how it's coordinated and records information, including its filing system. This also concerns the ability to plan and control work.

3. Human Relations Skills. This involves knowledge of human behavior and the ability to work effectively with individuals, peer groups and supervisors as well as subordinates. These days the supervisory balance has gradually shifted from administrative and technical concerns to human relations concerns. All supervisors, no matter how many or how few people they supervise, can view their jobs as getting the work done through other people. This involves people and people are complex, differing from one another and even changing from one day to the next. People's needs vary, as do their ambitions and the ways they react in given situations. For these reasons the supervisor's job is demanding; communicating with and motivating employees help supervisors maintain good human relations.



Balance of Supervisor's Job Concerns

Some Supervisory Skills

a. Communication: Effective communication is an important characteristic of a supervisor. When we can get a specific message across to another person or a group in just the way we want to, that is good communication. Whether writing letters, giving orders, passing policies or speaking to a group or to an individual, we haven't ended our responsibilities until our message is received and understood. Supervisors must accept the responsibility for what they communicate; they cannot leave it up to those on the receiving end.

b. Motivation: It's probably the single most important aspect of a supervisor's job. You can't expect an employee to work for very long with good results without motivation. The desire to work must come from within the individual. In order to motivate your subordinates, you have to understand their physiological needs as well as their social needs. They need to be accepted by fellow workers and to be respected for their abilities in their work.

c. Delegation: It is the assignment or entrustment of certain responsibilities and obligations to subordinates along with appropriate organizational authority and rights. By delegating authority, the supervisor can perform more important tasks after turning over less important functions to subordinates. Delegation of authority is important for satisfactory operation of a project and is an absolute prerequisite to growth. Delegation is done when supervisors find that they can't personally keep up with everything they feel they should do. The trick of delegating is to concentrate on the most important matters yourself. Don't go too far. Some things are yours only. When a duty involves technical knowledge that only you possess, it would be wrong to let someone less able take over. It's wrong also to entrust confidential information to others. When delegating something, give a clear statement of what the person is to do.

WHAT MOTIVATES ME

Circle the five items from the list below which you believe are the most important in motivating you or have had the greatest influence in encouraging you to be involved in an activity.

1. I enjoy it; it is interesting.
2. Others are doing it.
3. It leads to recognition from others.
4. It is easy.
5. I feel the task is important.
6. I have the skill to do it.
7. I feel trusted and respected when I do it.
8. I have the opportunity to do a good job.
9. I will be disciplined if I don't do it.
10. I have the chance to help with the planning.
11. I get along well with others at the task.
12. I have the opportunity to take responsibility.
13. I have a large amount of freedom doing it.
14. I have the opportunity to grow and develop.
15. I have the opportunity to meet others.
16. I have the opportunity to earn reward (money, praise, pleasure).

INTERPERSONAL COMMUNICATION I

GOAL: To improve participant skills in interpersonal communication.

OBJECTIVES:

* to describe effective communication and the main parts of the communication process
* to describe active listening and its requirements
* to develop active listening skills

MATERIALS: Newsprint, markers, masking tape, Broken Square Puzzles (17.I.), Directions for Making Puzzles (17.II.), Role Play (17.IV.) and readings.

TIME: 2 hours

DESIGN:

1. Introduction: Broken Square Puzzle as Warm-Up Activity

   - Divide participants into groups of 5, distribute the envelopes and explain the instructions (17.I.).
   - After the activity is finished, ask participants what they think made the task so difficult. (If it does not arise from participants, mention the problems caused by the ban on communication - restriction of gestures, signals, talk, etc.)
   - Ask them what implications this has on their work. (If it does not arise, mention that this implies that if we cannot communicate with our fellow workers and subordinates, we cannot get the job done.)

2. Presentation on Communication+ (17.III.)

   - One-way/two-way communication
   - Simple rules of effective communication
   - Active listening+

- Stop round 1 after 10 minutes

- Start round 2: change roles, B speaker, C listener, A referee. The new speaker should choose a second topic. After 10 minutes stop them.

- Start round 3: C speaker, B referee, A listener - the new speaker takes remaining topic.

- Ask members which role they think was the most difficult and ask them why it is difficult.

5. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

3. Passive/Active Listening Activity

- Ask for 2 participants willing to role play+ (one as supervisor, one as employee) two different communication approaches; give them a few minutes to review the script (17.IV.) before they begin.

- After the role play is finished, ask everyone the following questions:

  "What is the difference between the two approaches (active/passive listening)?"

  "What is likely to happen after the passive approach?"

  "What do you think might be the work productivity resulting from each approach?"

  "Which approach is preferable for a basis of mutual understanding between supervisor and subordinate?"

- Summarize again the requirements for active listening (17.III.).

4. Listening Skills Development Activity

- Divide the participants into groups of 3 and explain that the purpose of the activity is to develop their skills in active listening. Name each group member A, B, or C. Have participants come up with 3 topics that they are interested in discussing.

- Read the following instructions aloud:

  1. Participant A is the first speaker and chooses the topic to be discussed.
  2. Participant B is the first listener.
  3. Participant C is the first referee. (Explain the roles to be taken by each member.)
  4. Topic chosen is to discussed by speaker(A).
  5. When A is finished, the listener(B) must summarize in his/her own words, and without notes, what A has said and the feelings behind it.
  6. If the summary is thought to be incorrect both speaker and referee are free to interrupt.
  7. The referee is to make certain that the listener does not omit, distort, add to or respond to what the speaker said.
  8. Total process of speaking and summarizing should take 10 minutes.

17.I.

BROKEN SQUARE PUZZLE

Materials: sets of broken square puzzles - 5 envelopes per set (17.II. has directions for making the squares).

Time: 30 minutes

Process:

- Divide members into groups of five. Have each group of five sit around a table. Remaining members not assigned to a group will be observers.

- Give each group a set of 5 envelopes, and then an envelope to each member. (Note: each group should get a set of five puzzles, but the pieces should be mixed within the group.)

- Tell the players to place the contents of each of their envelopes on a flat surface in front of them.

- Explain that the following rules must be followed:

  - ° No team member may speak or signal another to give him/her a piece of the puzzle
  - ° Members may give pieces to each other
  - ° Observers may not speak.

- Each team of 5 has 20 minutes to complete their five puzzles.

- Observers should see that the rules are followed.

- When the time is up, begin a discussion with the following questions as guidelines:

  1. Was anyone willing to give away all their pieces?
  2. Did anyone complete their puzzle then remove themselves from the group?
  3. Did anyone destroy their completed puzzle to give a piece away?
  4. Who was frustrated?
  5. Did anyone break any rule?
  6. What was the "lesson" in this game, the purpose?

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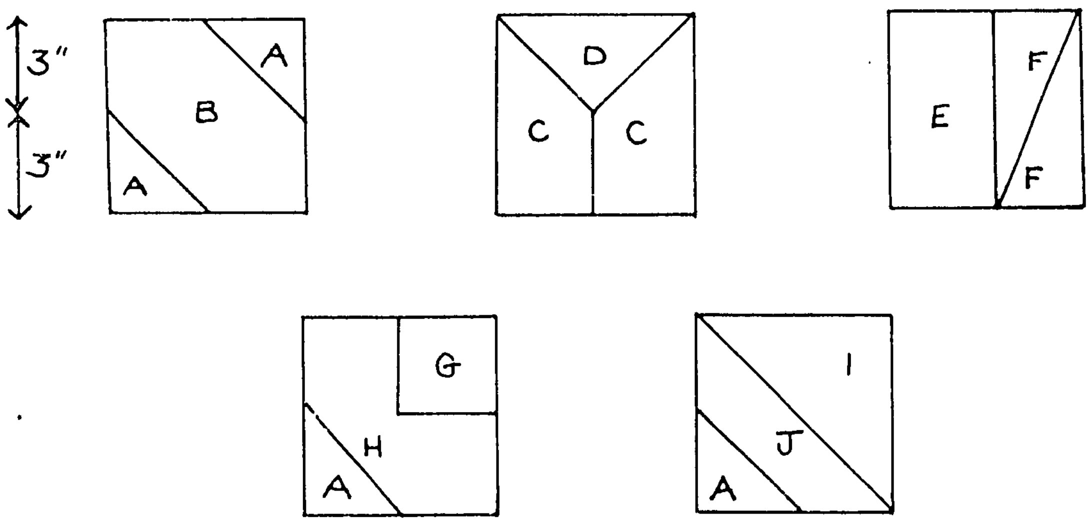
DIRECTIONS FOR MAKING A SET OF BROKEN SQUARES

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6" x 6". Place the squares in a row and mark them as below, penciling the letters lightly so they can be erased.



The lines should be so drawn that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" x 6". After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Label the five envelopes 1,2,3,4 and 5. Erase the penciled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope, for later use, after a group has completed the task.

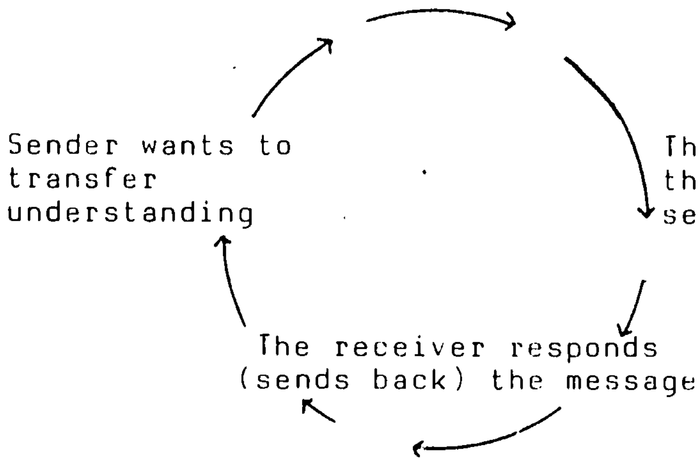
Distribute the cardboard pieces into the five envelopes as follows: envelope 1 has pieces I, H, E; 2 has A,A,A,C; 3 has A,J; 4 has D,F; and 5 has G,B,F,C.

COMMUNICATION

What is communication? It's more than just words that flow between people. It's more than a transfer of information. It is not just a one-way process. A better definition of communication is a "transfer of understanding". When we get a specific message across to another person or group in just the way we want to, that is good communication. Whether we are writing a report, letter, speaking to a group of individuals, giving orders or passing policies, we have not ended our responsibilities until our message is received and understood.

The single best measure of our ability to communicate is to see whether what we said produced the result we were trying to get - after all, that is the usual reason for communicating.

When you communicate you must receive some expression of understanding from the receiver - this could be verbal agreement or a nod of the head. This can best be summarized by the communication circle.



Very often the process is repeated two or three times until both the sender and the receiver are sure they achieved a common understanding. A break can occur any time. The communication circle is only complete when the sender receives some signal or expression of understanding from the receiver; the result is effective communication. Thus communication is a two-way process.

Sender ⟶ Signal ⟶ Receiver
⟵ Information ⟵

Simple Rules of Effective Communication

For the Sender:

1. Think through the message - don't transfer just the first thing that comes into your mind. .
2. Make sure you get a response before you're half-way through the process.

For the Receiver:

1. Listen and don't jump to conclusions - don't think you have understood because you heard a word or two that you agree/disagree with.
2. Express your understanding.

Relationships and Communication

When you finish the communication circle you will begin to know people in a new way because you are sharing a common understanding. Good communication leads to good relationships and good relationships are vital for good communication. Where one is bad you can be sure the other is also bad. This is true for your family, in your marriage and in your work.

Active Listening

One way to improve interpersonal communication is "Active Listening". At work one basic responsibility of the supervisor is to help in the development, adjustment and integration of individual employees. S/he tries to develop employee potential, delegate responsibility and achieve cooperation. To do so, the supervisor must have, among other qualities, the ability to listen actively. What is active listening? It's listening in which the listener has definite responsibility. S/he does not passively absorb the words which are spoken to him. S/he actively grasps the facts and, most importantly, the feelings in what s/he hears. The listener must then summarize to the speaker the important facts and feelings s/he has heard. This summary allows the listener to check with the speaker that s/he has clearly understood the speaker's message.

Requirements of Active Listening

A. Listen for total meaning: Any message has two components - the content of the message and the feeling or attitude underlying it. Both of these give the message its total meaning.

B. Respond to feeling: In some instances content is far less important than the feeling which underlies it.

C. Note all cues: Not all communication is verbal; sensitive listening requires that we become aware of non-verbal communication - inflections of the voice, hesitations in a speech, body language, etc.

D. Testing for understanding: Reflect, using your own words, what the speaker seems to mean. Tell the speaker what you heard and find out if that was his/her intention.

ROLE PLAY ON "ACTIVE/PASSIVE LISTENING"

Passive Listening

Employee: Sir, I can't get this done today. Some of the machines are broken and this order is double what we used to produce in one day.

Supervisor: But that is the order, so get it done as soon as you can. We are under terrific pressure this week. The National Fair is opening and we have to display 500 items of children's clothes.

Employee: Don't you know that half of the machines are not functioning and their parts aren't available? How can I get all of these done?

Supervisor: Look, I hate your yelling at me. I just have to see that the work gets out and nothing else, no excuses.

Employee: I will do it but you should know the production quality will not be as high as before.

Supervisor: You will pay the cost of that. Understood? Now get out!

Active Listening

Employee: Sir, I can't get this done today. Some of the machines are broken and this order is double what we used to produce in one day.

Supervisor: Sounds like you are pretty angry about it. Have a seat, cool down. I haven't seen you so furious before.

Employee: Sure I am; we couldn't even meet our previous production schedule after the machinery breakdown and then this new order came.

Supervisor: As if you don't have enough work to do. Look, I understand this, but the whole program is under terrific pressure this week. We want to participate in the National Fair which is due to open in a week.

Employee:	Don't you know that half of the machines are not functioning and their parts are unavailable? How can I get all this done?
Supervisor:	I am sorry about that. I sent an order for the parts but haven't received them yet. I will consider that but just try your best.
Employee:	OK, I will do it but I am afraid the quality will suffer.
Supervisor:	Well, we won't get awarded like last year. appreciate your concern for the production quality. Think about quality and quantity.

INTERPERSONAL COMMUNICATION II

GOAL: To improve participant skills in interpersonal communication.

