

**BASIC  
ORGANIZATIONAL  
MANAGEMENT**

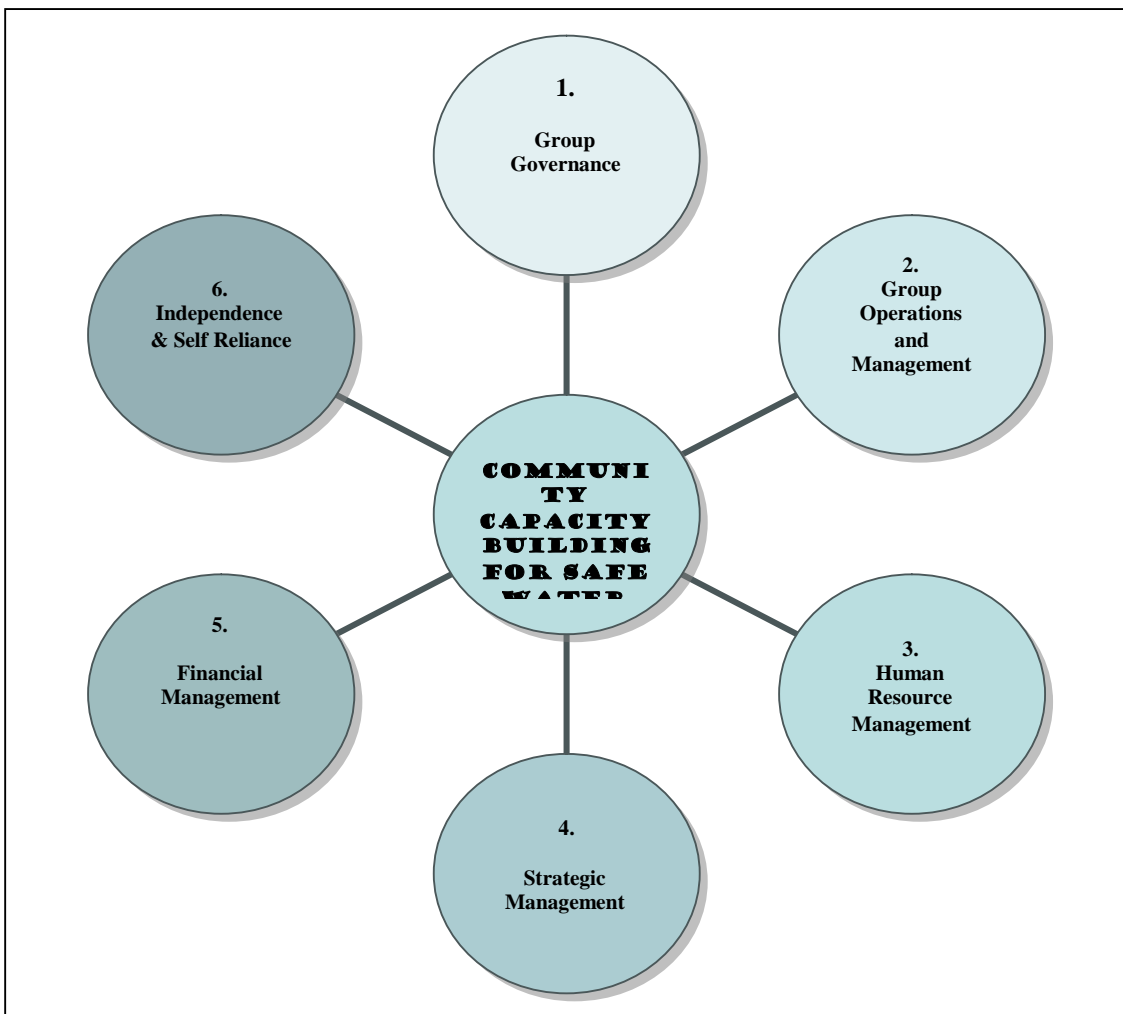
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## INTRODUCTION

The assessment of Nebbi Development Area Network (NDAN) Member Organizations (MOs) revealed that there was a great organizational weakness right from governance to inter-dependence. Impliedly, for the MOs to undertake a participatory development, they need to conform to open and transparent management principles. Leadership has to become for the people, conflicts resolved amicably, works always planned for and evaluated, finances spent as per plan, and co-existence with the wider community build, of course without losing the desire for sustainability. This guideline – BASIC ORGANIZATIONAL MANAGEMENT GUIDELINES – is aimed at providing a basic management guide to the MOs.

**What is contained in this guideline:**



## GOVERNANCE

Session Objective	At the end of the session members are able to: <ul style="list-style-type: none"> <li>&lt; Explain why they are in the PTC</li> <li>&lt; Explain how they can use their strengths and limitations for team work</li> <li>&lt; Discuss what democratic, accountable and rotational leadership is</li> <li>&lt; List effective means of communication</li> </ul>
Topic	Group dynamics Participatory Leadership Effective Communication
Methods	Brainstorming Question and answer Group work Role play
Materials	Flip charts, Marker pens, Masking tape, manila cards

### 1: Group dynamics

Sub topics:

1. Why a group?
2. Characteristics of a group
3. Members differences

Groups are formed for the purpose of achieving a common objective. Therefore, a weak group is like a weak bicycle that may not reach its destination. That is why it is important to understand the dynamics within the groups including the groups' experience if a group is to survive and grow.

*A group: << is a collection of individuals who in their social interaction have come together to pursue a common goal>>>*

*Thus within groups members:*

- *Sustain their development efforts over a longer period of time while they share the same goal and objectives, and conduct their activities together;*
- *Have an elected leaders (e.g. The management committees) and operational rules;*
- *Manage conflicts and solves problems together;*
- *Undertake risks collectively;*
- *Tend to have limited number of membership; and*
- *Allow an exchange of knowledge and information.*

### Why did we come together?

Cluster answers under:

1. Sociological reasons. 2. Psychological reasons. 3. Economic reasons, etc.

### **THE DYNAMICS WITHIN GROUPS**

In order to understand the dynamics in a group it is very important to learn the social and psychological interactions within and between groups. This process requires understanding how members accept, and accommodate (i.e., adopt and adapt to) one another. This is because, different people who are members of the same group bring to a group their varied 'baggage' - expectations, experiences, behaviour, capabilities as well as faults and limitations that should all be managed if the group is to succeed. Thus, in very young and old groups alike, members exhibit various characteristics.

It should also be noted that a group dynamics is dependent on:

- The effectiveness of communication within the group;
- The size of the group;
- Role taking of members;
- Attraction and acceptance of a member by the group.
- The degree of members' dependence on the group.
- Multiple membership of members in more than one group.
- The stage of the groups' development (Tuckma, 1965 – identified forming, storming, norming and performing stages).

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**GROUP  
WORK**

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1. What behavior do you think are likely to break up a group?
2. What behavior do you think can build up a group?
3. Which are present in your group (give yes/somehow/no answers to each behavior above)?

Note: Each group is unique in itself and therefore its given context cannot be bundled with other experiences. Care should be taken in trying to build learning linkages from other groups.

**Detrimental behavior of member may include:**

- Lack of commitment and I don't care attitude.
- Looking down on other members.
- Lack of transparency with other members.
- Resistance to facts and new ideas.
- Short temper.
- Jealousy.
- Unsteadiness in terms of opinion and attendance.
- Dwelling on non issues.
- Blocking colleagues.
- Pairing and grouping.
- Inexperience of some members.
- Shying away from conflict and problems.

**2: Participatory Leadership**

Sub topics:

1. Why leaders in a group?
2. Qualities of a good leader
3. Roles of leaders
4. Demonstration of good leadership in a group.

***Leadership in a group***

**Why are there leaders in a group?**

A group is like a family unit that is bound together by a common interest. However to reach that interest, in harmony, and to the satisfaction of every member, leadership is desirable and inevitable (i.e., leaders will arise even if not elected!). It is along this line that we elect leaders in our groups. It should be noted that leaders are a group of people elected to manage the affairs of a group AND NOT OF HER/HIMSELF. In a group, leaders compose the executive committee.

The executive committee is composed of a group of people entrusted by the other members of the group to manage the resources and activities of the group on their behalf except on fundamental

decisions. Members allow them to sit on their shoulders to see farther than a normal height would not so that they basically guide the direction of operations. This, therefore, means that leaders are only able to see and advise if members provide their shoulders. Short of the leader and the led linkage, there is no leader. What is important is for the leaders to know that they exist because of the willingness of the led to accept them to lead hence they should serve the led.

### **What qualities would an ideal leadership have?**

*A leader coaches, nurtures and empowers others to use their skills, expertise, and ideas to produce results.*

*Leaders inspire increased efficiency, productivity, initiative, ownership, and creativity.*

*By providing direction, acknowledgement, leaders face challenges and Support positively*

And to lead effectively a leader need 3 essential qualities

#### **1. Leaders inspire trust**

- A sense of rightness.
- A good sense of when to proceed, pause, praise.
- How to encourage others to excel.

#### **2. Leaders know how to follow**

- Be a leader and a follower.
- You do not know all the answers.
- Listen to followers and when it is appropriate to allow them to take a lead.

#### **3. Leaders make contact**

When problems arise, join your (wo)men and make things happen.

The leadership styles the committee or chairperson can use may range from:

- Democratic (open, transparent, consultative, listening, etc.)
  - Dictatorial (force, coercion, "I know it all and can do it all alone type")
- All leadership styles have advantages and disadvantages

*When is any type of the above styles necessary?*

### ***Roles of Leaders***

#### **What are the roles of leaders in a group?**

##### **1. Chairperson and the vice:**

*Oversee planning, implementation and reporting.*

- *Is charged with general management and supervision of the group's affairs.*
- *Calls meetings and liaises with the outsiders.*
- *Is the groups representative, advocate and spokesperson.*

##### **2. The Secretary:**

- *Is the groups' administrator.*
- *Keeps accurate minutes of discussions and keeps everybody informed.*
- *Sends and receives correspondences.*
- *Keeps all group documents safe.*
- *Ensures that the group has all the required documents including registration.*

### **3. The Treasurer:**

- *Is the financial officer of the group.*
- *Keeps safe all petty cash.*
- *Keeps track of funds and manage bank transactions.*
- *Maintain accurate records of financial transactions and report accordingly.*

### **4. Other members:**

- Participate in group work and decision-making.
- Elect and is elected as a group leader.
- Keeps the flow of information.
- Monitor activities of the committees.
- Ensure the group operates within the guidelines/rules.

### **A good committee has the following characteristics:**

- Good planning abilities.
- Good organizing ability.
- Cooperative with members and other organisations.
- Hardworking, self motivated and devoted.
- Have time for voluntary work.
- Able to make sound decisions and managing conflict.
- Respectable, trustworthy and able to keep the resources of the group safely.
- Ensures information and accountability is smooth and free flowing.
- Able to work as a team.
- The primary responsibility of the committee is to the members.

Primarily the functions of leaders are two:

1. Goal achievement such as:
  - ☞ Initiating actions,
  - ☞ Keeping members attention on group goal,
  - ☞ Clarifying issues,
  - ☞ Developing procedures,
  - ☞ Evaluating work quality, and
  - ☞ Providing information.
2. Group maintenance as by
  - ☞ Promoting interpersonal relations,
  - ☞ Arbitrating disputes,
  - ☞ Providing encouragement,
  - ☞ Listening to all members,
  - ☞ Stimulating self-directions, and
  - ☞ Increasing members' interdependence.

### **How should leaders demonstrate leadership**

- Advocating for the people.
- Being free and fair without favours and biases to members.
- Creating a good work environment that is capable of transforming members potential into fruitful results.
- Providing stability during times of change by consulting, communicating, and planning well.
- Having courage and confidence.