OBJECTIVES:

* to identify barriers to effective communication
* to explain the influence of differing perceptions on interpersonal communication
* to practice how to give and receive feedback
* to describe the difference in effectiveness between one-way and two-way communication

MATERIALS: Newsprint, markers, masking tape, pencils, clock or watch, Old-Young Lady Picture (18.I.), Behavior Feedback Rating Scale (18.III.), Diagram A: One-Way Communication (18.IV.), Diagram B: Two-Way Communication (18.V.) and readings.

TIME: 3 hours

DESIGN:

1. Identifying Barriers to Effective Communication Activity

   - Ask participants to brainstorm+ what problems they encounter communicating with their work colleagues. Note their responses on newsprint.

   - Lead a discussion on how to make interpersonal communication among work colleagues more effective by asking these questions prepared on newsprint:

     "How can our perceptions of other people influence our interpersonal relationships?"

     "What is giving and receiving feedback+?"

     "What are one-way and two-way communication?"

   - Record participant ideas on newsprint and start the discussion.

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2. Old-Young Lady Perception Activity

- Ask participants to form pairs and give each partner a copy of old-young lady picture (18.I.).

- Instruct each person to study the picture for about 2 to 3 minutes and share what s/he sees in the picture with their partner.

- Regroup the participants and ask volunteers to share with the group what they see in the picture.

- Lead a discussion on perception+ and its influence on interpersonal communication (18.II.).

3. Presentation on Feedback

- Introduce the concept of feedback (18.II., 20.I. and 20.II.), illustrating it with the Johari-Window Model (18.II.). Display the model on newsprint and explain the four areas of the window. Continue the discussion with a short presentation on the importance of listening in communication and how to give and receive feedback.

4. Giving and Receiving Feedback Activity

- Instruct participants to form pairs. Each person should choose someone s/he feels comfortable enough with to give and receive feedback.

- Give each person a copy of Personal Behavior Feedback Guide (18.III.) and instruct each person to rate his/her partner and follow the discussion instructions.

- Lead a discussion on participants' feelings and reactions to the activity and the preceding Johari-Window presentation.

5. One-Way, Two-Way Communication Experiment

- Select one participant as a demonstrator. Supply each of the remaining participants with a pencil and two blank sheets of paper, and instruct them to label one sheet "Diagram A" and the other "Diagram B".

<u>Phase</u> 1.

- Explain to the participants that the demonstrator will give them directions for drawing a series of squares.

Instruct them to draw the squares exactly as the demonstrator directs them on the paper labelled Diagram A. Tell participants that they may neither ask questions nor give verbal responses.

- Ask the demonstrator to turn his/her back to the participants or to stand behind a screen. Give the demonstrator a copy of Diagram A, One-Way Communication Sheet (18.IV.). Ask him or her to direct the participants what to draw as quickly and as accurately as s/he can.

- Record the time it takes the demonstrator to complete his/her instructions on newsprint.

- Show participants the Diagram A set of squares you have prepared on newsprint; instruct participants to estimate the number of squares each has drawn correctly in relation to the other squares. Then tabulate the participants' estimates on newsprint.

Phase 2.

- Repeat the first phase of the experiment using the same directions but with some modifications. The demonstrator uses Diagram B, Two-Way Communication Sheet (18.V.); s/he can face the group and is allowed to respond to questions. The participants should use the papers labeled Diagram B. Time the activity and solicit the correct number of responses and compare the results of the two activities.

- Lead a discussion on the implications of this activity for improving the effectiveness of interpersonal communication, using the results of the activity (in terms of time, accuracy and effectiveness of the demonstrator's communication) as the basis of the discussion.

6. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

18.I.

18.II.

INTERPERSONAL COMMUNICATION

Interpersonal communication, whether in a group setting or in a two-person exchange, involves some very complex dynamics. By communication, we mean the sending of a message (either verbal or non-verbal) by one party to another party who responds according to how s/he perceives the message. In a group, several interpretations may occur from the same message. People may be sending messages while there are a variety of perceptions forming about what these messages mean.

Perception is the process in which the five senses take in messages from the environment. Most of the information we possess has come through this process. This information is interpreted in different ways by our internal thought processes. Interpersonal communication may be hindered due to these different perceptions. There are no two people whose senses of sight, hearing, smell, taste and touch function exactly the same. Two people in the same situation can, in good faith, report hearing and seeing two very different things. The well-known young/old lady figure (18.I.) is a good example. It demonstrates that two people can perceive the same thing very differently. Generally, if interpersonal and group communications are to be clear and effective, it is important that the following basic conditions be present:

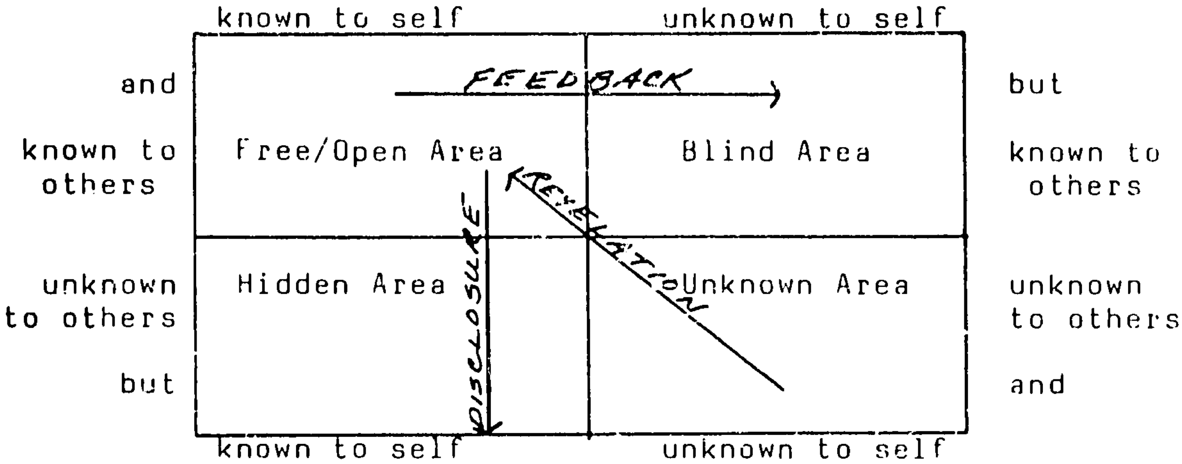
1. a trustful climate in which the parties are open and flexible with their viewpoints; realizing people have different perceptions of reality and that these perceptions are real for them, even though they may be somewhat different than our reality.

2. two-way communication exists; if questions, clarifications and comments flow back and forth, the receivers and senders will be able to understand better.

3. feedback occurs; all group members are able to give and receive feedback, facilitating the communication process.

Johari Window

Johari Window is a diagram that provides a helpful model for looking at what kind of information we mean when we talk about feedback.



Open Area: This cell includes all the factors upon which I and others have a mutually shared perception; people see me the way I see myself (e.g. I feel confident and people see me as confident).

Unknown Area: Here are factors that I do not see in myself nor do others see in me.

Hidden Area: In this cell are factors that I see in myself but that I hide from others (e.g. I feel insecure, but I strive to project the image of a very secure person); people see a "false me" and I must always be on guard not to let them see the "real me".

Blind Area: In this cell are factors that other people perceive in me but that I do not see in myself (e.g. others see my anxiety, reducing my effectiveness but I do not see, or will not admit to myself, that I am anxious); people know certain things about me but they don't tell me ("even your best friends won't tell you").

Moving from the hidden and blind areas into the open area requires true sharing of perceptions. When this occurs, understanding develops. We can decrease our blind areas by receiving feedback from our colleagues. We can decrease our hidden areas by self disclosure or giving feedback.

Disclosure is a free decision on our part to share part of our hidden and intimate self with others. Through the process of giving and receiving feedback, new information can move from the unknown into the open area. This is called "revelation". Revelation refers to the slip of tongue or sudden illluminations which reveal something about ourselves which we did not know before.

Listening is a Key to Effective Communication

Listening is as important as speaking in communication. Many people spend too much time talking and not enough time listening. Or they listen without understanding because they make no effort to see the other worker's point of view. The ability to listen carefully with understanding is a skill. This kind of listening requires concentration. It is often called active listening. Active listening requires a person's full attention.

At work active listening by a supervisor often has the effect of encouraging better listening by workers s/he supervises, which leads to more effective communication. Active listening is an essential part of leadership, a participative style and team building.

Active listening, like any skill, improves with practice. The opportunity to practice is almost unlimited because you communicate with people every day. The next conversation you have, try this approach:

- Talk less. This will automatically encourage the other person to talk more.

- Listen for attitudes and feelings as well as for facts.

- Delay stating your point of view until the other person has stated his/hers.

- Repeat your understanding of the other person's point of view before stating your own.

Effective communication depends on two-way communication. Two-way communication depends on active listening. Active listening is often called the secret of effective communication.

18.III.

BEHAVIOR FEEDBACK RATING SCALE

Circle the number which you think most closely describes your partner's behavior, then share your rating with him/her.

	LOW				HIGH
1. Initiates ideas or action	1	2	3	4	5
2. Facilitates introduction of activities, facts and information	1	2	3	4	5
3. Elaborates or builds on ideas of others	1	2	3	4	5
4. Sets standards and maintains goal direction	1	2	3	4	5
5. Clarifies issues	1	2	3	4	5
. Summarizes or integrates components of discussion	1	2	3	4	5
7. Supports and encourages others	1	2	3	4	5
8. Reduces tension where appropriate	1	2	3	4	5
9. Expresses and invites feeling to facilitate communication	1	2	3	4	5
10. Shows interest, enthusiasm and involvement with group	1	2	3	4	5
11. Confronts individuals and group	1	2	3	4	5
12. Controls and dominates group	1	2	3	4	5

DISCUSS with your partner:

- Possible consequences of his/her highest ratings
- Possible consequences of his/her lowest ratings.

DIAGRAM A: ONE-WAY COMMUNICATION

INSTRUCTIONS:

Study the series of squares below. With your back to the group, you are to direct the participants in how they are to draw the figures. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one. No questions are allowed.

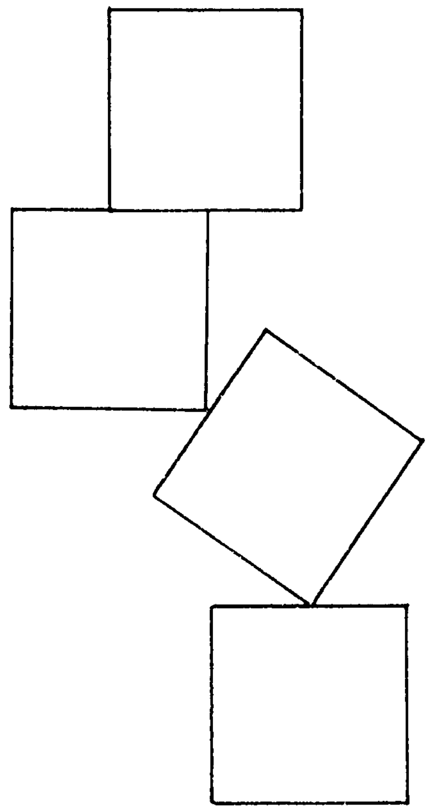
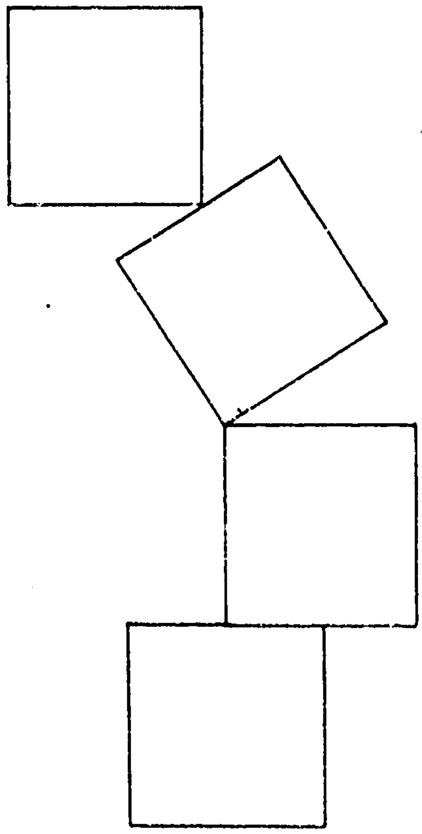


DIAGRAM B: TWO-WAY COMMUNICATION

INSTRUCTIONS:

Study the series of squares below. Facing the group, you are to direct the participants in how they are to draw the figures. Begin with the top square and describe each in succession, taking particular note of the relation of each to the preceding one. Answer all questions from participants and repeat if necessary.



JOB DESCRIPTIONS

GOAL: To increase participant knowledge of job descriptions.

OBJECTIVES:

* to describe elements of a job description
* to identify the uses of a job description
* to prepare a job description

MATERIALS: Newsprint, markers, masking tape, pencils, "Zahra's Resignation" (19.II.), Model Job Description (19.IV.), Job Description Worksheet (19.V.) and readings.

TIME: 2 hours

DESIGN:

1. Introduction to Personnel Management

- Begin the session by giving a short presentation on Personnel Management+, include its definition and the following responsibilities:

  ° Staff development - job descriptions, encouraging the building up of employee responsibility and training.

  ° Staff Welfare - establishing policies on such issues as sickness benefits, leave, personal and family needs and unexpected crises.

  ° Employment - establishing and carrying out policies and procedures for recruitment, selection and appointment of new staff.

  ° Personnel Administration+ - providing support services to employees and maintaining all personnel records and files.

- Describe how the job description relates to personnel management and what it provides (19.I.).

2. Case Study of Personnel Management Problem

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- Hand out Zahra's Resignation (19.II.) and instruct participants to break into groups of five.

- Prompt groups to analyze and discuss the personnel management problems in the story by asking:

  "What factors resulted in Zahra's resignation?"

  "What steps could have been taken by Zahra to prevent this problem?"

- Ask groups to list their observations on newsprint and for each group's spokesperson to report and discuss their findings.

- If participants fail to list "lack of a written job description" as a factor in Zahra's deciding to resign, ask them why they failed to identify that as a factor and discuss.