**Another key role of leadership is steering an effective decision-making process and pursuing the decision implementation to final conclusion.**

**What decision-making process and type does your group follow?**

Hope, Tummel and Hodzi (1984) pointed at numerous decision-making types in a group, viz:

1. The plop – where a group makes a decision by not making a decision. No attention is paid to a suggestion made.
2. One-person decision - where members support partly a decision but exclude their involvement during implementation.
3. The handclasp – where for a suggestion made a quick applause follows but without any seriousness.
4. The clique – used by subgroups within a group to disorganize other members.
5. Minority approach - used by the powerful within the group to subdue other members.
6. Majority vote – where the many dominate the few without any thorough decision.
7. Silent consensus – for unanimous decision that is not genuine.
8. Consensus – a process of long debate between all members with different power, interest and in different cliques each listening, justifying and balancing its views. The final decision made is thus applicable to all.

**Problems of decision-making are:**

- |                           |                                |
|---------------------------|--------------------------------|
| < Fear of consequences.   | < Hidden agenda among members. |
| < Conflicting loyalty.    | < Leadership weakness.         |
| < Interpersonal conflict. | < Clash of interest            |

*Remember: be a leader from the start! Make yourself known; do not change everything at once; identify people who make things happen; hold meetings regularly; ignore rumors and gossip; know what management/members wants; set high goals for yourself and your group.*

**3: Effective Communication in a Group**

Sub topics:

1. What communication is and is not
2. Channels of communication
3. Barriers to communication
4. Giving and taking criticisms

**What is Effective Communication?**

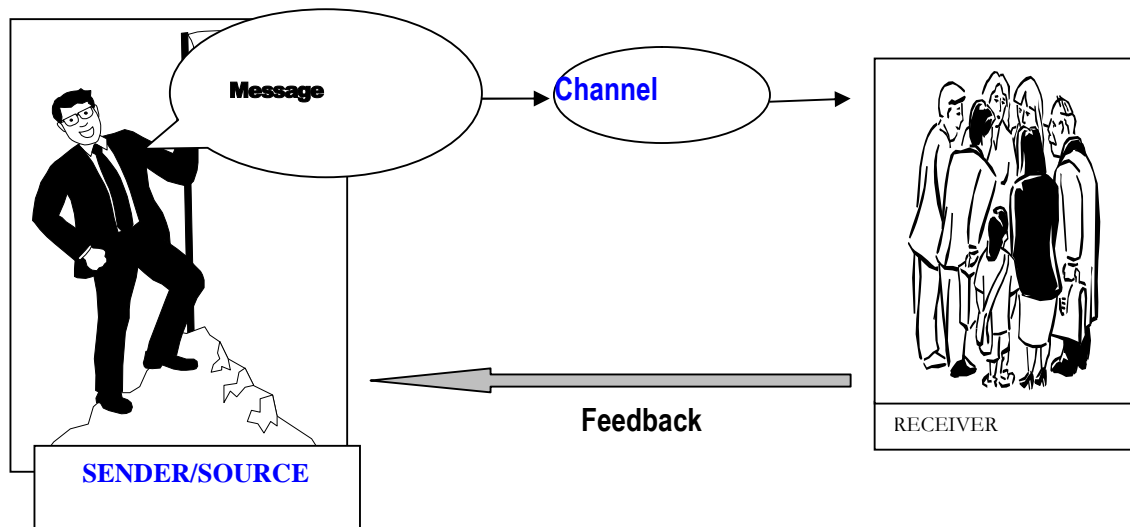
- Participants brainstorm on the meaning of communication;
- They identify the various components and their interactions.

The trainer should stress the followings

- Communication is the means of sending messages and accepting a response from the receiver (exchanging messages) and is never complete without receiving a response.
- Apart from messages the following can also be conveyed as part of communication: opinions, feelings, expectations, prejudices, and information.
- Much information is unconsciously transmitted through facial expression, gesture and posture: body language.



Communication involves – a **Sender** – the **Message** - a **Medium** – **Receiver** and **Response** or **Feedback**.



### What is a message?

A message is the topic or content of information that the sender wants to convey to the target receiver(s). It is made up of elements, which are structured according to the decisions of the message sender.

*Elements of the message* are the ideas and assertions of the content.

*Structure of the message* involves the ordering and sequencing of ideas and the style in which they are presented.

*Decisions are made about:* elements of the message; how they are to be ordered; and the style or code used (words, drawings, pictures, etc.)

These depend on:

- *The message to be conveyed*, e.g. complex information may be presented using diagrams, maps, sketches etc., and not in words alone.
- *The intended receivers*, e.g. the receivers' ability, (reading, viewing, listening).
- *Communications channels/media to be used*; e.g. if radio to be used then many statistics or large amounts of very detailed information may not be successfully communicated; and
- *time/space available*, where time is a limiting factor, the main point should be presented first and can be elaborated on later if time allows.

### Key points in sending/receiving messages

Messages are misunderstood because we fail to speak, write or demonstrate clearly or we fail to listen, read or view carefully. Thus skills are needed to effectively send and receive messages.

#### **Sending messages**

The key point in effectively sending of messages to target receivers are: understanding the what, when and where of sending messages as well as interpreting feedback; and transmitting clearly while matching what is being said to how it is being said.

1. Knowing what to convey: The ability to differentiate between what one would like to say and what one should/needs to say is necessary.

2. When is the best time to convey it: e.g., many women, who work in the home listen to the radio in the mid-morning, then it would not be an appropriate time to try to reach them outside this time.

3. **Where is the best place to convey it:** a better, comfortable, physical condition will be more likely yield a better result.

4. **Getting feedback on how well the message is getting through:** in a written, oral, or visual format and may be direct or indirect.

5. **Speaking/writing/visualizing your message clearly:** People pay attention only for a limited period of time so it is important to be clear on the elements and structure of the message before speaking/writing or visualizing the message.

#### **WHY WE NEED EFFECTIVE COMMUNICATION:**

- Improves individuals' motivation.
- Reduces suspicion and build trust among members.
- Identifies the individuals with the community's objectives, and address them both.
- Increase individuals role appreciation.
- Creates teamwork - with people working on their problems as seen by them, and in terms of their values and progress.
- Wins individuals support for community's decision.
- Provides opportunity for members to discuss issues of common interest.

***What is the best method for mobilizing the members for group work?  
Why not use the other methods?***

#### **METHODS OF COMMUNICATING**

Participants should be able to recognize the different media and methods that can be used for communicating, their effectiveness

##### **Definition:**

Media: types of channel- person or mass media

**Methods: specific vehicles/tools in the communication of messages, i.e., how we use the media e.g. discussion groups, meetings, press articles**

**Thus we can identify two types of media**

##### **1. Interpersonal**

- a) Individual methods (one-to-one, clinic, phone, fax)
- b) Group methods (discussion groups, meetings, demos, open days, lectures/classes, workshops, drama/puppets)

##### **2. Mass media**

- a) Print methods (press articles, newsletters, info leaflets, circulars, letters, posters, textbooks)
- b) Electronic methods (TV, radio, IT)

*Question: Where do we place drumming as in the church?*

To fulfill our tasks as good communicators, the key is to ensure that the right message is sent through an appropriate channel and a feedback obtained.

## COMMON BARRIERS TO EFFECTIVE COMMUNICATION

The participants should become keenly aware of communication blocks or barriers to communication. They can stem from all the “components of communication” but emphasis here is on the sender since being the initiator of the process s/he plays a vital role.

### a) Barriers of communication in conversation

The following causes can be found for breakdowns in the communication between people in conversations:

- Linguistic problems: the language is too difficult or specialized, or what is said is opened to various interpretations.
- Emotional charge: the receiver gives the message a different emotional charge than intended by the sender. For example, the receiver feels that he/she is being “attacked” or “pushed into a corner”;
- Projection: one assumes that the other person feels the same about a subject as oneself or that the other has the same opinion about it as oneself;
- Prejudice: the other person is identified with a group or a particular point of view. The message is not targeted properly at the person him/herself; nor did the receiver check his assumptions.
- “Hidden agendas”: the parties each have their own objectives or reasons for the conversation, but do not make this evident to the others; so each parties wonders what the other really wants.
- Difference in level of knowledge: For instance, you think it makes you stupid to admit that you don’t know something; so you don’t ask for clarification.
- Acceptance level: the effectiveness of the message depends not only on the quality of the message and the manner in which it is conveyed, but also on the extent to which the receiver is willing to accept the message (“talking to the deaf”).

### b) Barriers to Effective Communication with groups and communities.

1. Content of the message is not suitable.
2. Lack of knowledge of the community members’ potentiality / resources.
3. Lack of knowledge of the needs and interests of the people.
4. When the community members think that the innovation may not bring about the anticipated improvement to their welfare.
5. Language barriers - difficulty in expressing the ideas; use of language not understood by the audience.
6. Unconducive atmosphere.
7. Insufficient feedback.
8. Bad visual materials.
9. Lack of equipment – Radio, TV, Film, Print materials.

### c) Giving criticisms:

- Be specific on the issue
- Have respect for the person you are responding to.
- Discuss the issue and not the person.
- Let the person express her/himself fully and clarify unclear issues.
- Listen critically and present a logical critique.
- Propose solutions.

### d) Taking criticisms:

- Accept to learn and grow from others and not “I know more”.
- Expect criticisms always from whoever wherever.
- Respect opinions of other people.
- Take points generously.
- Don’t personalize the issue.

## OPERATIONS AND MANAGEMENT

Session Objective	At the end of the session members are able to: < Hold regular meetings by procedure < Internalize and keep basic records
Topic	Conduct of meetings Records keeping
Methods	Brainstorming Question and answer Group work
Materials	Flip charts, Marker pens, Masking tape, manila cards

### 1: Conduct of meetings

Sub topics:

1. Type of meetings.
2. Procedures of meetings.
3. Minute keeping.

The conduct of meetings in a group is one of the means of communication that keeps members informed of their progress, direction, conflicts management, generation of new ideas, etc. It also gives members the opportunity to air out any grievances that they have or any new idea that they are thinking about side by holding leaders accountable for their actions.

However, leaders can use meetings positively or negatively to handle any other affairs of the group. They can decide not to hold regular meetings and thus hide information from members; they can manipulate meetings by closing open communication among members as dictatorial leaders always do; they can also use meetings to get the way forward for the group. Whichever method is followed and the intentions, the group should be conscious about it.

### ***Types of Meetings***

- Executive Committee meeting- held regularly for only executives.
- Extraordinary Executive Committee meeting- to discuss emergencies by only executive committee members.
- Working Committee meeting- held regularly for only committee members.
- Extraordinary Committee meeting- to discuss emergencies by only committee members.
- General meeting- held regularly for the purpose of reviews, elections, planning for all members of the group.
- Extra ordinary general meeting- to discuss emergencies by all members.

### **Why a group meeting?**

- To mobilize members opinion.
- Review policies and work progress.
- Check powers between the leaders and the led.
- For information sharing.
- To resolve disputes.

For a meeting to meet the above reasons, it has to be productive. Therefore, a productive meeting requires:

- Raising adequate quorum always without delay.
- Time keeping by members in reporting and leaders in conducting the meeting.
- Effective listening without interruption of others.
- Making decisions based on facts and not rumors.