3. Presentation on Job Descriptions

   - Outline the elements of a job description (19.III.) listing them on newsprint; hand out a copy of a model job description to each participant (19.IV).

4. Job Description Activity

   - Hand out a Job Description Worksheet (19.V.) to each participant and instruct them to prepare job descriptions of their positions.

   - Ask 2-3 participants to read aloud their job descriptions and ask other participants to offer their observations on the positive and negative elements of each.

   - Add your own observations if the class fails to note the missing or inappropriate elements of each job description.

5. Closure

   - Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

19.I.

PERSONNEL MANAGEMENT

Personnel management is creating an environment in which people can use their strengths effectively. The responsibilities and tasks of personnel management are similar to the procedures of running a home. Certain regular procedures go on almost unnoticed: your garden is weeded, your food is prepared, your bed is made, the house is cleaned. You come to accept and share in these tasks without comments. But as soon as something goes wrong everyone notices and comments. "Is something wrong?" "Your garden is full of weeds!" "What is the matter?" "My bed is not made and everything is in a mess."

In the same way, personnel management procedures are important. They effect the whole running of a project, but they tend to be hidden in the background. A major responsibility of personnel management includes staff development; this involves preparing job descriptions, revising them and encouraging the building up of employee responsibility. What is a job description? It's a statement of the job title, purpose, relationships, duties/responsibilities and authority.

A job description provides:

- A description of specific duties and responsibilities of an employee. This is the heart of any job description and contains a general statement of the types of activities or results expected from the employee.

- An overview of how the person and the job fit into the total organization. This part of the job description answers the questions, "Why does the job exist?", "What purpose does it serve?"

- Information on policies, procedures and organizational relationships. Particular attention should be given at this point to the relationship the job has with other jobs or departments in the organization. It should state to whom and how the employee is to report and should note to whom and/or for whom the employee is held responsible and in what ways.

19.II.

ZAHRA'S RESIGNATION

Zahra was excited about her new job. She had been looking for a job ever since she finished her secretarial course two years ago. Now she was offered a job by a textile factory as a secretary.

At her new job Zahra was always polite and punctual. She stayed at her desk 6 hours a day typing different materials and filing incoming letters. While her boss was not around, she received guests, recorded telephone messages and did anything else that was needed. She was ambitious and optimistic and was dreaming about a bright future in her career.

However, problems started soon after Zahra got acquainted with the office. One morning the manager told Zahra she had fired her house maid and her daughters were too young to go shopping alone. She asked Zahra to do the shopping for her. Zahra was offended. She had never been given a job description but she assumed that shopping was not part of her job. But she wanted to maintain good relations with her boss, so she agreed to do the shopping. While Zahra was gone, the Personnel Director of the factory popped in to her office to collect material Zahra was supposed to be typing. She found her papers on the table not yet done and Zahra not there. Although the material was private (an article she was preparing for her part-time job on the radio), she was annoyed and wrote a warning letter to Zahra.

Another time Zahra's parents were in a serious car accident. She became sick with shock and stayed home for a couple of days; she was not paid because she had not seen a doctor. This rule, however, was neither explained to Zahra nor written down for her.

In the end Zahra became discouraged. She got fed up with the conflicting demands of the manager and the Personnel Director. On the top of that, the lack of clarification in her main job responsibilities caused her frustration and she resigned from her job.

19.III.

ELEMENTS OF A JOB DESCRIPTION

Assumption - To do a good job, an employee must know what is expected of him or her. One of the best ways to indicate this to an employee is to provide him/her with a written job description.

Purpose of Job Description - To supply an employee with information as to what duties/responsibilities are expected of him/her in as concrete and concise a form as possible.

Who writes a Job Description - A new employee is usually supplied with a written job description by his/her superior who reviews it with him/her. In some cases, employees experienced in a position may write their own position description for review by their superior.

What should be included in a job description or what does an employee need to know to do an effective job?

1. Job Function - The first thing that anyone wants to know about the job is why it exists and what purpose it serves.

2. Authority - An employee needs to know what decisions s/he is authorized to make without consulting a superior. This part of the job description should be as specific as possible. This should help the employee avoid making decisions in areas that involve issues larger than s/he is equipped to handle. This is important to protect the employee as well as the organization.

   Examples: Interview, hire and fire
   Order supplies, etc.
   Sign checks.

3. Responsibility - The third thing an employee must know is what specific duties are expected of him/her. If the employee doesn't know what results s/he is responsible for, s/he cannot make the decisions necessary to get those results. Thus, in the job description, the types of activities the employee is involved in are to be specified.

   Example: The office manager is responsible for monitoring and evaluating the performance of the office staff in all areas of activity: equipping the staff with the necessary supplies and materials;

developing more effective office procedures; and developing the staff through periodic evaluation and training programs.

In the job description, the employee's responsibility should not be too detailed. It should be a general statement of results expected from the employee.

4. Reportability - The fourth thing an employee must know is to whom s/he reports and in what areas s/he reports. This is something which we often view as being obvious, when often it is not obvious to employees. This part of the job description should also be as specific as possible while at the same time being general enough to allow for the unexpected situation. It should specify when, how, to whom, and with what frequency the employee reports.

   Examples: The purchasing agent shall prepare a written report for the assistant director on the expended amounts and remaining amounts in all open purchasing orders on the first day of the month of the first and seventh month of each year.

MODEL JOB DESCRIPTION

Title: Project Secretary

Purpose: To enable the Project Director and staff to do their work more effectively by handling and organizing as many of their secretarial needs as possible.

Relationships: The Secretary is responsible to the Project Director and will be available to help all senior staff.

Duties/responsibilities:

- To be a receptionist for the office and, in the absence of the Director, to handle all enquires and, where necessary, refer them to the Project Supervisor.
- To handle all correspondence, typing and filing.
- To maintain all store records and other statistics.
- To maintain petty cash.
- To share in development of the project.
- To report any shortage of office supplies, including stationery, paper, envelopes, pen, pencils.

Authority:

- To order and sign for supplies.

JOB DESCRIPTION WORKSHEET

Referring to what was presented and looking at the model job description, develop your own job description. Be concise and specific. Avoid fancy stuff.

Title: ______________________________

Purpose: ______________________________

____

____

Relationships: ______________________________

____

____

Duties/responsibilities: ______________________________

____

____

____

____

____

Authority: ______________________________

____

____

____

MONITORING AND REVIEWING PERFORMANCE

GOAL: To increase participant ability to monitor and review employee performance.

OBJECTIVES:

* to identify strategies for monitoring and reviewing employee performance

* to describe at least three points in giving positive feedback to an employee

MATERIALS: Markers, newsprint, pencils, pieces of paper and readings.

TIME: 2 hours

DESIGN:

1. Introduction

   - Begin by asking:

     "How many of you have worked in a situation in which you felt your boss didn't know what you were doing?"

     "How did it feel?"

     "How did it effect your work?"

   - Ask participants to list at least 3 methods they use for monitoring their employees' performances and to discuss their lists with another person.

   - Ask participants to tell you what they listed and write their responses on newsprint under the title:

     "We know what our employees are doing by"....

   - If not included, add such methods as reports, informal conversation, meetings, observations, etc.

2. Introduction to Rewarding Positive Performance

   - Ask participants:

"Once you know what an employee is doing on the job, how do you let him or her know how you feel about that person's work?"

- Brainstorm+ for 5-10 minutes and list their responses on newsprint.

- Give a presentation on the concept of feedback+ (20.I.).

- Referring to brainstormed list, lead a discussion by asking:

  "How many of these are examples of negative feedback?"

  "How many are examples of very indirect, general feedback that was given long after the employee's performance occurred?"

- Introduce and discuss the "5 Ps"- 5 important considerations when giving useful feedback (20.II.):

  - Positive
  - Performance
  - Prompt
  - Person
  - Practice

3. Positive Feedback Activity

- Divide participants into groups of 5. Tell the groups:

  "We will begin by giving each other a gift of happiness."

- Instruct each group member to write a message (positive feedback) for each other group member which will make that person feel good about him/herself. Review guidelines for giving positive feedback, encouraging members to write messages to all group members despite the fact that they may not all be very familiar with each other.

  (Example: "I like the way you contribute to group discussions.")

- Ask participants to silently read all messages and to share the feedback they perceive to be most useful to them and how they feel about it.

4. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

GIVING AND RECEIVING FEEDBACK

A missile fired into space contains a mechanism that sends signals back to Earth. A steering apparatus on Earth receives these signals, makes adjustments if the missile is off-course and corrects the routing. Within an organization, people, and especially supervisors, can perform for each other the function of the steering apparatus; sending signals to members who are off-course in terms of their job performance.

Giving Feedback

The term feedback is used in training for a "report" to the learner on how his/her behavior is affecting others. In other words, someone shares with the learner how s/he is perceived, what image s/he gives and how they react to that person. It is a method of helping a person to consider changing his/her behavior or maintaining and developing positive aspects.

Feedback:

- is descriptive rather than evaluative or judgemental.
- it focuses on the feelings generated in the person who experienced the behavior and who is offering the feedback.
- is specific rather than general.
- concerns behavior over which the receiver has control and which s/he can change.
- is solicited rather than imposed.
- is well-timed; normally soon after the behavior.
- is checked to ensure clear communication.
- should provide opportunities for both giver and receiver to check its accuracy with others.
- focuses on "What" and avoids "Why".

In summary, feedback is the process of providing information through which an individual may discover the impact of his/her actions and words upon individuals or a group.

A typical feedback model is:

"When you did (state behavior) ....,

I felt or thought (state reaction or impact) ...."

Receiving Feedback

Feedback from another person is one important source of data which helps tell you how your actions are affecting others. Even if you "disagree" with the feedback, it is important for you to hear it clearly and understand it. If nothing else, it will tell you how that individual sees your actions and gives you the choice of trying to change your behavior. People act on their perceptions of your actions and you may be coming across in unintended ways. The following are useful hints which will help you be effective in receiving feedback:

- Remember that it is one person's perceptions of your actions, not universal truth.

- Be active in checking out feedback with others - if two or three people give you similar feedback, there may be a pattern reflected which you might want to consider.

- Avoid explanations of "why I did that", unless asked.

- Ask any clarifying questions you need in order to understand the feedback.

- Listening encourages feedback. Wait until the feedback has been given, and then repeat in your own words the major points. In any way you can, make it your goal to understand the feedback - restating in your own words and asking clarifying questions are two ways to do so.

- Use criteria for giving useful feedback to help the sender be more effective. For example, solicit specific examples; ask for positive and negative reactions.

- Avoid making it more difficult for the giver than it already is (by reacting defensively, angrily, etc.). Remember, it is your actions that are being critiqued, not you as a person.

GUIDELINES FOR GIVING POSITIVE FEEDBACK

We would like to suggest to you that there is an easy formula for giving an employee useful, prompt feedback about his/her performance. It is called the five "P's":

- Positive
- Performance
- Prompt
- Person
- Practice.

Positive: Prepare yourself mentally to "see positively". Then look for good work you can reward rather than problems or substandard performance that require discipline. People are willing to hear positive things, things they should "do more of". Negative feedback often makes people merely defensive and does not change the person. Emphasize the positive; ignore the negative unless it is outrageous.

Performance: Observe and reward performance only - what employees do, not what they are. When you set objectives with employees for carrying out tasks, you discuss tasks (performance). When you give feedback to employees, you need to be specific and talk about the work they are doing. Avoid rewarding or punishing persons for attitudes, traits or motives that are intangible or have nothing to do with work performance.

Prompt: Reward promptly to create the best chance that good work will be repeated. The best time to give feedback is soon after the event. If too much time goes by, you may forget the specific item you want to speak about and the employee may also forget. If the feedback is negative and you let too much time go by, the situation gets distorted in the re-telling because both you and the receiver may have forgotten the actual circumstances.

Person: Consider all available rewards and choose one that this person will value. If the person does not value your response, then it is not a reward and it will not cause the good work to repeat itself.

Practice: Try out different rewards to see which ones work with different people. Over time, try to make your rewards less predictable; vary your methods. Try to shift your employees' source of fulfillment away from you and toward the work itself. But don't phase out rewards entirely - your people will always value your recognition and appreciation for good work.

PERFORMANCE APPRAISAL PROCESS**

GOAL: To improve participant performance appraisal skills.

OBJECTIVES:

* to explain 4 steps in the performance appraisal process
* to describe and practice good communication skills
* to practice giving and receiving feedback
* to practice the first 3 steps in the performance appraisal process

MATERIALS: Newsprint, markers, masking tape, pencils, Performance Appraisal Forms (21.III, 21.IV. and 21.V.), Performance Appraisal Meeting: Role Play (21.VI.), Personal Development Plan (21.VII.), Observation Sheet (21.VIII.) and readings.

TIME: 3 1/2 hours

DESIGN:

1. Introduction

   - Introduce the purpose of performance appraisals in the organizational context (21.I.).

   - Ask the questions written below one at a time and lead a group discussion after the responses are offered to each:

     "What is performance appraisal+?"

     "What are the purposes of performance appraisal in your organizations?"

     "As a supervisor, how do you appraise your performance and that of your employees?"

** Before using this session in a training workshop, you should conduct Sessions 17 and 18 - Interpersonal Communications I and II. Good communication skills are needed in the Performance Appraisal Process.

- Record participants' ideas on newsprint and summarize while interjecting your own ideas.

2. Presentation On Steps in Performance Appraisal Process

   - Introduce the steps in performance appraisal process:

     ° Review of past and current performance
     ° Assessment of performance
     ° Plan for improving future performance
     ° Implementation.

   - Emphasize the usefulness of good communication skills in this process.

3. Communications Skills Discussion

   - Lead a discussion of communication skills essential to the performance appraisal process by asking the following questions written on newsprint:

     "What is an observation+?"

     "What is a judgment+?"

     "What is an interpretation+?"

   - Record responses on newsprint.

4. Observation Skills Activity

   - Demonstrate observation skills by asking two participants to volunteer to have a discussion in front of the whole group. The pair chooses the topic they want to talk about. Ask everyone to observe the interaction carefully.

   - Ask observers to share their observations. Record them on newsprint. Then classify what participants mentioned into interpretations, judgments and observations, pointing out the distinctions among them.