### **Procedures of holding a group meeting**

For every meeting convened, the following should be observed – subject to the groups' constitutional requirements:

1. Timely dissemination of invitation information to members. Clearly send a message on the agenda, venue, date, and time. Meetings should be announced in due time and publicized to ensure good attendance- house-to-house contact, written displays in public places, drumming, announcement in public gatherings, letters, radio, or a combinations can be used.
2. that meetings are normally called to inform, consult, get new ideas/solutions, resolve conflicts, review progress, etc. therefore, meetings should be well organized, i.e., adequately cover the subject but not take too long or too short.
3. On the meeting day/time:
  - record the attendance of members including apologies;
  - explain the agenda and request for additions and confirmation;
  - read the previous minutes (if any) and allow for corrections and confirmation;
  - allow for discussions of matters of the day;
  - allow for any other matter arising. Discuss item by item, one member at a time, giving chance for all, encouraging the quiet and shy to participate freely and meaningfully, listen carefully, seek for clarification so that meanings are more clear, summarize and agree on final resolution on each point;
    - a. summarize decisions made and tasks required;
    - b. schedule next meeting;
    - c. adjourn the meeting.

It is incumbent upon the chairperson to:

- Call a meeting in liaison with the secretary.
- Call members to order during discussions and request for clarifications.
- Control the process of sticking to the point of discussion.
- Ensure all people speak and are heard.
- Ensure all facts on the issue are known.
- Summarize decisions made.

### **Minute Taking/Keeping**

Every meeting should have:

1. The meeting title with its date, venue.
2. Attendance lists including absence with apology.
3. Confirmation and correction of previous minute.
4. Minute number in serial number according with previous meetings (if any).
5. Resolutions agreed upon by members.
6. Actions proposed and who are responsible.
7. Any matter arising.
8. Next meeting schedule.
9. Space for the signature of the chairperson and secretary during the next meeting after members approved of the minute as a true copy or with amendments.

## 2: Basic Records Keeping

Sub topics

1. Basic records.
2. Layout of records and their filling.

### What are records? What type of records does your group keep?

#### Who keep them?

Record keeping means the saving of information/happenings in writing. Records helps as a reminder, assists in follow-up, helps planning, helps in improving on performance, reduces malpractices and improves accountability, and helps in M&E of group activities.

#### Basic Records

The types of records groups may keep include:

- *Correspondence files*

All communication from and to the group are kept in a correspondence files. This should be different according to subject matters, e.g., invitations for training, fund-raising, etc.

- *Group register*

This indicates the membership status of a group. It shows the name, sex, age, date of membership registration, and signature of member.

Sample:

Date	Name	Sex	Age	Signature

- *Visitors book*

A visitor's book records events of visits to the group by persons outside the group. its details are as in the sample below.

Sample:

Date	Name	Address	Reason	Signature

- *Minutes book*

As indicated under holding meetings, a minute book keeps records of all meeting proceedings detailing what transpired and the resolutions adopted.

- *Asset inventory*

A group is expected to have a clear and succinct record of all assets it has accumulated over its lifetime. These assets are part of the groups' production inputs and pride. The detail of an inventory is as below.

Sample:

Date Bought	Name of asset	Quantity	Cost price of asset	Working condition	Signature

- *Cash book*

All monetary transaction that a group is involved in must be recorded in a simple cashbook that details by date all income and expenses.

Sample:

Date	Particular	Income	Expenses	Balance	Signature

- *Activity Attendance Register*

Part of the common good that binds a group together is their collective action in group work. Participation of all members during such works is a must and in some cases penalized. For such a system to work effectively, a groups' activity register is used.

Sample:

Name of Activity for the day: .....

Date	Name of member	Present/Absent	Reason for absence

## HUMAN RESOURCE MANAGEMENT

Session Objective	At the end of the session members are able to: < Develop positive attitudes in handling conflicts. < Motivating members for teamwork
Topic/Time	Conflict management, Motivation, Team building
Methods	Brainstorming Question and answer Group work
Materials	Flip charts, Marker pens, Masking tape, manila cards

### 1: Conflicts with a group

Sub topics:

1. Types of conflict.
2. Causes of conflicts in groups.
3. Strength and weaknesses of conflict.
4. Solutions to conflicts in groups.

Conflict is a desirable and indispensable part of social interaction. It arises from differences in ideas (a very objective rational) or personal feelings. Conflicts arise because of the divergent goals of individuals and groups of individuals within the group – typical of group dynamics. Because each member has her/his own values carried into a group, which also has its own values, the person-person and person-group relationship suffer from these two opposing interests. Conflict is therefore unavoidable between members or between members and their groups.

#### **Basic types of conflict**

Pretty, Guijt, Scoone and Thomson (1995) identify the following types:

- Individual to individual conflict.
- Clique to individual conflict.
- Clique to clique conflict.

#### **Group work:**

1. Divide members into a group of 5 based on gender, leaders and the led, age, literacy, etc.
2. Point to each group to identify a conflict that they have just experienced in their group.
3. To the identified conflict, each group should identify the cause(s) and how it was addressed.
4. Discuss the results the groups will come up with in a plenary.
5. Ask the group what conflict solution method of the cases presented was more rewarding and why?

Wrap up by Facilitator:

Each conflict and its management is context based. Conflict management should be more inclined on preventive measures that curative approaches that drain a groups' energy.

#### **Causes of conflicts in groups**

- Differences in values, interest, expectations, behaviour.
- Competition for scarce resources.
- Cliques and rivalry due to closed door policy.
- Resentment for task loads and task difficulty.
- Categorization due to skills differences, age, sex, experience, income level.



- Inability to cope with work or even colleagues.
- Plain jealousy.

### ***The ups and downs of conflicts***



Benefits of conflict to a group:

- Change of personal attitudes and confidence building in members.
- Emergence of new group norms.
- Identity formation among members.
- Medium for effective communication.
- Stimulate the need for being informed.
- Present a stage for group growth.



Demerits of conflict to a group:

- Diversion from group goal.
- Saps energy, skills, cohesion and innovation.
- Leads to break up.
- Weaken decision-making. E.g., some members may advocate for an increase in the annual subscription fee from Ushs 200 to Ushs 500. Others who believe they don't have money or they benefit less from the group funds may retort with anger caller proponents of the ideas names.

### ***Conflict resolution.***

There is no clear way to solve a conflict, but by all means once a conflict has arisen, denying it by burying the head in the sand provide only a force for hibernation. It must be solved once and for all if members are to benefit from it.

The solution requires:

- Neutrality on the part of arbitrators.
- Don't look at the persons involved rather at the issue.
- Objectively discuss the issues without fear or favor of the parties involved.
- Effective listening adds values.
- Develop a consensus on the problem collectively.
- Follow-up to ensure that the parties involved are once again members of the same house.

## **2: Motivation**

Groups are formed for the purpose of accomplishing what individuals may not accomplish on their own. People however join groups for various reasons. For instance:

- a) Satisfaction of social or affiliation needs.
- b) Mobilizing support for their areas of concern.
- c) Affecting personal change, for instance, increased income, etc.
- d) Initiating social or political change.
- e) Getting a particular task done.

### **What inspired members of this group to belong to the group? Have we all achieved those inspirations?**

What unites the people in the groups are mainly:

- The task at hand. Thus the tasks must be clearly defined or confusion and dissatisfaction will result and the group is likely to break up. The vision should be expanded as the group grows in capacity

so that it is always challenging yet achievable, concrete yet flexible enough to cater for the changes in the environment.

- The activities the group is engaged in should be perceived to be yielding benefits. Successes scored will boost the confidence of the members and reinforce members' motivation to succeed even more.
- Psychological needs to be met. Members want to feel good, free to express their opinions and feelings, learn from one another. The degree of positive interaction is related to the level of trust, openness, sharing, commitment, sacrifice, and honesty within the group.

### 3: Team Building

*"all for one and one for all"*

- The speed of the army is determined by the speed of the slowest soldier
- The strength of a chain is determined by the weakest link in the chain

The group succeeds because the different members bring together a vast array of qualities and abilities which, combined, results into products that are more than the total sum of what each individual brought into the group. This is the synergy that must be cultivated in the group.

Building a strong, high performance team requires unity of purpose and commitment, which must be actively cultivated. Thus the potential of each member of the team must be recognized, appreciated and built upon and deployed to the maximum effect.

The limitations of each member should be recognized, respected and their effects minimized as much as possible. This requires a change in attitude among the members, for instance: respect, desire to help others succeed, selflessness, sacrifice for the common good, appreciation, praise where its due, non-humiliating correction in case of mistakes, humility in accepting correction, constructive criticism, openness, fairness.

## STRATEGIC MANAGEMENT

Session Objective	At the end of the session members are able to: < Organize and develop work plans < Monitor their actions
Topic	Participatory Action/Work Planning Participatory Monitoring and Evaluation
Methods	Brainstorming Question and answer Group work
Materials	Flip charts, Marker pens, Masking tape, manila cards

### 1: Action/Work planning

#### Sub topic

1. Why do we plan?
2. Qualities of a good plan
3. Planning processes
4. Work planning
5. Budgeting

#### What is planning?

Planning is a continuous process of identifying solutions to problems within a specific period of time, costs and with specific expected results. It is essentially the identification, mobilisation, and allocation of resources (human, finance, logistics, natural) to accomplish identified tasks that need to be performed in order to satisfy needs

#### We plan in order to:

- ❖ Effectively manage the resources we have at our disposal.
- ❖ Ensure we mobilize resources required for solving the problems of development.
- ❖ Demonstrate and measure our performance.
- ❖ Integrate our activities with other actors.

Qualities - a good plan:

- a) Is gender focused. It strikes a balance of development problems and benefit between both men and women.
- b) Is participatory i.e. involving all actors right from identification and evaluation..
- c) Creates and promotes co-ordination, linkages and networking between and among actors.
- d) Is resources and needs balanced. "We should cut our coats according to the cloth available".
- e) Promotes sustainability. I.e., ensures continuity with equity in bebenefit delivery.
- f) Is environmentally friendly. It should not degrade the environment but maintain an ecological balance between nature and human desire.

### THE PLANNING PROCESS

The simpler planning approach is the community logFRAME approach. This asks the questions such as:

- ◆ **What is the problem?** This question entails a clear knowledge of the on-the-ground status of the community through information gathering from various sources. Once this situation has been correctly

understood, it will be easier to explain who is most affected by a given condition. The establishment of a community data/fact sheet that portrays a given situation in a place is important.

**How it is done:** *Problem/Constraint Analysis Tree*

This involves the analysis of the setbacks to the groups' inability to realise its vision – past and present. The motive is to build a critical reflective and analysis skills in the group to look inwardly and outwardly with a positive perception and appreciation of where they are.

- *Problem Listing - A group is given the opportunity to list all the problems it is experiencing. This can be done by gender, sector, etc.*
- *Problem Analysis - At this stage, a detailed and critical 'de-enveloping' procedure is undertaken to ensure that the listed problems are understood, analysed to justify their status, and collectively perceived as worthy of action.*
- *Problem Prioritisation - Due to the varying magnitude of the problem list, prioritisation is undertaken basing on the groups ranking.*

- ◆ **How can the problems be solved?** This is a collective action that should ideally involve all actors. A list of activities so desired, ranked in order of importance or cost analysis or man power requirement or time judgment will guide how a particular development problem can be solved with what inputs and end results.