   - Now divide participants into pairs and instruct each pair to take turns making observations about their partner's behaviors, using the following format you have written on newsprint:

     ° I see (observation) ....
     ° I assume (interpretation) ....
     ° I think (judgment) ....

- Have the observee confirm the accuracy of his/her partner's observations.

- Ask the whole group to share their comments on the observation activity and how they might apply these skills in performance appraisals.

5. Listening Skills Activity

- Divide participants into pairs to take turns practicing the following listening skills you have listed on newsprint:

  ° Non-verbal communication
  ° Asking clarifying questions
  ° Paraphrasing.

- Give each person one issue to talk about or ask them to choose their own issues. Each partner talks for 5-10 minutes while the other listens, noting the non-verbal gestures the speaker uses and interrupting to ask clarifying questions. When the speaker finishes, the listener paraphrases (re-phrases in his/her own words) what the speaker said; then the listener begins his/her talk.

- Conclude the activity by asking about the relevancy of listening skills in the performance appraisal process.

6. Presentation on Feedback

- Give a short presentation on guidelines useful for giving and receiving feedback+. Explain how the guidelines, written on newsprint, fit into the performance appraisal process (21.II., 20.I. and 20.II.).

7. Practicing Giving and Receiving Feedback Activity

- Ask each individual to pair up with someone with whom he/she feels comfortable enough to give and receive feedback.

- One of the pair gives feedback about the other's behaviors, using the guidelines for giving feedback. The receiver practices the guidelines for receiving feedback. (Guidelines are posted in a place everyone can see.) Then they switch roles.

- Ask the participants to discuss what they learned from this activity by asking the following questions:

"What is the importance of giving and receiving feedback?"

"What problems did you find in doing the activity?"

"How do you feel you can apply feedback in the future?"

8. Performance Appraisal Process Activity

- Divide participants into groups of three; members chose to be a supervisor, employee or observer.

- Ask the employee, supervisor and observer to design an imaginary job position for the employee and to list the major job responsibilities of the employee for the last six months on Review of Past Performance form (21.III.).

- Now distribute General Performance Factors (21.IV.) and Appraisal Summary (21.V.) forms to the groups (at least 2 copies of each) and give the following instructions (written on newsprint):

  ° Supervisors fill out the forms on employee

  ° Employees fill out the forms on themselves

  ° Observers fill it out on the employee or on themselves (optional).

  Supervisor and employee individually rate the employee's work on the Review of Past Performance (21.III.) and the General Performance Factors forms (21.IV.). Then they individually summarize the results on the Appraisal Summary form (21.V.).

- Instruct the employee and the supervisor to role play+ a meeting to compare and discuss the results of their ratings; display Performance Appraisal Meeting: Role Play (21.VI.) written on newsprint. Discussion of the assessment should focus on areas in which the employee performs well and on areas of performance which need improvement. Distribute the Personal Development Plan Sheet (21.VII.) after the supervisor and employee have summarized the discussion of the rating, and tell them to complete the form.

- Instruct the observers to record their observations of supervisors and employees interactions during the meeting on the observation forms you have provided (21.VIII.).

- Ask each observer to share all their observations with the employee and supervisor at the end of the activity.

- Ask everyone to explain how this activity fits into the performance appraisal process.

9. Closure

   - Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

PERFORMANCE APPRAISAL PROCESS

As a supervisor you have many responsibilities. You have to insure that your department meets its objectives, that the quality of work is high and that your employees grow in job knowledge and skills. High performance cannot be achieved without giving attention to the development of employees. The aim of performance appraisals is twofold: increasing productivity and developing people. To do so, you have to establish a performance appraisal (P.A.) system. P.A. systems vary in content and intent; however, there are some common areas of focus:

- Quantity of work (amount of work produced on schedule)
- Quality of work accomplished (accuracy, neatness, dependability)
- Job knowledge (depth, currency and breadth)
- Judgment and decision-making
- Effectiveness in planning and organizing
- Communication skills, both written and oral
- Effort for self-improvement and creativity
- Leadership
- Interpersonal relationships.

The success of performance appraisals, whatever system is used, depends upon:

- Top management's active support
- Training in appraisal skills
- Orientation on performance goals rather than employees' personal characteristics
- A continuing process (not a once-a-year ritual).

As a developmental process, appraising performance involves the mechanics of interaction between the supervisor and the supervised. Below are the steps of the performance appraisal process.

I. Review past and current performance

   a. Review of job responsibility and performance standards
   b. Review of goals and objectives

II. Assessment of performance

   a. Self-evaluation and supervisor's evaluation
   b. Discussion
   c. Statement of current situation

III. Plan for future development

a. Set goals and objectives
b. Decide on a course of action

IV. Implementation

a. Practice course of action
b. Ongoing observation and feedback

21.II.

GIVING AND RECEIVING FEEDBACK

Giving Feedback

Feedback is a term used in training for a "report" to the learner on how his/her behavior is affecting others. In other words, someone shares with the learner how one is perceived, what image one gives and how people react to that person. It is a method of helping a person to consider changing one's behavior or maintaining and developing positive aspects. Some criteria for appropriate feedback are:

1. It is descriptive rather than evaluative or judgmental.
2. It focuses on the feelings generated in the person who experienced the behavior and who is offering the feedback.
3. It is specific rather than general.
4. It concerns behavior over which the receiver has control and which s/he can change.
5. It is solicited rather than imposed.
6. It is well-timed; normally, soon after the behavior.
7. It is checked to ensure clear communication.
8. If possible, both giver and receiver should have the opportunity to check its accuracy with others.
9. It focuses on "What" and avoids "Why".

In summary, feedback is the process of providing information through which an individual can discover the impact of his/her actions and words upon individuals or the group.

A typical feedback model is:

"When you did (state behavior) ....,
I felt or thought (state reaction or impact) ...."

Receiving Feedback

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Even if you disagree with the feedback, it is important for you to hear it clearly and understand it. If nothing else, it will tell you how that individual sees your actions and gives you the choice of trying to change your behavior. People act on their perceptions of your actions and you may be coming across in unintended ways. The following are useful hints which will help you be effective in receiving feedback.

1. Remember that it is one person's perceptions of your actions, not universal truth.

2. Be active in checking out feedback with others - if two or three people give you similar feedback, there may be a pattern reflected which you might want to consider.

3. Avoid explanations of "Why I did that," unless asked.

4. Ask any clarifying questions you need in order to understand the feedback.

5. Listening encourages feedback. Wait until the feedback has been given and then repeat, in your own words, the major points. In any way you can, make it your goal to understand the feedback - restating in your own words and asking clarifving questions are two ways to do so.

6. Use criteria for giving useful feedback to help senders be more effective. For example, solicit specific examples; ask for positive and negative reactions.

7. Avoid making it more difficult for the giver than it already is (by reacting defensively, angrily, etc). Remember, it is your actions that are being critiqued, not you as a person.

21.III.

REVIEW OF PAST PERFORMANCE

Employee name.................   Job Title...............

Current Grade/Step............   Office/Dept.............

MAJOR RESPONSIBILITIES	Outstanding	Good	Satisfactory	Needs Improvement	Unsatisfactory	Not applicable
1.						
2.						
3.						
4.						
5.						
6.						
7.						

Both supervisor and employee must agree before signing appraisal

I HAVE SEEN THIS REVIEW

Signature of Supervisor   Date   Employee   Date

GENERAL PERFORMANCE FACTORS

	Outstanding	Good	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
1. Productivity/Quantity of work produced						
2. Quality of work produced						
3. Ability to work without supervision						
4. Cooperative, courteous attitude/behavior						
5. Willingness to work abnormal hours when required						
6. Attendance; punctuality/dependability						
7. Ability to work harmoniously with others						
8. Ability to work under pressure and handle unpleasant situations						
9. Handles a variety of tasks and responsibilities simultaneously						
10. Follows instructions						
11. Demonstrates understanding of all assignments and specific details						
12. Established effective priorities among competing requirements						
13. Schedules work						
14. Anticipates problems						
15. Solves problems						
16. Delivers on commitments						

	Outstanding	Goos	Satisfactory	Needs improvement	Unstaisfactory	Not Applicable
17. Takes initiative to improve performance						
18. Keeps supervisor informed of important developments						
19. Understands his/her department's role in relation to organization's overall mission						
20. Understands his/her role in department						
21. Ability to communicate effectively orally and in writing						

I HAVE SEEN THIS APPRAISAL

______________________________ ______________

Signature of Supervisor Date

______________________________ ______________

Signature of Employee Date

APPRAISAL SUMMARY

1. Please list the top three (3) skills that you feel this employee (you) utilizes on the job:

   a) ______________________________

   b) ______________________________

   c) ______________________________

2. What skills could be developed to enable this employee (you) to perform more effectively?

   a) ______________________________

   b) ______________________________

   c) ______________________________

3. What new tasks or responsibilities could this employee (you) perform that would further his/her (your) development?

   ____

   ____

   ____

4. What conditions or procedures of the job could be changed to help the employee (you) perform more effectively?

   ____

   ____

   ____

I HAVE SEEN THIS APPRAISAL

______________________________ ______________
Signature of Immediate Supervisor Date

______________________________ ______________
Signature of Employee Date

21.VI.

PERFORMANCE APPRAISAL MEETING: ROLE PLAY

1. Agree on the agenda.

2. Employee shares self-evaluation.

3. Supervisor shares his/her evaluation.

4. Clarify areas of agreement and disagreement.

5. Discuss any evaluation items not covered.

6. Summarize the discussion and results.

7. Complete personal development plan.

PERSONAL DEVELOPMENT PLAN

GOALS (what do I want to accomplish?)	ACTIVITIES (what do I do to accomplish goals?)	ASSISTANCE (will I need help from anyone?)	TIMING (what are the deadlines?)	EXPECTED RESULTS (what will be the outcome for me and the firm?)

PERFORMANCE APPRAISAL MEETING: OBSERVATION SHEET FOR ROLE PLAY

Please fill out the form with your observations on the interactions between the "supervisor" and the "employee" during their meeting. Note the skills the supervisor uses to run the meeting. After the meeting share your observations with the supervisor and the employee. Be sure to cite specific examples.

1. Did the supervisor state the purpose and set a positive atmosphere for the meeting?

____

____

____

____

____

2. Did supervisor seek the employee's ideas? How?

____

____

____

____

____

3. How did the employee react? Was s/he defensive or argumentative? If yes, how did the supervisor handle the situation?

____

____

____

____

____

4. How far did the employee and the supervisor agree on the results of the assessment?

5. How did the employee actively participate in making future performance improvement plans?

WORKING IN GROUPS

GOAL: To increase participant knowledge of and improve skills in group work.

OBJECTIVES:

* to define content and process
* to identify task, maintenance, and self-oriented behavior
* to describe communication patterns
* to identify types of decision-making
* to observe group dynamics and the role of the facilitator
* to practice facilitation skills

MATERIALS: Newsprint, markers, masking tape, pencils, Observer's Worksheets (22.II. and 22.V.), Exercise in Improving the Effectiveness of Organizations (22.IV.) and readings.

TIME: 5 hours

DESIGN:

1. Introduction to Content, Process, Communication Patterns and Decision-Making

   - Give a presentation introducing the concepts of content+ and process+, communication patterns and decision-making procedures that can be easily observed in group work (22.I.).

2. Communication Patterns and Decision-Making Procedures: a Fishbowl+ Activity

   - Divide participants into 2 groups. One group of participants sits together in a circle in the middle of a room. The remaining participants sit in a circle around the first group. Assign a task (example: prioritize and sequence 8 responsibilities of a manager) to those in the inner circle (they are in the fishbowl) and give the members of the outer circle observation sheets on communication patterns and decision-making procedures (22.II.). Instruct observers on what they are to look for and how to fill out the observation sheets.

- Ask observers to share with performers their observations on the communication patterns and decision-making procedures that occured in the fishbowl half-way through the activity and at the end of the activity. Repeat this process with reversed participant/observer roles.

- Ask everyone to share their observations.

3. Presentation on Group Roles

- Introduce the idea that members of a group have different roles and the two major functions these roles serve are task-oriented+ and maintenance-oriented+. Explain also self-oriented (non-functional) behaviors+ in groups (22.III.). Describe what is meant by each and ask participants to give some examples.

4. Group Roles Activity

- Divide the group in half for another fishbowl exercise. Instruct participants to prioritize a list of 10 items in terms of their importance for improving the effectiveness of organizations (22.IV.). Give observers an observation sheet on group roles (22.V.).

- Ask observers to share their observations on the roles played by the various participants. Repeat process with reversed participant/observer roles.

5. Facilitation Skills Activity

- Define the term facilitation+, relating it to the adult education process (1.I.), and contrast it to the traditional concept of group leadership (15.I.).

- Divide the participants into two groups and appoint observers in each group.

- Instruct each group to select a topic of discussion on any problems that they face in doing training (or suggest a topic).

- Ask for a volunteer to facilitate the discussion for 20 minutes.

- After 20 minutes end the two meetings.

- Ask each facilitator to share his/her feelings and evaluate his/her own facilitation, discussing choices s/he made and why, and what s/he would do differently next time.

- Group members are to share their feelings and to explain how they reacted to facilitator's choices.

- Comment on things which you wish to emphasize or which have not already been mentioned.

- Reconvene the groups and have another facilitator conduct a new discussion in each group. This continues for 20 minutes, discussion as above. Continue the process to allow as many facilitators to practice as time allows.

6. Ask participants to discuss and share what they learned about facilitation. Ask them what was difficult and what could have been improved.

7. Closure

   - Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

WHAT TO OBSERVE IN A GROUP

One way to learn about a group is to observe and analyze what is happening in it. All of us have spent our lives in groups of various sorts - the family, gang, team, work group, etc., but rarely have we taken the time to stop and observe what is going on in the group or why the members are behaving the way they are. One of our main goals here is to become better observers and better participants of groups. But what do we look for? What is there to see in a group?

Content vs. Process

When we observe what the group is talking about, we are focusing on the content. When we try to observe how the group is handling its communication, i.e. who talks how much or who talks to whom, we are focusing on group process.

Most conversations about people's work emphasize the content - "Who makes a good leader?", "How can I motivate my subordinate?", "How can we make meetings more effective?". In focusing on group process, however, we are looking at what people are doing in the "here and now"; how a group is working in the sense of its present procedures and organization.