**How it is done:** *Objective Analysis Tree and Opportunity Identification Matrix*

- *Objective analysis – The process of transforming all the negative states in the problem analysis into a desirable positive future state.*
- *Alternative analysis - The prioritised positive states from alternative analysis are then cross-linked to ensure that their interrelationships and divergence is considered in assessing the various opportunities that exists in ameliorating them.*
- *Opportunity Assessment - An exhaustive list of opportunities is done and linked with what is proximal, accessible and working in the interest and capacity of the group.*
- *Activity Identification - Solutions in the form of specific activities are then listed for each prioritised problem and opportunity. The activities are also cross-linked to ensure complementarity before scheduling is finally done.*

- ◆ **When do we solve the problem?** Providing a specific time frame for the implementation of an activity is useful for resource mobilization for that activity. It also provides an opportunity for the actors to focus their attention to the activity and demonstrate their competencies and/or account for why an activity was not accomplished.
- ◆ **Who will lead the problem solving process?** As we continue to demand for transparency and accountability, answering this question helps in holding a particular individual/institution in the community responsible for the implementation of a community proposed activity and report on it accordingly. Caution must be taken at this stage to distinguish the level of skills: technical, lobbying, etc that the implementation of an activity entails.

**How it is done:**

- *Activity scheduling – the identified and cross-linked activities are fixed within a time schedule of start and end period.*
- *Task allocation – for every activity a responsible actor is identified and put in charge.*

The summary of the planning stage is the **Action Sheet** (Action/Work Plan).

This is as summarized in the table below:

GOAL:							
Objective (s) 1:							
Activity	Target	Timeframe	Actor	Location	Budget	Indicators	Means of verification

From the chart above, fill under the column:

1. Goal –the long-term vision of the group.
2. Objective -the short-term result the group wishes to achieve.
3. Activity – the set of actions that makes the objective achievable.
4. Target – the quantitative value of how much will be achieved.
5. Timeframe – the period in time when the activity will be executed.
6. Actor– the person solely responsible for the implementation of the activity.
7. Location – where the activity will be implemented.
8. Budget – the financial implication (cost) of the activity.
9. Indicators – the signs of success in implementation (progress/impact).
10. Means of verification – what will be used to show success.

- ◆ **How much will the solutions cost us?** To accomplish the task before us as prioritized there is a budget required. We need to know how much and how we shall raise the funds.

A budget is a financial format of a plan. This means that the activity plan is translated into a financial plan for it to be costed and funded for implementation, in an organized manner for the period of time. This shows that:

- a. budget preparation follows activity planning;
- b. consultation is paramount for choice to be made;
- c. there is need to know the future financial flow; and
- d. a budget is presented in the form of time schedule for expenses and income.

Therefore, a budget acts as:

- a) a control measure for ensuring that expenses are for activities planned for although adjustments can be made;
- b) an opportunity for making choices among competing alternatives; and
- c) a justification for an organization to raise money.

However, a budget should be comprehensive and conclusive (indicating the activities and the required inputs) and should relate inputs to output in a realistic manner.

**How it is done**

A prudent budget is developed by the Unit Costing Approach - zero-based budgeting approach - as hereunder:

Activity	Inputs required	Quantity of input	Unit costs of input	Total input costs	Budget sources	
					Local	Others

In filling the above sheet note:

1. Under the activity column, indicate the activity lists as they appear in the action sheet.
2. Under inputs indicate all the logistics required for the activity implementation.
3. Under quantity of input indicate the exact quantity of each input that is required.
4. Under unit cost of input state the market price of the inputs.
5. Under total input costs find the multiplication result of quantity and unit cost.
6. Under the budget source, state what money value will be raised/contributed/allocated/reserved locally and those for which external support are required.

*To do this effectively, you need to know the budget sources – i.e., all revenue sources should be identified so that a matching with expenses is done and gaps identified handled accordingly.*

- ◆ **How shall we know that we have solved the problem?** During and after the accomplishment of an activity the people involved in its planning or for whom it was intended should be in the know of how well or bad the activity is progressing and /or whether it was the right activity for solving the problem.

***This is handled in the next topic.***

## FINANCIAL MANAGEMENT

Session Objective	At the end of the session members are able to: < Develop prudent financial management system < Hold their leaders accountable
Topic/Time	Financial management and control
Methods	Brainstorming Question and answer Group work
Materials	Flip charts, Marker pens, Masking tape, manila cards

### 1: Financial Management and Control

Sub topics:

- 1) Why financial management
- 2) Requirement for financial management

Financial management and control (FMC) is about the utilization / management of funds according to plan within the limitations of authorized persons using accepted management procedures of finance.

It ensures that the organization utilizes adequately its resources and has reliable financial reports that comply with policies, procedures, laws and regulation governing its operations (and its partners).

This is a check measure against misuse, mistakes and fraud. It checks the relevance of plans, policies and regulation, operational efficiency and effectiveness, information correctness and completeness as well as the degree of risks associated with them.

### Why financial management and control

Experience with financial management and control show that:

- there is difficulties in recording transactions on timely basis,
- there is difficulties to account for some transactions that have no receipts,
- recording of activities are difficult due to mixing budget lines on a voucher,
- not many are involve in discussing and preparing financial activities,
- open accountability is neglected,
- a lot of money is kept at hand,
- Over pricing and cashing of items by authorities exists.

The essences of FMC are:

- To enable members to remember what has happened or being planned and know position of resources (materials, human, funds),
- Checking and monitoring purposes,
- Easier accountability and reduce malpractice,
- Auditing and giving a new way of getting the net worth of your financial activities.
- To guide in the planning and comparison purposes, etc.

The control process includes ensuring that:

- all cash, gifts, etc. are received, promptly deposited, properly recorded, reconciled and securely kept.
- all assets have inventory and are properly maintained and utilized.
- all expenditures are planned and/or approved for all deviation cases.
- roles and responsibilities between leaders and members is clear and that all are accountable.

### **Requirements for FMC**

FMC requires that:

- information collection, storage, processing, and reporting are correct and complete e.g., cash and bank balance, income and expenses statements, etc.
- routine keeping of records of any transaction (daily, weekly or monthly or annually); and only authorized persons should take care or manage group funds.