In fact, the content of a conversation is often the best clue as to what process issue may be on people's minds when they find it difficult to confront the issue directly. For example:

Content	Process
1. Talking about problems of authority at work may mean	that there is a leadership struggle going on in the group.
2. Talking about how bad group meetings usually are at the factory may mean	that members are dissatisified with the performance of their own group.
3. Talking about staff people who don't really help anybody may mean ...	dissatisfaction with the trainer's role in the group.

At a similar level, looking at process really means focusing on what is going on in the group and trying to understand it in terms of other things that have gone on in the group.

Communication Patterns

One of the easiest aspects of group process to observe is the pattern of communication.

1. Who talks? For how long? How often?
2. Who do people look at when they talk?
   a. Single out others, possibly potential supporters
   b. Scan the group
   c. No one
3. Who talks after whom? or who interrupts whom?
4. What style of communication is used? (assertions, questions, tone of voice, gestures, etc.)

The observations we make give us clues to other important things which may be going on in the group, such as who leads whom or who influences whom.

Decision-Making Procedures

Whether we are aware of it or not, groups are making decisions all the time, some of them consciously and in reference to the major tasks at hand, some of them without much awareness in reference to group procedures or standards of operation. It is important to observe how decisions are made in a group in order to assess the appropriateness of the decision to the matter being decided on and whether the consequences of given methods are really what the group members bargained for.

Group decisions are very hard to undo. When someone says, "Well, we decided to do it, didn't we?", any opposition is quickly immobilized. We can only undo the decision if we reconstruct it and understand how we made it and test whether this method was appropriate or not.

Some methods by which groups make decisions:

1. The Plop. "I think we should introduce ourselves ...." Silence.

2. The Self-Authorized Agenda. "I think we should introduce ourselves; my name is Amina ....."

3. The Minority Decision. "Does anyone object?" or "We all agree".

4. Majority-Minority Voting. A decision made by some form of voting; the majority winning.

5. Polling. "Let's see where everyone stands, what do you think?"

6. Consensus Testing. Genuine exploration to test for opposition and to determine whether opposition feels strongly enough not to be willing to implement decision; not necessarily unanimity, but essentially, agreement by all.

OBSERVER'S WORKSHEET
COMMUNICATION PATTERNS AND DECISION-MAKING ACTIVITY

Examples of:	Impact on Group Functioning:
Communication patterns	
Decision-making procedures	

22.III.

GROUP ROLES

Behavior in the group can be seen from the point of view of what its purpose or function seems to be. When a member says something, is s/he primarily trying to get the group task accomplished (task-oriented), or is s/he trying to improve or patch up some relationships among members (maintenance-oriented), or is s/he primarily meeting some personal need or goal without regard to the group's problems (self-oriented)? As the group grows and member needs become integrated with group goals, there will be less self-oriented behavior and more task or maintenance bahavior.

Types of behavior relevant to the group's fulfillment of its task:

1. Initiating - proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.

2. Seeking Information or Opinions - requesting facts; seeking relevant information about group concerns; asking for expressions of feeling; requesting a statement or estimate; soliciting expressions of value; seeking suggestions and ideas.

3. Giving Information or Opinions - offering facts; providing relevant information about group concerns; stating a belief about a matter before the group; giving suggestions and ideas.

4. Clarifying and Elaborating - interpreting ideas or suggestions; clearing up confusion; defining terms; indicating alternatives and issues before the group.

5. Summarizing - pulling together related ideas; restating suggestions after the group has discussed them; offering a decision or conclusion for the group to accept or reject.

6. Consensus Testing - asking to see if group is nearing a decision; sending up trial balloon to test a possible conclusion.

Types of behavior relevant to the group's maintenance:

1. Harmonizing - attempting to reconcile disagreements; reducing tension; getting people to explore differences.

2. Gate Keeping - helping to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing remarks.

3. Encouraging - being friendly, warm, and responsive to others; indicating by facial expression or remark the acceptance of others' contributions.

4. Compromising - when one's own idea or status is involved in a conflict, offering a compromise which yields status; admitting error; modifying in interest of group cohesion or growth.

5. Standard Setting and Testing - testing whether group is satisifed with its procedures or suggesting procedures, pointing out explicit or implicit norms which have been set to make them available for testing.

Every group requires both kinds of behavior and needs to work out an adequate balance of task and maintenance activities.

Emotional Issues: Causes of Self-Oriented Behavior

The process described so far deals with the group's attempts to work, to solve problems of task and maintenance. There are many forces active in groups which disturb work, which represent a kind of emotional under-current in the life of a group. These underlying emotional issues produce a variety of emotional behaviors which interfere with or are destructive to effective group functioning. They cannot be ignored or wished away, however. Rather, they must be recognized, their causes must be understood, and as the group develops, conditions must be created which permit these same emotional energies to be channeled in the direction of group effort.

What are these issues or basic causes?

1. The problem of identity: Who am I in this group? Where do I fit in? What kind of behavior is acceptable here?

2. The problem of goals and needs: What do I want from the group? Can the group goals be made consistent with my goals? What have I to offer the group?

3. The problem of power, control, and influence: Who will control what we do? How much power and influence do I have?

4. The problem of intimacy: How close will we get to each other? How personal? How much can we trust each other? How can we achieve a greater level of trust?

What kinds of behavior are produced in response to these problems?

1. Dependency-Counterdependency: leaning on or resisting anyone in the group who represents authority, especially the trainer.

2. Fighting and Controlling: asserting personal dominance, attempting to get one's own way regardless of others.

3. Withdrawing: trying to remove the sources of uncomfortable feelings by psychologically leaving the group.

4. Pairing Off: seeking out one or two supporters and forming a kind of emotional sub-group in which the members protect and support each other.

These are not the only kinds of behavior which can be observed in a group. What is important to observe will vary with what the group is doing, the needs of the observer and his/her purposes, and many other factors. The main point, however, is that improving our skills in observing what is going on in the group will provide us with important data for understanding groups and increasing our effectiveness within them.

EXERCISE IN IMPROVING THE EFFECTIVENESS OF ORGANIZATIONS

The decision-making groups should develop a consensus ranking of the following items in terms of their importance for improving the effectiveness of organizations. They will place No.1 by the most important item and so on down to 10, which presents the least important consideration. The items are as follows:

_____ Create conditions where employees can participate in making decisions that vitally affect them.

_____ Develop early retirement programs to weed out people in the older age categories who are non-productive.

_____ Give craft, technical or social skill training to improve skills at all levels.

_____ Expand personal contact between top management and the rest of the organization.

_____ Fill jobs on qualifications rather than by seniority.

_____ Improve incentive systems for non-supervisory personnel.

_____ Institute regular replacement hiring program.

_____ Discharge all poor performance personnel, including supervisors.

_____ Stress feedback in communication programs.

_____ Put key categories of employees on merit salary.

The observers will be given observation forms and will give feedback at the end of the task.

OBSERVER'S WORKSHEET
GROUP ROLES

List examples of the types of behaviors you observe in the group exercise.

Maintenance-Oriented:

Task-Oriented:

Self-Oriented:

TEAM BUILDING

GOAL: To increase participant knowledge of and improve skills in team building.

OBJECTIVES:

* to define "team" and "group"
* to identify what makes a team effective and ineffective

MATERIALS: Newsprint, markers, masking tape and readings.

TIME: 2 hours

DESIGN:

1. Team Identification Activity

   - Instruct participants to form small groups according to their positions or work areas and to come up with a team name, a diagram or drawing describing the team (logo) and definitions of "team" and "group".

   - As each group spokesperson presents their team name, logo and definitions of the two terms, write them on newsprint.

   - Lead a discussion on the definitions of team+ and group+, focusing mainly on what makes a team and mentioning the following points (23.1.):

     A team must have

     ° Common goals and objectives
     ° Specific roles
     ° Interdependent members
     ° An open information flow
     ° Commitment by each member to the team.

   - Ask each group spokesperson:

     "Do you think you are now part of a group or a team? Why?"

2. Effective and Ineffective Team Comparison

- Instruct participant "teams" to brainstorm+ about what makes a team effective and what makes it ineffective and to list them under "Effective" and "Ineffective" headings on 2 sheets of newsprint.

- Each group presents their lists and everyone discusses their commonalities and differences. Add any of your own observations.

- Ask participants to discuss what they have learned from this session.

3. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

TEAM BUILDING

A team is a group of individuals who must work interdependently in order to attain their individual and organizational objectives.

The five essential elements in teams are:

1. The team must have common goals and objectives.

2. There must be agreement on specific roles in which each person will be working to accomplish the objectives.

3. Members of the team must be interdependent.

4. The team must have an open information flow.

5. There must be commitment by each member to the team.

There are several characteristics that makes a team effective.

1. Team goals must be clearly understood, be relevant to the needs of group members, stimulate cooperation, and evoke from every member a high level of commitment to their accomplishment.

2. Team members must communicate their ideas and feelings accurately and clearly. Effective, two-way communication is the basis of all group functioning.

3. Participation and leadership must be distributed among members. All should participate, all should be listened to. As leadership needs arise, members should take turns meeting them. Any member should feel free to fulfill a leadership role as he or she sees the need. The organization of participation and leadership is necessary to make certain that all members are involved in and satisfied with the group and that all are committed to putting into practice the decisions made by the group. It also assures that the resources of every member are fully used and it increases the togetherness or cohesiveness of the group.

4. Appropriate decision-making procedures must be used flexibly in order to match them with the needs of the situation. There must be a balance between the availability of time and resources (such as members' skills) and the method of decision-making used. Another balance must be struck between the size and seriousness of the decision, the commitment needed to put it into

practice and the method used for making the decision. The most effective way of making a decision, of course, is by consensus (everyone agrees); consensus promotes the commitment of all the team members.

5. Power and influence need to be equal throughout the group and be based on expertise, ability, and access to information, not on authority.

6. Conflicts among those with opposing opinions and ideas are to be encouraged; conflicts promote involvement in the group, quality and creativity in decision-making, and commitment to putting decisions into practice. Minority opinions should be accepted and used. Conflicts must be solved in a manner that is mutually satisfying to all members.

7. Group cohesion needs to be at a high level. Cohesion is related to interpersonal attraction among members, each member's desire to continue as part of the group. The members should show satisifaction with their group membership and there should be a level of acceptance, support and trust among the members.

8. Competence in problem solving needs to be high. Problems must be resolved with minimal energy and in a way that eliminates them permanently.

9. The interpersonal effectiveness of members needs to be high. Interpersonal effectiveness relates to how well the consequences of your behavior match your intentions.

PLANNING AND CONDUCTING MEETINGS

GOAL: To increase participant skills in getting the most out of their meetings.

OBJECTIVES:

* to describe steps involved in planning and conducting meetings

* to prepare for and facilitate a meeting

MATERIALS: Newsprint, markers, masking tape, pencils, Observer's Form (24.III.) and readings.

TIME: 2 1/2 hours

DESIGN:

1. Introduction to Meetings

   - Give a short presentation on meetings and the outcomes they achieve (24.I.).

2. Planning a Meeting Activity

   - Ask participants to brainstorm+ what steps they take when planning meetings. Write their responses on newsprint.

   - Present a summary of things to keep in mind while preparing for a meeting (24.i.).

     ° Why - Define purpose of the meeting (Why should we meet?)
     ° What - Develop agenda (What are the issues?)
     ° Who - Determine participants (Who should be involved?)
     ° Where- Determine the location (What physical arrangements need to be made?)
     ° When - Determine the time (When are we going to meet?)

3. Conducting a Meeting Activity

   - Ask participants to brainstorm what steps they take in conducting meetings; write their ideas on newsprint and point out any similarities.

- Present the following points which are considered very important in conducting a meeting (24.I.):

    - Start on time
    - Review the agenda
    - Stick to the agenda
    - Assign responsibility
    - Summarize agreements reached
    - Close the meeting at or before agreed time.

4. Presentation on Facilitator Role

    - Give brief presentation on the role of a facilitator and the skills required (24.II.).

5. Practicing Facilitation Skills

    - Divide participants into groups of six; ask each group to appoint a person to facilitate a meeting.

    - Assign an observer for each group to record observations of the facilitator using the Observer's Form (24.III).

    - Give each group a list of agenda items to be discussed. The appointed facilitator should pick out one item from the list for discussion. Tell the groups that the purpose of the discussions is not to come up with results but rather to practice facilitation skills.

    - The facilitator and observer roles should be rotated every 10 minutes; whoever served as facilitator should receive a few minutes of feedback immediately from the observer.

    - When everybody has played the facilitator role (if time allows), in the large group ask participants to discuss the following questions:

        "Which skills were frequently used by facilitators?"

        "Which ones were least used?"

6. Closure

    - Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

MEETINGS

Meetings-Meetings-Meetings. They are often the headache of public officials and community leaders. Nevertheless, meetings of one kind or another are the glue that holds organizations together. They're the links that help various community groups work together toward common goals. In spite of their frequent use, many leaders and managers know very little about managing effective meetings. As a result many meetings are often a waste of time. When we stop and think of all the time we spend in unproductive meetings, it can be discouraging. Given these circumstances, we should try to make the most of the meetings we run and attend.

All meetings, regardless of who called them for whatever purpose, achieve the following outcomes:

- define the group, team or unit at that particular time. Those who are there belong to it, those who are not, don't.

- are the places where a group updates, revises or adds to what it knows as a group. The group having met has created its own source of shared information, experience and knowledge.

- help each one of us understand the group's aim and how our own work and that of others can contribute to the group's success.

- create a commitment to the decisions that are made and the goals they pursue. Even if you originally opposed the stand that is taken by the group, it is an obligation to accept the decision. If you don't, your only alternative, more often than not, is to leave the group.

- are often the only time when groups actually exist and work together.

- are places where individuals get a chance to find out their relative standing to others or how they relate to others.

These six outcomes of most meetings are rarely thought of as we go about calling and attending meetings. They are the unofficial, often ignored, agenda items which are present at group settings.

Planning a Meeting

What actually happens during a meeting is dependent on careful planning. What does a leader have to do to plan a meeting?

1. Define the purpose of the meeting. A clear notion of what is to be accomplished is the foundation on which everything else rests. The leader (planner or facilitator) should have a good idea of what he or she wants to accomplish in this meeting but equally important are the group members' suggestions; their feedback will help to ensure that the meeting will focus on relevant issues.

2. Develop an agenda. Once considerations are identified they should be sequenced in a printed and prioritized agenda so that those topics that are most urgent or important appear at the beginning in the meeting. Distribute the agenda prior to the meeting; keeping the group members informed about the pending meeting increases their sense of responsibility and helps them to be more aware of the purpose of the meeting. It also helps them to be prepared for attending it.

3. Determine participants. The effectiveness of a meeting can be affected by its size and the purpose it is expected to achieve. Therefore, take into consideration who and how many individuals should be invited to a meeting.

4. Determine location. Before holding a meeting the planner needs to think about what physical facilities and arrangements are necessary. Some things to consider are:

   - suitable meeting room
   - seating arrangements
   - materials,etc.

5. Determine the time. Decide the exact time you want to start and end the meeting. The participants then know when to come and for how long they are expected to attend.

Conducting a Meeting

How do you conduct your meetings? With the preparation and the planning completed, the next concern is to conduct the actual meeting. The following steps describe how to manage a meeting.

1. Start on time. It can be very frustrating for members to have to wait for other members before the meeting can be begin. Start your meetings on time even if only a few people are present. Suggest that members should be punctual; it rewards those who arrive on time.

2. Review the agenda and set priorities. Initial agenda items may need to be removed, combined, re-ordered or added. This review provides a check on the planning and gives the group members one more opportunity to take responsibility for the meeting.

3. Stick to the agenda. A common problem occurs when members are allowed to explore new topics before completing the established agenda. Such discussions can be unsatisfactory because there has not been an opportunity for systematic preparation of information. The leader can minimize this problem by consistently requiring that any topic raised at the meeting be put under "new business" and considered after the listed agenda has been completed.

4. Assign responsibility. Decisions that call for performed tasks require that members be assigned to carry them out within established time periods. This not only promotes task accomplishment but also provides a clear sign to the group that decisions made at meetings will be pursued.

5. Summarize agreement reached. Review the outcomes of a meeting, remind the group members of the major decisions that were reached. This enables members to correct any misinterpretations that the leader might have made.

6. Close the meeting at or before the agreed upon time. It is usually better to end a meeting on time or even a few minutes early. Members will appreciate the leader's concern about their commitments.

THE FACILITATOR ROLE: MANAGING EFFECTIVE MEETINGS

The following is a description of a leader or chairperson's role which may be different from those roles associated with most meetings. We believe it is a role which can serve organizations and communities as they work to take advantage of the many resources they have available.

A facilitator is different from the typical leader or chairperson. The difference is in how they use their role. The leader/chairperson decides what and how things will be done, tells people they are out of order, etc. The facilitator asks, suggests, reminds, keeps track of the main agenda, and then sees that all members feel they are having a say and are listened to and accepted. S/he attempts to stay very neutral. A facilitator tries to provide just enough structure so what's happening between people doesn't interfere with the topic on the agenda.

The following are a number of points a facilitator should keep in mind:

Keep Members on the Topic

- Let members know when the discussion has drifted. Usually they will quickly return to the topic at hand.

- Every now and then repeat the topic under discussion. "Isn't this what we were discussing?"

Summarize What Members Have Said

- In particular, summarize what less active members have said. "Your feeling is that ...."

- Relate what one person says to others' ideas. "It sounds like you're adding to what Abdi said."

- Accept parts of ideas and ask if the person could develop the idea more.

- Let people know when someone has been cut off and ask them to finish what they were saying. "I think we've cut Sadia off, did you have more you wanted to say?"

Let People Know that Feelings are OK

- Summarize feelings as well as content. "Duale, you seem disturbed about something ....."

State the Problem in a Constructive Way So People can Work On It

- State the problem like a problem, not like someone is at fault.

- Give problems and questions to the group, not answers.

- Clear up what decision the group needs to make so people don't waste their time on other things.

Suggest Ways To Solve the Problems

- Let members know when it may be time to move on to the next problem or agenda item.

- Try to break up giant problems into workable pieces and deal with each separately.

Every Now and Then, Summarize What Has Happened/Been Decided

- Be sure to restate a decision after it has been made by the group.

Things Facilitators Should Avoid

The facilitator will be effective if s/he remains neutral. S/he should not become a key participant in what's happening, nor try to manipulate the group by using the facilitator's role to get a personal agenda on the table.

As the Facilitator, you should specifically avoid:

- Criticizing the ideas or values of others.

- Forcing your own ideas on the group by using your facilitator role. (When you must add your own ideas, let people know you are doing so as a member and not as a facilitator. It may at times be better to ask someone else to be the facilitator so you can get into the battle.)

- Making decisions for the other members without asking them for agreement.

- Saying a lot or getting too involved when you are the facilitator. (This could distract you and might get the whole group off-track.)

24.III.

OBSERVER'S FORM

Facilitator: ______________________________

Observed by: ______________________________ Time: __________

Directions:

Put a check (✓) after the answer that is closest to what you think. Cite examples when possible.

1. Did the facilitator start the meeting on time?

   Yes ____________ No ____________

2. Did the facilitator review the agenda and set priorities?

   Yes ____________ No ____________

3. How well did the facilitator helped the group to stick to agenda items?

   Very well _____ Average _____ Fair _____ Poor _____

4. Did the facilitator assign responsibilities?

   Yes ____________ No ____________

5. How well did the facilitator summarize agreements reached?

   Very well _____ Average _____ Fair _____ Poor _____

6. Did the facilitator close the meeting on time?

   Yes ____________ No ____________

IV. COMMUNITY DEVELOPMENT SESSIONS

INTRODUCTION TO COMMUNITY DEVELOPMENT

GOAL: To increase participant knowledge about community development.

OBJECTIVES:

* to describe community development
* to identify strategies in community development
* to identify the roles of individuals in community development

MATERIALS: Newsprint, markers, masking tape and readings.

TIME: 2 hours

DESIGN:

1. Presentation on Community Development

   - Begin the session by asking participants to define the term community development; write their definitions on newsprint.

   - Present your definition of the term community development and background information on community development (25.I.) including:

     ° Common approaches in community development
     ° Change theories in community development.

   - Ask participants to identify which approaches they think best suit the development needs of their communities and to give reasons why they think so.

2. Community Development Strategy Activity

   - Give a presentation on the strategies involved in international community development: basic human needs, production strategies, integrated rural development and growth with equity (25.I.).

   - Divide participants into groups by geographic area and ask them to study and discuss each strategy for 5 minutes and select the best-suited strategy for each of their communities.

- Ask each group spokesperson to discuss the selected strategy and the group's reasons for selecting it.

3. Role Identification Activity

   - Instruct each group member to reflect for 5 minutes on their past roles in community development.

   - Now understanding what development is, ask them if their roles should or might change, and to write their perceived or anticipated new roles (if there are some) on newsprint.

   - Ask participants to share their new roles; allow participants to discuss how and why they have changed their roles.

4. Closure

   - Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

INTRODUCTION TO COMMUNITY DEVELOPMENT PHILOSOPHY, APPROACHES, THEORIES AND STRATEGIES

A. Defining Community Development

Community development (CD) has been defined in many ways depending upon the cultural, community, political or institutional context. Some definitions have stressed geography or locality. Planners have viewed CD as a top-down, product-oriented activity. Social workers place CD in a casework and clinical setting. However, most definitions recognize that CD is based upon the voluntary participation of people at the local level in defining their own needs and organizing collectively to solve problems with a minimum of external assistance (self-help).

B. The Origins of CD

The British Approach

The term "CD" originated in 1948 at the British Colonial Offices. At that time, CD was viewed as an attempt to prepare African communities to be able to take care of themselves after being given independence. Since then, the term has spread to other countries with different meanings British CD has gradually developed into the non-directed approach associated with T. R. Batten: "A movement to promote better living for the whole community with active participation and, if possible, on the initiative of the community, but if this initiative is not forthcoming, by the use of techniques for stimulating it in order to secure its active and enthusiastic response." Unfortunately the responsibility of mobilizing the community was often left to the district commissioners and government officials, most of whom found it difficult to secure community participation without using forceful methods which rather discouraged community involvement.

The French Approach

In the mid-1950s, the French also began to prepare colonies for independence and thus employed an approach of community development called "Animation rurale". French CD assumed that no government could find or place specialized teams of specialists in every village. Accordingly, a cadre of multi-purpose village-level workers was trained to organize the community, assist in the identification of felt needs, and mobilize local and external resources for action. The worker lived with the local people, gained their trust, organized their groups, and stimulated identification of appropriate local projects, aided by external funding.

The American Approach

In the U.S. in the 1950s CD evolved in response to both political and economic concerns following the great depression and it was defined "as a process in which the people of a community organize themselves for planning and action; define their common and individual needs; plan to meet their needs and solve their problems; execute these plans with a maximum of reliance upon community resources; and supplement these resources when necessary with services and materials from government and non-governmental agencies outside the community". CD in the U.S. was a multidisciplinary approach and was viewed as an action-oriented development process in every stage.

It is now generally accepted that the top-down model of development has not benefited the majority of people. It has only minimally touched those at the bottom of society - the poor, peasants, farmers, women and the illiterate. It's also now being realized that unless the people are involved in directing and controlling the process of development, no real human or community development will take place.

As a result many more agencies and organizations are experimenting with and implementing, with some success, a bottom-up approach to development. This model set out to involve people at the community level (the bottom) in deciding and directing their own development and that of their community.

C. Re-inventing CD: Three Theories of Change

In CD, three theories of change are important for understanding how to introduce an effective approach.

First, Power-Coercive. Essentially top-down, this theory of change depends upon manipulation of policy areas by power elites. Strategy tends to be coercive and while effective and efficient in the short-term, long-term popular participation is not achieved.

Second, Rational-Empirical. Essentially elitist, this liberal theory assumes that "the right type of people" and knowledge are a prerequisite to the introduction of change. Again, highly rational professionals such as planners utilize empirial methods to plan for others.

Third, Normative-Reductive. This theory assumes that change will not occur until people themselves examine their old values in reference to new ones. While not ignoring intelligence, the emphasis is upon experiential learning and participation of local communities in the development process. During the 1970s and 80s, CD has emerged again, but with an increased emphasis upon how to increase popular participation in every aspect of development.

This new philosophy of participation is concerned with broadening the scope and depth of participation in the identification of needs, planning and implementation by including the community itself, as well as village-level workers, middle managers and senior officials of the governments and the private sector.

Thus, the aims and objectives of participatory theory would include the identification of needs; a review of policies, services, and delivery systems; the collection and a current analysis of relevant information and data; an impact assessment of donor and governmental assistance to communities; an integrated and comprehensive service delivery strategy; and popular participation.

D. Strategies in CD

Selected strategies involved in international community development include: basic human needs, production strategies, integrated rural development and growth with equity.

Basic Human Needs

This strategy emphasises the meeting of basic material needs first before emphasizing production. Needs for primary health care, water, nutrition, food, adequate shelter, etc., are considered as prerequisites to economic development. Problems with this strategy have centered upon the lack of local resources to support and pay for such social service programs.

Production Strategy

Frequently associated with a leading sector such as industry or agriculture, it has been assumed that increased production would automatically result in improved quality of life. This has not been the case and it is apparent that there is a need for a balance of basic human needs and production goals related to community development.

Integrated Rural Development

Favored by USAID, this strategy has attempted to revitalize traditional approaches to rural development. There is a general awareness for meeting rural basic needs but the primary focus is upon a leading sector or agriculture. The major problem with this approach is that benefits do not trickle down equally. Moreover, the problems of land reform, need for technological innovation, credit, marketing and extension systems, dependence upon rural infrastructure and implementation complexity have impeded participation and adoption.

Growth With Equity

In response to the problems of other strategies, the growth with equity concept is an attempt to reform traditional industrial and agricultural strategies. The approach is not revolutionary because radical strategies of change are considered too disruptive and politically unacceptable in most developing and Western donor countries.

F. Summary

The view that CD appraoches are ineffective was fostered by the disappointments in the 1950s and 1960s. More recently, however, it is evident that local perceptions of problems and needs must be the starting point, not simply an incidental aspect e.g. participation. Token or symbolic country cooperation, collaboration or advocacy will not substitute for involvement of local persons and communities in planning, implementing and evaluating their own programs. Participatory CD is a systematic process in which the persons, communities and countries affected by a given program have primary responsibility, possibly assisted by relevant external agencies, in the design, implementation, and evaluation of CD programs.

COMMUNITY NEEDS ASSESSMENT

GOAL: To increase participant knowledge of methods used in community needs assessment.

OBJECTIVES:

* to identify methods of assessing community needs

* to evaluate various needs assessment methods

* to determine the appropriate needs assessment method for a particular community problem

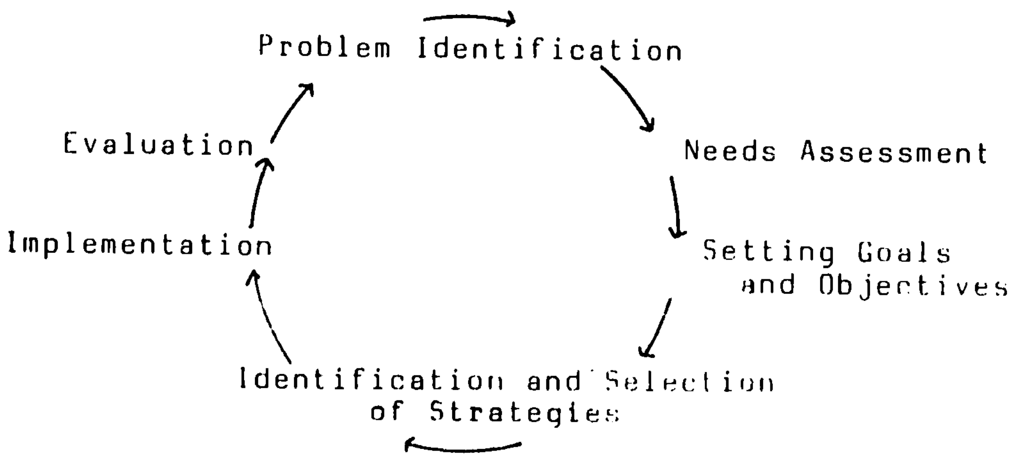
MATERIALS: Newsprint, markers and masking tape.