To avoid all these anomalies, there is need:

- to prepare clear budget,
- for budget to be approved by members acknowledging on the sources of funds,
- for bank accounts to be known by the members,
- for payments to be accepted and made on vouchers,
- to regularly check accounts records (cash and bank books, bank statements, bank reconciliation statement, physical cash counting, payment vouchers, receipts).
- To maintain clear financial records for both income and expenses.

### **Income accounting system involves:**

- receipt books as revenue receiving document. This should to indicate the receipt number, payee, amount paid (both in word and in figures), purpose of payment, form of payment (cash or by cheque), and the signature of receiving person.
- cash book should indicate all receipts and expenditures and should be closed every month with details such as receipt number, receipt date, form of payment and amount as well as expenditure descriptions.

**Payment accounting system** for all expenditures for goods and services received or expected to be received.

- Claims should be raised, the chairperson approves it, the treasurer processes it, and the receiving person sign for payments received. Date of payment, name of payee, purpose of payment, voucher number and signature of payee should all be included.
- Purchase order, pro-forma invoices or signed agreement should be attached.
- All accountable documents are then attached to the voucher.



## INTER-DEPENDENCE AND SELF-RELIANCE

Session Objective	At the end of the session members are able to: <ul style="list-style-type: none"> <li>&lt; Understand the need to work together with other organisations while at the same time maintaining independence and self-reliance</li> </ul>
Topic	<ul style="list-style-type: none"> <li>&lt; Definitions of concepts</li> <li>&lt; Why and the how of integration and partnership</li> <li>&lt; Maintaining Independence</li> <li>&lt; Striving for self-reliance</li> </ul>
Methods	Brainstorming, Question and answer, Group work
Materials	Flip charts, Marker pens, Masking tape, manila cards

### 1. Introduction

*No organisation is an island.* Groups work in an environment where there are many other players involved in a vast array of activities that may be similar or dissimilar, but all eventually have an effect on one another. Activities may even be conflicting in nature. Groups must of necessity fit within this milieu. In other words, groups should be aware of their development environment, ably scanning (programmes, projects being implemented or under implementation, by government, NGOs and fellow CBOs) in the area.

Nevertheless, in order to fit well the group should:

- Know what the key development issues are;
- Know who are operating in the area;
- Know what they are doing – their strengths and weaknesses as well as opportunities available in their environment;
- Know who to go to for what type of services (technical, financial, legal, information) and the conditionalities attached to the services;
- Know who should be avoided, tolerated, wooed otherwise the groups' activities will be adversely affected;
- Know who their clients are and their product demands, networks and any kind of alliances required; and
- Know who wields relative power; who can be influence; and who can be not influence but only appreciate.

Working together may, therefore, mean:

- Forming networks
- Forming alliances
- Forming partnerships
- Going in for advocacy and lobbying

Thus at the minimum the group should strive for a situation where it is:

- Recognized by government and other actors as legitimate.
- Has stable relationship with institutions for services.
- Has adequate linkage with the outside world.
- Asserts its rights and claims.
- A comfortable degree of independence.

**Legitimacy-** this refers to who an organization represents and its relationship to them.

- Where does an organisation get its legitimacy from?
- From its constituency at the local level.
- From the people we serve.
- From the decision makers we relate ourselves to in the advocacy process.

**Credibility** – i.e., the ability to have one's statements accepted as factual or one's professed motives accepted as true ones.

The credibility of an organization refers to how much it can be believed or trusted for example whether its information is seen as reliable, its programs and services sound, or its staff viewed as having integrity. It also refers to an organization's link to its constituency or client group.

*How do we build credibility?*

- a) Through the process of advocacy consistency
- b) Through increased self-confidence and awareness of our contribution to the decision process.
- c) Using reliable information

Associating with highly respected individuals or organisations that have achieved solid reputations in their field of work. This could be through coalitions or representation on the organization's board members.

Operating on behalf of the larger public interest or the "common good" as opposed to narrow self-interests.

**Accountability** i.e., holding individuals and organisations responsible for performance, whether those individuals and structures are government authorities, corporation or community leaders.

At the political level, it is the civil society's responsibility to carry out this role. The challenge for advocates therefore is first how these different entities responsible so that the best interests the communities can be served and second how citizens can be mobilized to accomplish that task.

Two kinds of accountability need to be analyzed.

- 1) *Public accountability*- focused on powerful institutions that affect the public such as governments, banks or corporations. An important aspect of public accountability is transparency.

Transparency refers to the openness and accessibility of the decision-making and information process within an institution or government.

- 2) *Internal accountability* within advocacy campaigns and organizations, focused on groups carrying out advocacy effort.

May be in form of functional accountability usually related to a group's donors and board (accounting for resources, use, and impact) or strategic accountability (accountability for impact that a group's actions have on its constituencies and similar organizations in the society at large)

What makes an organisation accountable?

- ☞ Accurate financial and annual reports
- ☞ If the organisation delivers what it has promised
- ☞ The contribution to the development process, innovation and modernisation
- ☞ The transparency in strategy and policy and involvement of its constituencies

## 2: Independence and Self-reliance

Independence and self-reliance are about the resilience of the organisation, i.e., its ability to withstand external pressure from government or other entities. At the same time there is that element of being open to new tasks and challenges, always learning and striving to remain relevant and delivering and true to the group's mission.

Thus good signs include:

- Effective demand- ability to pay for services.

- Increasing contribution from members.
- Generation of increasing benefits.
- Increasing energy and improved attitude and self-confidence.
- Better management of conflict and resources.
- Better leadership qualities.
- Stability of membership and group effort.
- Inquisitiveness, critical inquiry, and internal adjustment to changes in the environment.
- Commitment to mission.

In the group growth curve, from dependence to independence, a lot is achieved in terms of enhanced organizational capacity. However, at this stage, more than the question of recognition and withstanding both internal and external pressures, a group matures to appreciate a more honest, transparent and holistic interdependence with other actors, its members inclusive.