TIME: 1 1/2 hours

DESIGN:

1. Overview of Project Cycle

   - Give an overview of the Project Cycle, using the following diagram prepared on newsprint:



   - Ask participants to think about what activities are going on in their projects now and to identify the corresponding stage on the project cycle diagram.

2. Problem Identification

   - Ask participants to form groups of 6-8 members each.

- Ask each group to discuss among themselves a real community problem situation which one of the members has experienced during the course of his/her work. Instruct each group to plan to present to the whole group the problem situation which they discuss.

- Ask each group to choose one of the following media to make their presentations:

  ° Drama or play

  ° Picture or cartoon

  ° Story/poem/song.

- Ask each group to choose a different medium from the other groups. Be sure to provide groups with newsprint and markers.

- Allow each group adequate time to prepare and make their presentations.

- After each group finishes its presentation, the viewers identify the problem as they see it and then the presenting group describes the problem as they see it.

- Ask all participants to discuss the media used in the presentations and the content (i.e. the problem); the following questions can be used for discussion:

  "How effective was the medium used to present each of the problems?"

  "Why was each group asked to use a different medium?"

  "How difficult did participants find it to develop and use the medium which they chose?"

3. Needs Assessment Methods Activity

- Make an statement such as:

  "Now that we have discussed and identified problems, let us look at some of the methods that we can use to know more about the problem."

- Ask participants to name methods or techniques they use (or used) to assess a community need; write their responses on newsprint.

- Add to their list the following needs assessment methods:

- Listening and observations - can be done most effectively by living with the community; listening to and observing what the members of that community discuss and/or do most of the time; this can be formal or very informal. Example: listening to village women complain about the distance they have to walk everyday to fetch water for their families.

- Group discussions - two or three people from all areas within the community, including women's groups, religious leaders, youth leaders, farmers, etc. can be called together to discuss how big the need is, what can be done about it, who can do it, etc.

- Questionnaires - can be sent out to gather same information as above.

- Reports - those available can be studied.

- Ask participants to form same groups as in previous activities, ask them to discuss the advantages and disadvantages of each needs assessment method.

- Ask them to choose one method that is appropriate for their problem and to give two to three reasons why they chose that particular method.

- Ask groups to present their list of advantages and disadvantages and to state the needs assessment method they chose and their reasons for choosing it.

NOTE: Following is a list of common responses from participants when asked the advantages and disadvantages of these methods.

LISTENING AND OBSERVATIONS

Advantages	Disadvantages
Accurate information	Takes a long time
Don't need a lot of materials	Perceptions are included
Not frightening	

GROUP DISCUSSIONS

Advantages	Disadvantages
Members encourage each other	Takes a long time
More ideas are generated	Non-related topics may be discussed

Can ask clarifying questions

QUESTIONNAIRES

Advantages	Disadvantages
Time to think about responses	Can get lost
Not frightening	No clarifying questions
	Takes a long time

REPORTS

Advantages	Disadvantages
Saves time, money and energy	Can be old, irrelevant and incomplete

4. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

PROPOSAL WRITING

GOAL: To increase participant knowledge of and improve skills in proposal writing.

OBJECTIVES:

* to define the terms "problem", "need" and "solution"
* to list at least 3 general criteria for funding a project
* to identify the critical components of a well-written proposal

MATERIALS: Newsprint, markers, masking tape, Kidney Machine Description Sheet and Biographical Sheet (27.II.), Proposal Outline (27.III.), Proposal for Poultry Project (27.IV.) and readings.

TIME: 3 hours

DESIGN:

1. Defining Proposal Writing

- Ask participants to define the terms problem+, need+ and solution+; note key words on newsprint (27.I.).
- Ask several participants to offer examples containing a problem, a need and a solution; offer your own examples (27.I.and 27.I.). Explain how these concepts relate to proposals.

2. Problem-Solving and Decision-Making Activity

- Divide participants into groups of 5-8 and hand each a copy of the Kidney Machine Description Sheet and Biography (27.II.).
- Instruct each group to review the sheet and to recommend the name of the person eligible for the kidney machine and to identify their selection criteria.
- Have one spokesperson from each group report the findings; allow everyone to discuss the activity.

- Relate this activity to writing and reviewing proposals. Explain that proposals are written to help in solving a problem and that governments and donors often base their funding decisions on written proposals.

3. Identification of Proposal Components Activity

   - Ask participants to name what elements a well-written proposal should contain.

   - Show them a proposal outline you have already prepared on newsprint and explain each component (27.III.).

   - Hand out the sample proposal (27.IV.) to each person. In the same groups as before, allow them 30 minutes to read and identify strengths and weaknesses of the proposal according to the outline.

   - Have a group spokesperson report the strengths and weaknesses of the proposal. Write their comments on newsprint. After all groups are finished reporting, summarize the major points all groups made.

4. Two-Ways to Close this Session

   - Ask groups to choose a topic and then write a proposal as a group following the outline (allow about 3 hours for this activity).

   - Assign groups or individuals to write a proposal outside the training session, making sure to give each person a copy of guidelines.

5. Closure

   - Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

27.1.

CONFUSIONS IN DEFINITIONS

People often confuse problems, needs and solutions.

- In the statement of the problem, you are describing and documenting what is wrong.
- In identifying the needs, you are suggesting what must be done to correct the problem.
- In the solution, you describe the activities to be undertaken to meet the needs.

Example:

1. Problem

   Students are not learning quickly enough.

2. Need

   We need to adopt more effective teaching methods.

3. Solution

   We will reorganize the course using an audio-visual, self-paced format.

KIDNEY MACHINE EXERCISE DESCRIPTION SHEET

Located at the medical school of the National University in Mogadishu, is the famous kidney machine. A marvel of modern technology, it is the only hope of life for people with rare kidney diseases.

In actuality, the machine functions as a kidney for people who have lost the use of their own. By connecting themselves to the machine for twenty-four hours each week, people with renal failure can remain alive indefinitely or until they die from other causes.

There are several problems associated with using this machine, for there are many more people who need it than there is time available on the machine. In fact, only about five people can be placed on it at any one time. Doctors examine all potential patients and determine those who could profit most from connection to the machine. They screen out those with other diseases for whom the machine would be only a temporary solution and they turn their list of recommended patients over to the hospital administration. At present, the doctors have submitted the names of five persons for one place on the machine.

The committee assembled to make the decision has been given a brief biography of each person appearing on the list. It is assumed that each person has an equal chance of remaining alive if allowed to use the machine. Thus, the committee is asked to decide which one of these may have access to the machine.

You are asked to act as if you were a member of this committee. Remember, there is only one vacancy and you must fill it with one of these five people. You must agree, unanimously, on the single person who is to be permitted to remain alive and you must decide on your own criteria for making this choice.

The only medical information you have is that people over forty seem to do more poorly on the machine than those under forty, although they do not necessarily find it useless. It is up to you.

KIDNEY MACHINE EXCERCISE BIOGRAPHICAL SHEET

DUALE: Male, Somali, age 42. Married for 21 years. Two children (boy 18, girl 15). Research physicist at University Medical School, working on cancer immunization project. Current publications indicate that he is on the verge of a significant medical discovery.

On the health service staff of local university, member of country medical society and international medical organizations.

BASHIR: Male, Refugee, age 27. Married for five years. One child (girl 3), wife six months pregnant. Currently employed as a motor mechanic in local garage.

Attending night school and taking courses in automatic-transmission rebuilding. Plans to open a car transmission repair shop upon completion of night school course.

AMINA: Female, Somali, age 30. Married for eleven years. Five children (boy 10, boy 8, girl 7, girl 5, girl 4 months). Husband self-employed (owns and operates a restaurant). Never employed.

Couple have just purchased a home in Mogadishu, and Amina is planning its interior decoration. Wants to determine whether she has the talent to return to school. Member of religious organisation.

CILMI: Male, Somali, age 19. Single, but recently announced engagement and plans to marry this summer. Presently at National University, reading philosophy and literature. Eventually hopes to earn Ph.D. and become a lecturer.

Member of several student political organisations, an outspoken critic of the university "administration", was once suspended briefly for "agitation". Has had poetry published in various literary magazines around the Mogadishu area. Father is self-employed (owns men's tailor shop), mother is deceased. Has two younger sisters (15,11).

SUUBAN: Female, Somali, age 34. Married, presently employed as an executive secretary in large manufacturing company, where she has worked since graduation from SIDAM. Member of local women's organisation, active in several community activities.

PROPOSAL OUTLINE

1. Introduction
2. Statement of the problem
3. Statement of needs
4. Brief description of proposed project solution
5. Project goals and objectives
6. Project design/implementation plan
   - detailed description of project activities
   - project time line
   - expected beneficiaries
7. Project benefits/outcomes
8. Required resources
   - personnel
   - equipment
   - material, etc
9. Evaluation plan
10. Project budget

27.IV.

PROPOSAL FOR POULTRY PROJECT IN HIRAN REGION

Submitted by: Community Development Worker of Belet Wein Town
Submitted on: 1st July, 1986

I. Introduction

For the past 6 months, I have worked in B/Wein town as a Community Development Worker. Through my work a group of 12 refugee women have organized into a cooperative and are intending to start a poultry project. The purpose of this report is to request community development funds from your committee. These funds are required for the start-up and initial maintenance costs of this poultry project.

II. Demand for Poultry Project

To determine the demand for such a project, the women carried out a survey in B/Wein market and gathered the following information:

Table 1: Egg selling in B/Wein Market on 1 June 86

Number of Sellers	Size of Eggs	Colour of Eggs	Average Number Sold	Average Price Per Egg	Average Time Sold Out
1	Small	70% white 30% brown	41	4/=	3:00 pm
3	Large	60% white 40% brown	27	5/=	11:00 am

On the same day, the women also randomly questioned 50 people at the market and gathered the following information:

Table 2:

Frequency of egg buying	Number of people interviewed
Never	8
Less than once a month	5
Monthly	9
Twice a month	10
Weekly	7
Daily	9
Refused to answer	2
Total	50

75% of the 50 people interviewed (38 people) said they would prefer to buy large brown eggs to small white ones but they could rarely find them in the market. Also 60% of the people (30 people) said they would pay 5/= for a large brown egg.

Conclusion: From this information, we determined that there is suffficient demand for a poultry project using hybrid chickens that would produce large brown eggs. We would sell the eggs for 5 So.Shs. an egg.

III. Project Design

Our plans include the following:

a) Following the ideas of self-help, the women (with the help of their husbands) would construct the chicken coop and a small office. Aid in design of these is requested from the Engineer in Mogadishu.

b) We are in the process of petitioning the Regional Planning Office for land for this project. A good site, near the market, has been identified.

c) 50 hybrid chickens could be imported within 4-6 weeks of ordering.

d) Chicken food and all medicines are available for purchase in Mogadishu.

e) The 12 women would be in charge of caring for the chickens and selling the eggs in town.

f) I would train two women in how to keep proper records for the project.

IV. Project Costs

Budget

50 chickens at 200/= each	10,000
Transportation cost and import taxes	2,000
Construction of chicken coop and office	5,000
Chicken feed for 6 months (100 So.Shs. a week x 26 weeks)	2,600
Chicken medicine	1,000
Record keeping	500
Misc.	1,000
Total	22,100

Amount of money requested = 22,100 So.Shs.

V. Project Benefits

A. The egg production rate of the chickens is estimated as follows:

75% of the chickens (38) chickens should produce an egg a day

Therefore, our income for the first six months of the project is estimated at 34,580 So.Sh. (38 eggs a day x 182 days x 5 So.Sh. an egg)

B. Our costs for the 2nd six months of project:

Chicken feed for 6 months	2,600
Chicken medicine	1,000
Record keeping	500
Misc.	1,500
	5,600

C. Profit

Profit from eggs	34,580
Costs for 2nd six months	-5,600
	28,980

Profit per woman for 6 months (28,980 - 12 women)	2,415 So.Shs.
Profit per woman for 1 month (2,415 - 6 months)	402.5 So.Sh.

VI. Summary

After the initial start-up cost, this project would be self-sufficient. After the construction of the building is completed, it is estimated that each woman would have to contribute 3-4 hours a week to help care for the chickens and sell the eggs. For this labor they would receive 402 So.Sh. a month. They are satisfied with this amount, are eager to start this project and request the 22,100 So.Sh. from your committee to help set up this project.

PROGRAM EVALUATION

GOAL: To increase participant knowledge of and improve skills in program evaluation.

OBJECTIVES:

* to define the term "evaluation"
* to explain why evaluation is necessary
* to design program evaluations
* to differentiate between summative and formative evaluations and discuss their uses

MATERIALS: Newsprint, markers, masking tape, pencils, Evaluation Quiz (28.I.) and readings.

TIME: 2 hours

DESIGN:

1. Warm-up Activity

   - Distribute the Evaluation Quiz (28.I.) to participants and instruct them to complete it within five minutes.

   - Ask participants to offer their responses.

   - List their responses on newsprint; ask them to identify which responses (evaluations) are objective (measurable, observable, quantifiable) and which are subjective (descriptive, judgmental, personal bias and value-oriented).

2. Introduction to Evaluation

   - Ask participants to define the term evaluation+. Write their responses or definitions on the newsprint.

   - Ask the participants:

     "Why do we conduct program evaluations?"

   - Allow them to brainstorm+. After they have given their responses, list the following basic criteria on flipchart:

° to monitor performance
° to make decisions
° to give feedback to staff.

3. Evaluation Planning Activity

- Ask participants what questions they would ask if they had to plan evaluations of their programs; write their responses on the newsprint.

- Show them your list of questions you have already written on newsprint.

  ° Why are we doing the evaluation?
  ° What do we want to know?
  ° Who or what are the sources of our data?
  ° How frequently will we evaluate?
  ° What methods will we use to obtain the information?

4. Evaluation Design Activity

- Divide participants into groups of 6-8 people from the same site/program; have them design an evaluation of their program using the questions you listed in step 3 as a guideline.

- One person from each group will write the group findings on newsprint and present them to the whole group.

- Conclude the activity by saying:

  "You have just planned an evaluation for your program by answering these questions."

- Present on newsprint the following steps in planning an evaluation:

  1. Define purpose of evaluation
  2. Decide type of information to be collected
  3. Determine information sources
  4. Decide when and how frequently to evaluate
  5. Design format/method and pre-test it.

5. Evaluation Type Presentation

- Begin the presentation by asking:

  "Now that you've designed your program evaluations, do you see any differences in them (referring to their designs on the newsprint)?

- Define and discuss formative+ and summative+ evaluations (28.II). Write definitions on newsprint.

- Ask the participants to brainstorm the possible uses of each type. Put their ideas/responses on newsprint and add your ideas to their list. Discuss the merits of each. (Examples: Formative evaluation checks progress toward program goals and problems on a frequent basis to make necessary adjustments and revisions. Summative evaluation identifies program outcomes to compare certain conditions of the beneficiaries at the end of the project with similar conditions at the beginning.)

6. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

EVALUATION QUIZ

INSTRUCTIONS: Answer the following questions.

1. How tall is the tallest person in the room?

2. How was your breakfast this morning?

3. What is the temperature today?

4. How old are you?

5. How is the communication among the participants of this training?

PROGRAM EVALUATION

What Should be Evaluated?

A good evaluation looks at both the process of the program (operation) and the product of the program (outcomes). An evaluation done during a program is called "formative evaluation". An evaluation done at the end of a program is called "summative evaluation".

The words "formative" and "sumative" are significant. Formative evaluation checks progress toward program goals and problems on a frequent basis (such as weekly or monthly). This information helps staff in making necessary revisions - or "reforming" - the program. Summative evaluation "sums up" what happened during a program and also "summarizes" the results of the program. Often, evaluations are conducted only at the end of a program. But evaluations during a program are also critical. They strengthen the potential for good results and provide information to use in determining why or why not a program achieves its objectives.

We often conduct formative and summative evaluations in our own lives. A farmer, for example, counts the number of kilos of rice produced after the harvest (summative evaluation). A good farmer also monitors the growth of the paddy throughout its life and makes necessary adjustments in water and fertilizer (formative evaluation). You can probably think of many other examples.

You now know something about the two components of a good evaluation, formative and summative evaluations. Next, we'll consider how to design the evaluation plan.

What Does Formative Evaluation Include?

Formative evaluation is sometimes called "feedback". Feedback means basically the reactions of program staff and participants to a particular aspect of the program. These reactions enable you to identify and respond to operational problems before they become obstacles to attaining program goals.

There are many kinds of operational problems which can seriously affect program effectiveness, for example: personality differences among program staff; late delivery of supplies or equipment; lack of coordination of program activities; etc. Such problems are normal. The important thing is to recognize and do something about those problems before they become almost impossible to solve.

Formative evaluation or feedback is like a tune-up of a motorcycle. To keep a cycle running smoothly, it needs to be checked and adjusted every few months. Your program will need a similar "tuning-up", usually at least once a month.

One way to plan formative evaluation is to think of the components of a program.

-Needs Assessment: collecting information on the needs and conditions of program beneficiaries.

-Program Planning and Design: setting program goals, and developing the strategy for meeting the goals.

-Implementation: conducting a series of activities, as defined in the program design.

-Summative Evaluation: assessing the impact of the program.

After each program component is completed (or sometimes, while it is being carried out), the general question to be answered is: how did it go (or, how is it going)?

To answer this broad question, you can use a variety of techniques. A simple checklist or question-and-answer form (10 items should be enough) will help focus people's answers to this question. Informal discussion meetings can also be useful.

Who you include in formative evaluation processes is up to you. Often, a combination of staff and participants will give you the fullest insights.

Remember: the point of formative evaluation is to learn about the strengths and weaknesses of a program so that the program can be improved. The evaluation, therefore, should also include some recommendations for any changes that need to be made, who will make them, and when. Without such an action-plan, formative evaluations can raise expectations and cause frustration.

The learning gained through formative evaluation can also be useful for designing future programs - what to do and what not to do next time.

What Does Summative Evaluation Include?

While formative evaluation examines program operation, summative evaluation identifies program outcomes or results. Summative evaluation is also called "impact evaluation".

Early in the program planning process, define the

COMMUNITY EDUCATION

GOAL: To improve participant skills in motivating community involvement in community development programs.

OBJECTIVES:

* to define the term development and describe development indicators in a community

* to describe approaches in educating a community

* to identify qualities of community leaders

MATERIALS: Newsprint, markers, masking tape, Community Drawings (29.I. and 29.II.) and readings.

TIME: 2 1/2 hours

DESIGN:

1. Community Description Activity

   - Divide participants into groups of three and ask each group to describe what they see in the community drawing (29.I.) you have handed them. Ask each group's spokesperson to write the descriptions on newsprint.

   - If they fail to see all the components of the drawing, demonstrate that the drawing reveals a dead animal, uncleaned roads, etc.

   - Ask for their interpretation of the drawing.

   - If it did not arise, interpret the drawing as an undeveloped or under-developed community.

2. Defining Development Activity

   - Divide people into groups of six; ask everyone to write down the words that come to mind when s/he hears the word "development".

   - Instruct each group to discuss each member's ideas and then come up with a group's definition of development.

- Ask each group spokesperson to present the group definition and to describe the process they used to arrive at it.

- Analyze similarities and differences in the processes by which each group arrived at its definition. Discuss the definitions presented, focusing on key words and ideas such as growth, people, change.

- Then share your definition of development+ with the groups (25.I.) and discuss it.

3. Development Indicators Activity

- Distribute another drawing (29.II.) to each group.

- Ask groups to brainstorm+ and list what changes they observe as having taken place in the community.

- Ask groups to list their findings; write observations on newsprint and discuss.

- Ask participants to list what non-material development indicators they think show that development has taken place in a community.

Note: Very often trainees come up with physical changes as development indicators, such as better housing, better communual facilities, more money. Include the following as non-material development:

  - Improved self-concept
  - Greater self-confidence
  - Greater community spirit and cohesion.

4. Presentation on Community Education

- Ask participants the following questions:

  "Why do community members sometimes resist change?"

  "What could be done to educate the community to accept changes?"

- Write their ideas on newsprint.

- Present the following concepts as helpful approaches to educating a community (29.III.).

  - Creating a community of interest
  - Accepting small changes
  - Using people's own organizations/leaders.

intended beneficiaries of the program. Who do you want to have an impact on? And, what impact do you want to have? Be as specific as possible in answering these questions. It will make the summative evaluation process much easier.

Programs typically have "primary beneficiaries", such as women in a specific community, and "secondary beneficiaries", including other members of the community, members of the sponsoring organization, local officials, etc. Primary beneficiaries are those who are expected to receive considerable direct benefits from a program. Secondary beneficiaries usually receive fewer benefits or receive benefits indirectly.

The primary beneficiaries should receive a <u>pre-test</u> at the beginning of program implementation. (Note: this is a "test" of the conditions before the program starts - not of the beneficiaries.) Pre-test questions can also be included as a part of your needs assessment. The purpose of a pre-test is to find out about existing conditions of the beneficiaries. In order to determine what changes a program effects, we must know about the beneficiaries' lives at the outset. After the program ends, give a <u>post-test</u> to the same group of beneficiaries. The post-test includes the same questions as the pre-test, as well as additional questions.

Good pre/post-test questions often ask for quantifiable or observable answers, such as: "What is your income now?" "How many group meetings do you attend each month?". Note that these questions deal with something the beneficiaries have or with something they do (behavior). The answers to such concrete questions will enable you to make clear comparisons between conditions in the beneficiaries' lives "before" and "after" a program.

But, don't be afraid also to ask more "ambiguous" questions: "What did you gain from the program?" "How did the program make you feel about yourself?" These questions help to identify the unintended, as well as the intended, results of a program. Often it is the answers to these kinds of questions which capture the real essence of a program. For instance, in a summative evaluation of one village education program, a participant said: "I now like to get up in the morning!".

5. Presentation on Identifying Community Leaders

- Ask participants how true community leaders might be recognized; list these brainstormed ideas on newsprint.

- Present the following characteristics of true community leaders:

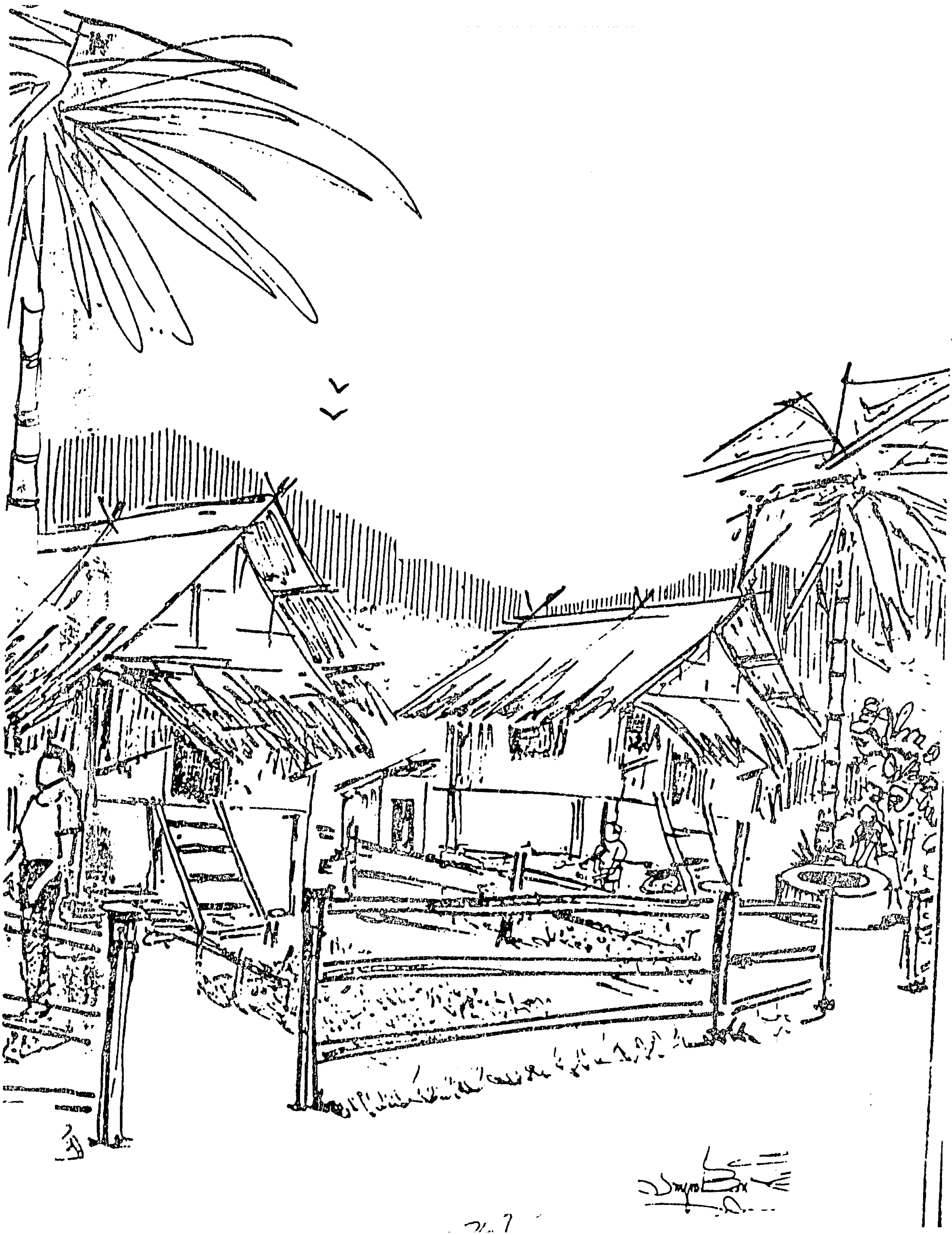
    - Assist others with their problems
    - Guide people intelligently
    - Point the way toward cooperation
    - Have faith in humanity.

- Ask participants to relate their experiences with true community leaders.

6. Closure

- Summarize the major points of the session. Review the goal and objectives to determine if they were achieved.

29.II.



Community Development Education Approaches

It is now generally accepted that the topdown model of development has not benefited the majority of people. It has only minimally touched those at the bottom of society - the poor, peasants, farmers, women and the illiterate.

It is just now being realized that unless the people of a community are involved in directing and controlling the process of development, no real human or community development will take place. As a result, many more agencies and organizations are experimenting with and implementing, with some success, a bottom-up approach to development. This model sets out to involve people at the community level (the bottom) in deciding and directing their own development and that of their community.

Change agents committed to this model must be able to redefine their roles and to see themselves as facilitating the greater participation of people in the development process rather than being there to develop the people themselves. Three approaches are useful in facilitating a comunity's involvement in development program.

Creating a Community of Interest

This means to study the community we work with, their level of technology, degree of literacy, religious beliefs and practices, family patterns, food habits and other customs that determine their way of living and thinking. This is important to know because we can understand why the people we work with do or do not do certain things.

Once we understand their ways and their reasons for doing as they do, it's necessary to think about the similarity of their ways and beliefs to ours. Thus we may come to understand the differences and reconcile them more effectively when necessary. In that way we may share a community of similar interests.

Accepting Small Changes

We must be content with small beginnings; we must also be prepared for a tardy response. Small changes should be cherished as a sign of progress. Where people have developed a close knit culture, they're generally intolerant of change. Therefore, the first innovation is the most difficult. Folk cultures are characterized by stability and stability is threatened by any change. Because of this suspicion of change, it's important to remember that civilization is cumulative and progressive; that is evolved from a sequence of many events.

Using People's Own Organizations/Leaders

It's always wise to use people's organizations, such as women's clubs, youth clubs and religious clubs, to educate and effectively communicate with the community. These organizations fit into the locally accepted pattern. Not only that, we can understand that it takes less energy to use existing organizations than to organize new ones. Without the cooperation of local organizations we may be confronted by a lack of endorsement. We might even meet with organized opposition. We must do all we can to get local endorsement, interest and support from accepted leaders. The easiest way to reach the people is through their own organizations and leaders.